

**TEACHER’S CODE-SWITCHING IN ESP LESSONS: FUNCTIONS AND
ATTITUDES**



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**TEACHER’S CODE-SWITCHING IN ESP LESSONS: FUNCTIONS AND
ATTITUDES**

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ABSTRACT

TEACHER’S CODE-SWITCHING IN ESP LESSONS: FUNCTIONS AND ATTITUDES

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Recently, in EFL classrooms, significant attention has been paid to the use of the native language of language learners along with English via code-switching. However, there has been insufficient research regarding code-switching in ESP context. The main goals of this study are to present the findings of a qualitative study which investigated the functions of teachers’ code switching and the attitudes of students towards these functions in online ESP lessons. The study took place in ESP classes at a private university in Turkey. A total of 6 hours of classroom observation were carried out in three different ESP classes and the instructors of these courses and some of their students were interviewed to find out their attitudes towards the code-switching employed by their instructors during their online ESP lessons. The data collected through lesson observations revealed 14 functions of teacher code-switching under three main categories: motivational, instructional and procedural functions. Also, the data gathered from semi-structured interviews indicated that students have a positive attitude towards teacher code-switching, and even if the ESP instructors expressed negative views on their use of code-switching, they somehow benefit from it in their online ESP courses.

Keywords: Foreign Language Teaching, ESP Courses, Code-switching, Student Attitudes, Teacher Attitudes



ÖZ

ESP DERSLERİNDE ÖĞRETMENİN KOD DEĞİŞİMİ: FONKSİYONLAR VE TUTUMLAR

Aygün, Feyza

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Yüksek Lisans Programı

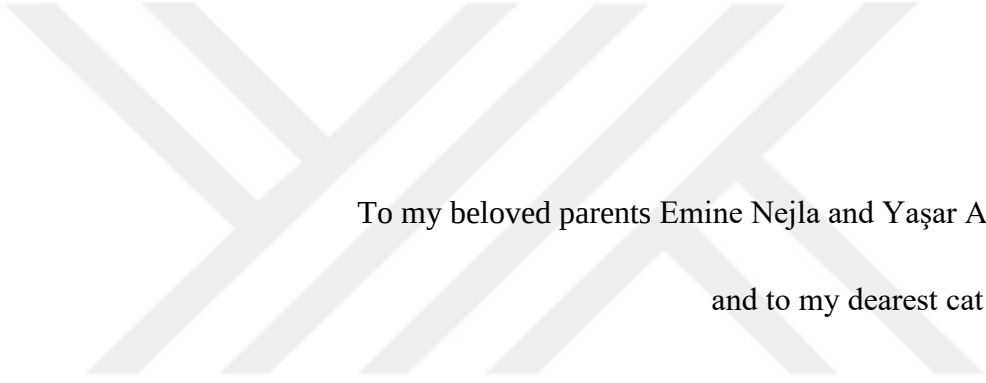
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Son zamanlarda, EFL sınıflarında, kod değiştirme yoluyla İngilizce ile birlikte dil öğrenenlerin ana dilinin kullanılmasına büyük önem verilmektedir. Ancak, ESP bağlamında kod değiştirme ile ilgili yeterli araştırma yapılmamıştır. Bu çalışmanın temel amacı, çevrimiçi ESP derslerinde öğretmenlerin kod değiştirme işlevlerini ve öğrencilerin bu işlemlere yönelik tutumlarını araştıran nitel bir araştırmanın bulgularını sunmaktır. Çalışma, Türkiye'de özel bir üniversitede ESP derslerinde gerçekleştirilmiştir. Üç farklı ESP sınıfında toplam 6 saatlik sınıf gözlemi yapılmış ve bu derslerin öğretim elemanları ve bazı öğrencileriyle görüşülerek öğretim elemanlarının çevrimiçi ESP derslerinde uyguladıkları kod değiştirmeye yönelik tutumları tespit edilmiştir. Ders gözlemleri yoluyla toplanan veriler, öğretmen kod değiştirmenin 14 işlevini üç ana kategori altında ortaya çıkarmıştır: motivasyonel, öğretimsel ve prosedürel işlevler. Ayrıca yarı yapılandırılmış görüşmelerden elde edilen veriler, öğrencilerin öğretmen kod değiştirmeye karşı olumlu bir tutum içinde olduklarını ve ESP öğretim elemanlarının kod değiştirme kullanımı konusunda olumsuz görüş belirtmiş olsalar bile, çevrimiçi ESP derslerinde bir şekilde bundan yararlandıklarını göstermiştir.

Anahtar Kelimeler: Sınıf İletişimi, Yabancı Dil Öğretimi, ESP Dersleri, Dil Değişimi, Öğrenci Tutumları, Öğretmen Tutumları





To my beloved parents Emine Nejla and Yaşar AYGÜN

and to my dearest cat Mühoş

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Chapter 1

Introduction

This chapter provides an overview of the current study aimed at addressing the functions of teachers' code-switching and the students' and ESP instructors' attitudes towards the use of code-switching by teachers during online ESP lessons at a private university in Turkey. After offering the statement of the problem leading to this study, the chapter presents the purpose of the study, and then, introduces the research questions. The chapter then represents the significance of the study. At the end, the chapter includes definitions of common terms that the study discusses.

1.1 Statement of the Problem

In view of the fact that the COVID-19 outbreak has affected the education sector all over the world, and most of the universities have passed into the distance education system, the change in the normal flow of the lessons has become inevitable. Normally, some universities have language policies that sometimes completely prohibit or minimize the use of the first language (L1) during instruction. These policies are clearly specified by written documentation for some of the institutions, but they appear as written or spoken principles for some (Raman & Yigitoglu, 2015). However, in this extraordinary situation, the use of L1 during online classes should be debated. Littlewood and Yu (2011) indicate that the controversy is not about the role of the second language (L2), but about the degree to which L1 should play a role in the foreign language classroom. According to Sali (2014), the basis of this debate follows two main lines of discussion. One of these views is that the use of L1 would severely limit the scope for the input and output of the target language and therefore should be abandoned whereas the other line of argument takes a different perspective and sees a pedagogical benefit in the use of L1 in EFL classrooms (Sali, 2014). In spite of the limitations on the use of L1 in many L2 classrooms around the world, its inevitable existence as another resource available to teachers and students in a foreign language classroom raise numerous questions about how this issue could be potentially addressed by the teachers and

students who share the same L1 (Adriosh & Razi, 2019).

1.2 Significance of the Study

Some of the academic programs at the higher education institutions in Turkey provide their students with professional English courses. During these courses, English is taught in ESP context according to the needs of the students in terms of their prospective professional life. Thus, the students learn about relevant terminology, discuss relevant topics, and they are also introduced to effective communication styles to have good relationships with people in their profession. On the other hand, in Turkey, English is taught as a foreign language, and with the increasing use of the English language in some professions, many university students are required to have good command of the English language by mastering the four skills (reading, writing, listening, speaking). With a great deal of emphasis on the value of learning the English language, language instructors are encumbered with the duty of educating the learners to reach the required proficiency level in English.

Recently, in the field of English language teaching, the use of L1 and code-switching in foreign language classrooms has been debated. Nevertheless, in ESP education at tertiary level, code switching research is a novel and unexplored area. Therefore, understanding and studying code switching in ESP classroom teaching is of great importance both practically and theoretically (Niaonio, 2018). The importance of the present study stems from the necessity for more research in ESP context focusing on the same phenomenon.

Also, since the students' attitudes towards the target language, their professional English lessons, and the actions of their instructor play a significant role in gaining motivation and keeping it during their learning process, the use of code-switching by teachers may affect student perspectives on ESP courses. On the other hand, in order to promote learning, the need for native language use should be investigated by observing teachers' code-switching (CS) behaviors with which functions and how often it appears in online ESP lessons. The two main focuses of the current study are to present the findings which reflect the actions of ESP instructors while switching codes, and also to find out student awareness and views on this issue. Hereby, the current study offers an instance related to CS functions, teaching strategies and techniques used in ESP lessons, and student opinions about

the role of L1 to the teachers of ESP courses in both traditional and online teaching environments. It also provides the researchers in the field of ELT and ESP with several real cases in which teacher CS occur, which could help them address some other issues that have a potential to make ESP courses much more effective.

So as to contribute to the literature and to raise awareness on ESP teaching in EFL/ESL context, the present research demonstrated in depth analysis of a case-study in which the central phenomenon was analyzed qualitatively with its functions and the perceptions towards it in online ESP lessons.

1.3 Purpose of the Study

The use of both L1 and L2 in the same discourse refers to the shift from one language to another, and the linguistic term which is used for this phenomenon is “code-switching” (CS) (Fareed et al., 2016). Chowdhury (2013) claims that it represents a transition between the students' native language and the foreign language to be acquired, and this can promote the acquisition of the second language. However, there are some other researchers who claim that it hinders foreign language learning. Raman & Yigitoglu (2018) state that “there is still lack of consensus regarding the application of CS or L1 usage in second/foreign language classrooms” (p. 4). Moreover, as mentioned above, the general policy for teachers in the context of EFL classrooms is to maximize students' exposure to the target language. Therefore, presumably because of teachers' concerns, there is not enough teacher-initiated code switching (CS) research (Horasan, 2014). Also, Moghadam et al. (2012) express that in the studies of CS, the dominant perspectives were generally sociolinguistic and address their use of social and political motivations, but there is little that has been done about students' attitudes towards CS, its impact on their language learning process, and the situations of its occurrence. In an attempt to address this issue in the literature, this study aims to explore the educational functions of teachers' code switching. Besides all these, Ma (2014) states that in the fields of social or educational psychology, attitude research is minimal, but nowadays it receives more emphasis from language studies experts as it is connected to linguistic behavior. When students' psychology is taken into consideration in such an uncharted territory which has brought so many difficulties they are still trying to overcome in their educational life, it has become essential to investigate how they

think and feel. Thus, another aim of this study is to investigate the attitudes of students towards teachers' English-Turkish code-switching in the virtual professional English classes at a private university in Turkey.

1.4 Research Questions

With the aim of discovering the reasons behind the use of native language by instructors during their online ESP lessons, and students' perceptions of these applications, the following questions will be the focus of this study:

1. What are the functions of teachers' code-switching in the online ESP lessons in EFL context?
2. What are the students' and their instructors' attitudes towards teacher code-switching in their online ESP lessons?

1.5 Definitions

EFL (English as a Foreign Language): English language which is widely taught in schools having no important role outside in daily life (Broughton et al., 2002).

ESP (English for Specific Purposes): A form of language instruction that tries to meet the needs of specific learners (Muliyah & Aminatun, 2020).

EVP (English for Vocational Purposes): The use of English language related to one's vocation (Widodo, 2016).

Code-switching (CS): The utilization of more than one code or language within a single speaking event (Gumperz, 1982, as cited in Then & Ting, 2011).

Foreign Language: A nonnative language acquired in the setting of one's native language (Gass & Selinker, 2001, as cited in Gilquin & Granger, 2011).

Second Language (L2): A nonnative language acquired in the environment where it is spoken (Gass & Selinker, 2001, as cited in Gilquin & Granger, 2011).

First Language (L1) / Native Language: The language that a person acquires first (Bloomfield, 1994, as cited in Lee, 2005).

Attitude: A psychological trait characterized by a favorable or unfavorable evaluation of a particular entity (Eagly & Chaiken, 1993).

Chapter 2

Literature Review

This chapter contains four main focuses. Initially, the chapter represents the use of first language in EFL classrooms with the reasons for it. The second focus is on the central phenomenon of the current study, which is *code-switching*, with its definition, typology, functions in an EFL classroom, and the perceptions on it. Next, the chapter explains English for Specific Purposes in EFL context. The last focus of the chapter is related to distance education; online language teaching and learning.

2.1 First Language Use in EFL Classrooms

When looking at the Braj Kachru's (1986) concept of world Englishes, which refers to the various types of English in terms of its functions and historical dissemination all over the world, and his popular three-circle model, Turkey is one of the countries in the *expanding circle* where English is taught and learned as a foreign language.

Classroom discourse, especially in the context of English as a foreign language, is the compilation and reflection of interactional activities oriented in the systemic objective of language teaching in an educational setting which refers to the typical language learning environment either face-to-face or online (Üstünel, 2016). It contains the use of the foreign language which is the target language as well as the first language which is the mother tongue in some cases. In second language instruction, there is diversity in pedagogical practice with respect to the use of the first language (L1) and the language being taught (L2) in terms of quantity and function in the classroom, and thus, in their classroom practice, foreign language teachers all make numerous decisions regarding this component of language usage (Alharbi, 2019).

For a long period of time, the debate on the issue of using learners' first language in foreign language classrooms has been popular in the field of foreign language education. Arguments have been based on the ideas about whether the use of L1 should appear in a foreign language learning and teaching environment or not.

After all, extensive research has examined the situations which include the use of L1 and has revealed the reasons behind the use of first language during foreign language lessons.

2.1.1 Reasons for the use of L1 in EFL classrooms. According to some studies on the use of first language, EFL teachers give several important reasons for the occurrence of L1 during their lessons. In most of the institutions, teachers are required to follow a certain curriculum, and the use of L1 has been seen as time-saving; especially about delivering the syllabus on time (Alharbi, 2019). In his study, Alharbi (2019) reveals the opinions of some English teachers about the use of L1 in their classrooms, and states that using L2 might not be as successful as using L1 because it takes too much time. Additionally, the studies of Alrabai (2014), Al-Seghayer (2015); Baeshin (2016), found out from interviews that teachers agree that the use of L2 does not fulfill the need to complete the syllabus in the allocated time by the Ministry of Education.

On the other hand, Alshammari (2011) and Machaal (2012) claim that first language can not only save time for teachers while clarifying a topic, but it can also increase the understanding of students, and so make the learning process more effective. Also, according to Ellis (2015), teachers in the EFL classroom often tend to use the L1 of the students to clarify and coordinate a task, and to handle actions in the expectation that it will promote the objectives of the lesson.

Alsied (2018) stated that first language use with beginners has been shown to be a very useful and essential strategy in maintaining and strengthening the comprehension of students. To illustrate, in the study conducted by Hall and Cook (2014), 2,785 teachers from 111 countries completed a questionnaire, and 20 teachers engaged in semi-structured interviews, and the results showed the large use of L1, and that the teachers used the first language of students for those with low levels of proficiency or to express significant details.

According to Alsied (2018), another significant reason for teachers in the second language classroom to use the first language is to establish a natural connection between teachers and their learners. From another point of view, he also claims that the use of students' first language motivates learners to participate in the discussions as well as the various activities such as group work during the lesson. Additionally, Jones (2010) indicates that "L2 learners experience higher levels of

motivation for learning the L2 and develop a greater sense of comfort participating in pair, group, and whole-class discussions and activities” (p. 50). Research by Dailey-O'Cain and Liebscher (2009) investigated how first language often occurs in the L2 classroom in naturalistic bilingual environments, and found that L1 is used by students and teachers for scaffolding.

In Turkey, Sali (2014) conducted a study about the functions of L1 use in three secondary EFL classrooms. The data were collected through observations, audio recordings, field notes and stimulated recall interviews (SRIs) with three experienced English teachers employed in a preparatory school. Each teacher was observed in 15 lesson hours, and the data was analyzed by categorizing their utterances. The results revealed that teachers used L1 to explain a topic, to check for comprehension, to encourage, praise and guide students, to give instructions and for cultural expressions.

In the study of Balabakgil and Mede (2016) the opinions of native and non-native teachers working at a state university regarding the use of L1 as a teaching technique were investigated, and the result endorsed the L1 usage as a teaching strategy and showed that L1 was used by both native and non-native teachers to verify comprehension, describe grammar, elicit answers, and translate words or statements. In another study, Kayaoğlu (2012) conducted a questionnaire and interviewed English language instructors working at a state university to explore the conceptual and pragmatic roles of English teachers using L1 in their classrooms, and for the reason to use L1, the participants reported that L1 was used to simplify complicated subjects, to manage the classroom and to give instructions.

2.2 Code-Switching: Definition and Typology

There are various definitions of code-switching which change depending on the context as well as the functions (Üstünel, 2016). As it is a compound word, it is better to begin by defining “code,” which is a linguistic term in the social context of communication. Wardhaugh (2010) defines this term as “the particular dialect or language that a person chooses to use on any occasion, a system used for communication between two or more parties” (p. 84). When it comes to express the basic definition of the linguistic phenomenon of the current study as a whole term, Fareed et al. (2016) states that “code-switching is generally defined as a shift from

one language to another by the speaker during the speech” (p. 2). Cook (2001) conceived the idea that the act of "going from one language to the other in mid-speech when both speakers know the same languages" is code-switching (p.83). The definition of the term code-switching appears differently in the context of language education; it refers to “the alternating use of more than one linguistic code in the classroom by any of the classroom participants (e.g., teacher, students, teacher aide)” (Lin, 2013, p. 195). According to Bilgin & Rahmini (2013), it reflects a transition between learners’ first language and the target language.

Poplack (1982) differentiates the incidence of the code-switching phenomenon through following categories: *tag-like switch*, *sentential switch*, and *intra-sentential switch*. The initial one indicates a tag or exclamation shift, freely moving components that can be introduced into discourse nearly anywhere without fear of breaking a grammatical law of the both languages. For instance, “*Ave Maria*, which English? (Oh God, which English?)” (Poplack, 1982, p. 13). This type of switching involves basic understanding of L2 grammar. Sentential code-switching includes full statements and larger parts requiring more L2 knowledge to generate, i.e. “It’s on the radio. *A mi se me olvida la estación*. (I forget which station)” (Poplack, 1982, p. 13). Lastly, the third category requires the knowledge of more complex grammar structures as it appears in long sentences. To illustrate, “*Si tu eres puertorriqueño*, your father’s a Puerto Rican, you should at least *de vez en cuando*, you know, *hablar español*. (If you’re Puerto Rican, your father’s a Puerto Rican, you should at least sometimes, you know, speak Spanish.)” (Poplack, 1982, p. 13).

Similar to Poplack, Muysken (2000) brings out the terms *insertion*, *alternation*, and *congruent lexicalization* to demonstrate the three types of code-switching. Insertion consists mainly of adverbial phrases in some languages, predominantly single nouns in others, and again, combinations of determiners and nouns in others. Pfaff (1979) illustrates this type as following: Yo anduve *in a state of shock* por dos dias. (I walked in *a state of shock* for two days.)” (as cited in Muysken 2000, p. 5). Next, in alternation, there is a real shift from one language to another, including either grammar or vocabulary, and it occurs between expressions in one step or between steps. Timm (1978) provides French-Russian example as alternation: “Les femmes et le vin, *ne ponimayu*. (Women and wine, I don’t understand.)” (as cited in Muysken 2000, p. 5). As the last type, *congruent lexicalization* occurs once a

grammatical form is shared by two languages and can be lexically filled with components from the both languages. There is another illustration in Spanish-English by Pfaff (1976), to represent the last type: Bueno, *in other words*, el *flight* [que sale de Chicago *around three o 'clock*]. (Good, in other words, the flight that leaves from Chicago around three o 'clock.) (as cited in Muysken 2000, p. 6).

2.2.1 Code-switching vs. code-mixing. As it can be seen from these meanings, code-switching mostly occurs in bilingual communities. However, it is not the only phenomenon which the bilingual communities involve. *Code-mixing* is the other one. According to Redouane (2005), “code-switching and code-mixing are the two linguistic phenomena claimed to be the most prevalent and common modes of interaction among bilingual speakers” (p. 1). The difference between the two phenomena has an essential role in the current study as its focus is only on the code-switching. While *code-mixing* refers to all the situations in which different words and linguistic structures from two languages appear in a sentence, code-switching refers to the quick alternation of multiple languages in a single act of speech (Muysken, 2000). In a similar way, Bentahila (1983) describe code-switching as the use of “two different languages within a single conversation” (p. 233). According to Annamalai (1989), the distinction between code-mixing and code-switching is that the speech event is steady when mixed, with no change in participants or subject, and both languages are known to all participants. In addition, code-mixing does not typically occur with full sentences with their grammar, and code-switching usually occurs in the period of a discourse unit (Annamalai, 1989). According to Bentahila and Davies (1983), it is important to differentiate the act of selecting one code instead of another from the act of combining the two codes together to create anything that might be considered a third code itself. Nonetheless, code-switching has now become the term commonly used to describe any shift in a single conversation, whether at the level of words or phrases or at the level of speech blocks (Baker, 2001). In the current study, teachers’ code-switching were explored according to this description, so any switch by teachers were taken into account to examine different functions of the current phenomenon.

2.2.2 Code-switching functions in EFL classrooms. Teachers tend to use their L1 for pedagogical, social and administrative purposes in L2 classrooms

(Adriosh & Razi, 2019). Fareed, Humayun & Akhtar, (2016) indicate that English teachers switch code during lecturing for various purposes, such as giving instructions, managing classrooms, clarifying new vocabulary, etc. Nordin, Ali, Zubir & Sadjirin (2013) emphasize that most often, throughout their learning process, beginners and advanced learners find it very challenging to comprehend some phrases and vocabulary, so teachers try to make these encounters simpler for the learners by simplifying them to the learners as much as possible. They switch code as a better option than only use of the target language. In this respect, Ahmad & Jusoff (2009) state that the reviewed literature suggested numerous beneficial and encouraging code switching functions accepted by both teachers and learners, such as introducing new vocabulary, calming learners, explaining grammar, addressing class assignments and assessments, and maintaining communication with learners. These are examples of the conscious use of code-switching as a teaching strategy. However Sert (2005) points out that teachers may not always be aware of the process and functions of code-switching. Similarly, according to Xu (2010), this behavior tends to be unconscious and inevitable during their in-class speech. Nevertheless, aware or subconscious, unavoidable or not, code switching undoubtedly serves certain basic functions that can be helpful in language learning environments.

Mattsson & Burenhult-Mattsson categorized the functions of CS in the language classrooms as topic switch, affective functions, and repetitive functions (as cited in Bensen & Çavuşoğlu, 2013, p. 71). Topic switch may appear when the teachers shift their language depending on the topic being discussed; for instance, in cases where grammar is taught, the teachers change their language to their students' L1 while coping with different grammar points taught at the time. Another case in which teachers tend to code switch is the practice of affective functions, and teachers use code-switching in such cases to express their emotions. Teachers sometimes use code-switching for clarification, especially to explain the instructions; this function refers to the repetitive function of CS (Mattsson & Burenhult-Mattsson, 1999, as cited in Bensen & Çavuşoğlu, 2013, p. 72).

There are several studies in which these functions were observed. For instance, Gulzar (2010) pointed out the roles of CS in the EFL classrooms in Pakistan. She reported that the participants emphasized various functions such as clarification, topic shift, effective instructions, socialization, translation, and repetition. Likewise,

in North Cyprus, Bensen and Çavuşoğlu (2013) found that teachers switch codes for the functions of affective, repetitive, and topic switch in EFL classrooms.

Moreover, in their study on teachers' code-switching in ESP classes, Promnath and Tayjasanant (2016) observed pedagogical functions such as questioning, describing, translating and illustrating ideas as well as social functions like managing the classroom, encouraging students, evoking, and including humor in the lessons.

2.2.3 Code-switching perceptions. Awareness of student and teacher perceptions is one of the most important factors in determining success in the process of foreign or second language learning and teaching as they give us some idea about how effective a course is in its curriculum, materials, duration, teaching strategies and the skill-based activities, etc. Thus, investigation of student and teacher perceptions has an essential role better understanding the benefits and deficiencies of stated factors that affect the teaching and learning process. There are several studies conducted on the views of the leading actors in the context of English language education, and this part of the study presents some of them.

Among the studies based on perceptions is a recent study by Horasan (2014), in which the perceptions of students and teachers about CS activities in a preparatory school of a public university in Turkey were studied. The study took place in a preparatory school with four teachers and their 43 students, and a mixed-method approach was used to analyze the discourse functions of CS and the way participants perceive CS. The data were collected through classroom observations, questionnaires and interviews. The results showed that for their own CS, students' and teachers' perceptions were positive as it makes learning and speaking easier. However, the interview data revealed that the students' attitudes towards their teachers' CS was negative as they preferred to be spoken to only in English by their teachers in the classroom.

Additionally, among the studies that investigated the attitudes of teachers towards CS, Yavuz (2012) conducted a study to explore the teachers' attitudes towards CS in an EFL classroom. The participants were 12 teachers from 12 different institutions employed in primary schools. Participants gave the reasons behind their use of L1 in classrooms as crowded classes, examination-oriented program, uninterested students in the lessons, lack of self-confidence on the students'

side, and difficulty in teaching abstract vocabulary.

Furthermore, in the study conducted upon teachers' CS in ESP classrooms, the findings revealed that most of the teachers expressed positive views about CS and accepted that CS supported their classes as it is one of the most successful methods to help their learners receive clear thoughts on the topic. They also stated that code-switching not only helped the students understand the lesson better, but also strengthened their comfort and confidence in the learning environment. (Promnath & Tayjasanant, 2016)

All of this research has contributed to our understanding of English language classroom CS practices, and there appears to be some studies devoted to the roles of CS of teachers. Nevertheless, it may be useful to investigate these issues more in order to contribute to the literature. Therefore, this study is going to focus on the educational functions of CS as well as students' attitudes towards teacher CS.

2.3 English for Specific Purposes

In this section, one of the current study's main points which is English for Specific Purposes as an approach of English language teaching, will be presented with its definition, subsets, characteristics as well as its differences from general English, and the role of teachers in ESP classes. Students' and teachers' perspectives on ESP courses and some certain teaching strategies that teachers use in ESP classes are also included.

2.3.1 Definition and subsets. The teaching and learning of English as a second or foreign language with the aim of learners using English in a specific domain is referred to as English for specific purposes (ESP) (Paltridge & Starfield, 2014). ESP is characterized as a language teaching approach that seeks to unify the needs of specific learners (Muliyah & Aminatun, 2020). Robinson (1991) defines ESP by two criteria; first, it is usually 'goal-directed,' second, it is developed from a needs analysis that aims to specify precisely what students must do through English. There is a range of characteristics that illustrate why ESP courses are typically restricted by a limited time in which certain goals must be met and are taught to adults in homogeneous classes based on the job or professional studies that the learners are pursuing (as cited in Bojović, 2006). The basic domain is ESP, but it contains some

other subsets such as English for Medical Purposes (EMP), English for Academic Purposes (EAP), English for Occupational Purposes (EOP), etc. (Belcher, 2009). As a part of ESP, the principle aim of English for Vocational Purposes (EVP) is to help learners perform well in a workplace or vocational higher education context (Widodo, 2016). In this study, the particular areas are actually English for Medical Purposes and English for Vocational Purposes since the data has been collected from ESP lessons of health sciences and gastronomy majors.

2.3.2 Characteristics of ESP and the role of teachers in ESP classes.

Dudley-Evans and St John (1998) characterize English for specific purposes in two parts. In the first one they state that ESP is oriented to the learner's particular needs, it draws on the methodologies and practices of the fields it represents, and it is based on the language (grammar, vocabulary, register), discourse, skills, and genres that are suitable for these activities. As the second characteristic they indicate that ESP may be linked to or intended for particular disciplines, it may use a different approach than general English in different instructional situations, it is most commonly developed for adult learners, either at a higher education institution or in a specialized work environment, but it may also be used for high school students; and lastly, many ESP courses require basic understanding of the target language and it is usually intended for intermediate or advanced learners although it can be used for beginners as well (as cited in Bojović, 2006).

Bojović (2006) distinguishes foreign language teachers in the context of ESP from their colleagues teaching general foreign language by their need to consider the requirements of the particular field - which is profession-, and their eagerness to fulfill these requirements. Additionally, ESP has always been concerned with needs analysis and enabling students to interact effectively in the tasks specified by their field of study or workplace context, while it has strayed from existing patterns in general ELT (Bojović, 2006). Thus, it is presumed that ESP has developed its own methods for some of its teaching, and that its study is based on research from different disciplines (Bojović, 2006). Similarly, Gündüz (2016) indicates the aims of a certain group of learners, as well as the collection of communicative needs resulting from those purposes as the cornerstone of ESP. According to her, these requirements serve as a reference for curriculum design and the choice of

course materials (Gündüz, 2016). Also, Bojovic (2006) indicates that as ESP courses are of different kinds and have unique characteristics depending on the specific science field or occupation, teachers teaching such courses ought to perform differently and gain knowledge about the major study of their students. Some of the major roles of the teachers teaching English in ESP context are designing the course, preparing course materials, being informed about the required skills for communication, ensuring collaboration, and being aware of the needs and activities that are included in the students' future professions (Dudley-Evans & St John, 1998).

On the other hand, Savaş (2009) states that ESP instruction poses a clear challenge to ESP teachers because they lack basic context knowledge of the professional subject areas of their learners, so they are expected to collect the required information and be knowledgeable in related subject areas. In this respect, it is obvious that teachers giving vocational English courses own a significant role in the process of English language education.

Students are usually placed into specific vocational fields, like hotel hospitality, accounting, tourism management, and computer engineering, in the sense of technical courses, both at secondary (e.g., technical schools) and higher education (Widodo, 2016). In Turkey, the ELT curriculum followed by higher education institutions gives place to vocational English courses to extend students' English knowledge which is related to their major study, and prepare the students for their communication in English in their future profession. According to Widodo (2016), one of the objectives that students must acknowledge is the development of vocational knowledge and skills, and it has an important implication for English language courses that appeal to a wide range of vocational students' needs. In addition, Mulyah and Aminatun (2020) state that teachers in charge of giving vocational English courses must take into account their students' particular needs; for example, teachers can both clarify and provide information to the hotel accommodation students about the English expressions for welcoming guests, or they can also provide engineering students with information about the terminology used by mechanics. Hence, it is clear that providing the students with the terminology that they need, and some special communication strategies and skills related to their future profession is vital in the process of teaching EVP. Nevertheless, the need

analysis, preparation of course materials and the role of teachers should be also taken into consideration in research on the field of ESP.

2.3.3 Student and teacher perceptions on ESP courses. There have been several research studies from all over the world conducted to find out student and teacher perceptions on ESP courses in the literature, and the current study gives place to some of them in this part since it has a significant role in understanding students' attitudes towards teachers' code-switching behaviors in ESP lessons.

To begin with, the study by Dissanayake and Harun (2016) found out how students and teachers feel about the implementation of a new ESP course at a university in Sri Lanka with the participation of 26 undergraduates and 4 teachers. In the light of semi-structured interviews and open-ended questionnaires, both students and teachers drew the same conclusion which was that the previous ESP course should have been redesigned. After a needs analysis, the lesson plans, materials, teaching strategies and activities were all changed, then the students found the new module for their ESP course more useful and beneficial.

Another qualitative study which investigated students' perceptions of the course materials that they use and their teachers' teaching strategies in their ESP courses was conducted by Rahmi et al. (2020) at polytechnic and vocational higher education institutions in Indonesia. According to the findings of the study, students' learning objectives have already been met by the resources used, which involve Business English related terms, the structure of language/grammar, and effective language teaching; however, students found the design or presentation of the book less appealing which made them less interested in the material. When it comes to students' perceptions on their teachers' teaching strategies, the findings reveal that students have a wide range of opinions regarding their instructors' teaching methods. Themes that emerged indicate that students prefer teachers who are encouraging, make learning enjoyable, include games, are disciplined and confident but do not feel stressed, and have an effective professional competence aspect (Rahmi et al., 2020).

In a very recent study by Arnó-Macià et al. (2020), two surveys were conducted at the beginning and at the end of an ESP course to see how engineering students from two European universities in Spain and Austria think about their ESP course in terms of their expectations, current English proficiency level, goals for

learning (in the first survey), and also to reveal their perceptions of the growth of various skill competences, to what extent their learning goals have been fulfilled, and how they evaluate their ESP course as a way of enabling them to communicate effectively in their academic and professional life (in the second survey). These findings were supplemented by qualitative diary entries from seven students who commented on their studies during their ESP course. The findings point to student satisfaction with ESP courses as well as a greater understanding of the essence of specialized communication, providing insights into learners' approaches and situations where ESP can help them prepare for and empower themselves (Arnó-Macià et al., 2020).



Among the studies investigated students' perceptions on the motivating teaching strategies that are used in their ESP lessons, Mauludin (2021) conducted a quantitative study with the participation of 162 students from a state university in Indonesia by their completion of a survey that expressed their opinions on the most and least motivating teaching methods. The results indicate that the most inspiring teaching activities for ESP students were those that equipped them with a relaxed and enjoyable atmosphere. In other respects, they felt that teaching methods involving tasks and assignments were the least inspiring. Also, the research findings include guidance that teachers can use to implement effective motivational techniques in ESP classrooms (Mauludin, 2021).

Atay et al. (2010) examined the perceptions of 65 engineering students and 6 ESP teachers in terms of their experiences in their ESP learning and teaching process. The study took place in Turkey, at state university in İstanbul. With the administration of a questionnaire which aims to investigate students' attitudes towards ESP instruction, the duration and the methodology of their ESP course, as well as the materials used and their syllabus, and also to examine the students' thoughts about their needs and expectations to use language skills during their ESP lessons, and the semi-structured interviews with ESP instructors to examine their teaching in ESP context, they found out that students believed that English was essential for their prospective education and careers, and instructors were often confronted with fields of knowledge with which they were unfamiliar. The results reported that the students are aware of the fact that they need English with the acquisition of four language skills. The items relating to listening and speaking skills at a work environment obtained the highest mean. Students also stated that they need to improve their writing skills for their oral presentations, and reading skills for their reading activities with engineering textbooks. Moreover, the students reported that they were very pleased with their course book and the manner in which their teachers taught and assessed, and they would like to take ESP courses in their education. On the other hand, all of the ESP instructors stated that intensive preparation prior to their teaching to deal with content-based issues is important, and they also reported employing unique strategies during instruction, such as refusing to answer students' questions about engineering until they are sure about them, specifically stating that their content knowledge is restricted, and questioning students in class for a response

or clarification has a significant role (Atay et al., 2010).

Furthermore, Çağanağa's study (2014) presents the results of students' attitudes towards their learner-centered ESP course. 100 students from an architecture department from a university in the Turkish Republic of Northern Cyprus completed a survey, and the results reveal that regardless of their departments, students find the learner-centered ESP class to be well-structured, useful for their future, demanding, and beneficial to their intellectual and educational skills.

All studies presented above highlight the significance of teaching strategies, course syllabus and materials, duration and objectives of the ESP lessons as they affect the opinions of both students and teachers about their ESP course. The effectiveness of all these components influences not only the perceptions, but also how beneficial an ESP course can be.

2.3.4 Teaching techniques used in ESP courses. The existence of various teaching techniques that language teachers use during their lessons is incredibly valuable as it helps the process of foreign language learning and teaching so much that students who have different learning styles can benefit from each and every of them.

According to Mauludin (2020), motivation is one of the most important factors influencing success in the field of foreign/second language learning; therefore, he examined motivational strategies that teachers use in their ESP classes. He grouped these strategies into some conceptual domains such as teacher, climate, task, and interest, each of which involves several micro-strategies such as being accepting and sensitive, and making good preparations before the lesson (for the teacher domain); including fun activities like games, and creating a pleasant learning environment (under the domain of climate); stating the purpose of the task and clarifying how to fulfill it (for the domain of task), and organizing numerous activities, focusing on students' interests rather than grades as the primary motivator for learning, providing a diverse range of materials, and piquing students' interest by introducing unexpected components (under the interest domain). He also investigated the learners' attitudes towards these motivational strategies, finding that they found them useful and motivating for their ESP course (Mauludin, 2020).

As another teaching strategy, Çağanağa (2014) offers learner-centered teaching for ESP courses by conducting research comparing teacher-centered and student-centered approaches. In her study, the control group was a crowded class in which the instructor applied a traditional teacher-centered approach in which the students were not active participants and could not get any help from the teacher because of the crowdedness of the class as well as the time restriction, while the experimental group were administrated in learner-centered style which is seen as a concept and practice in which students and teachers learn from each other. For this group, teachers must create instructional environments that yield desired learning outcomes and provide opportunities for students to show that they have met their goals. As a result, learners prefer to be involved in learner-centered approaches in classrooms (Çağanağa, 2014).

Jendrych (2013) presents the following advancements in language teaching which have been made possible thanks to a learner-centered approach used in ESP courses:

- The reasons for learning are used to determine the materials that should be involved in a syllabus,
- Lessons are more intense because students want to improve their language skills as quickly as possible,
- The syllabus can be negotiated by the students,
- Learning is described as the process of actively constructing meaning,
- Learning is viewed as being directed, scaffolded, and facilitated by teaching,
- Real-world tasks are given priority,
- Language may be used to construct purposeful and meaningful interactions,
- Classroom activities are more cognitively demanding,
- Students are more autonomous,
- Students take more responsibility for the result of their learning process,
- Teachers make vocabulary more personal so that it will help it stay in their students' minds (Mc-Carten, 2007, as cited in Jendrych, 2013).

Jendrych (2013) emphasizes the importance of application of this learner-centered strategy by stating that students will have several opportunities to exercise critical and innovative thinking, decision making, and problem solving with a

learner-centered strategy since it promotes the growth of conceptual reasoning by teaching critical and creative thinking, analysis, and modeling. Additionally, when students make choices, objectively compare and discuss options, or develop an improvement plan, a learner-centered approach allows them to justify their ideas and focus on their thought, also; when they work in groups, this teaching strategy often encourages them to collaborate and reach an agreement (Jendrych, 2013).

Furthermore, according to Jendrych (2013), the use of didactic case studies is an amazing illustration of a learner-centered strategy in higher education. They are widely used in medicine, law, economics, psychology, etc. and a didactic case involves a real-world problem which has been addressed or the learners must solve. Reading skills and identification of new words in different technical fields, speaking skills such as expressing ideas, making an argument, evaluating alternatives, and explaining the choice, presenting conclusions, and writing skills are all skills that can be developed using the case study approach (Jendrych, 2013). Learners' interest in dealing with authentic tasks and their awareness of their use of target language that would be most useful in their professional lives are the most important motivation and advantage of implementing this approach in ESL classrooms (Jendrych, 2013).

2.4 Distance Education: Online Teaching and Learning

With the global outbreak of COVID-19, many educational institutions around the world switched to distance education systems so as to protect the community's safety. At the beginning of this process, most of the English lessons in Turkey turned into asynchronous instruction when there is almost no room for verbal student-teacher instruction. However, after some time, synchronous interaction has been adopted for majority of the English language instruction, and online language education has started within virtual lessons. Language teaching in an online environment has a role to play creating opportunities for adequate interaction in various procedures and contexts (Gacs et al., 2020). In online settings, where gestures, body language, a general physical experience, and sometimes facial expressions are absent, a group atmosphere ought to be carefully designed (Gacs et al., 2020). Collaboration and interaction became essential to learning a new language with the turn to communicative approach in ELT in the 1970s; nevertheless, such emphasis on improving interactive skills presented severe difficulties for distance

education (Stickler et al., 2020). Bouhnik and Marcus (2006) indicate that content engagement takes place when students generate new knowledge with the aid of the instructor by integrating new information with their established knowledge, and no learning takes place without this sort of contact. In reaction to the confused statements and off-task behavior of students, successful instructors frequently re-organize and repeat content; however, distance learning instructors, as compared to instructors in a traditional educational environment cannot manage, decode and use student input continuously to adjust "online" instruction; therefore, in distance education, the role of the use of various communication strategies is very significant (Terzi & Çelik, 2005). All these cases may bring the need for using L1 for language teachers during their virtual lessons. Therefore, so as to contribute to the literature, teacher code-switching in online lessons in terms of functions and attitudes should be investigated.

Chapter 3

Methodology

The methodology of the current research is presented in this chapter and provides a detailed description of research design, participants, and setting as well as data collection tools and methods for data analysis. The research questions that will guide the study are:

1. What are the functions of teachers' code-switching in the online ESP lessons in EFL context?
2. What are the students' and their instructors' attitudes towards teacher code-switching in their online ESP lessons?

3.1 Research Design

Based upon the research questions, the current study aimed to investigate two essential focuses. The first one was to explore English teachers' use of Turkish via code-switching taking place in ESP lessons in EFL context. The second focus of the study was to present the attitudes of students towards teachers' code-switching to reveal their thoughts on this phenomenon. Investigating the instructors' perceptions on the code-switching they employed during online lessons was also one of the points to find out in the present study. Thus, detailed and rich descriptive data representing this phenomenon has a crucial role. According to Mackey and Gass (2016), the general purpose of case studies is to provide a detailed overview of language learning or use within a particular population and setting. Therefore, qualitative research design will be employed through a case study to have an in-depth investigation of the functions of code-switching by English teachers as well as the students' attitudes towards teachers' code-switching during their virtual ESP lessons. The rationale behind the choice of this research design is clarified in detail in the next section.

3.1.1 Qualitative research as research methodology and case study approach. The selected research methodology for this study was *qualitative research* which emphasizes the inclusion of descriptions and the importance of providing natural and holistic data in the study (Mackey & Gass, 2005). The current study involved *a central phenomenon* which was *code-switching*, and in-depth analysis based on the descriptive data was essential to understand this phenomenon. According to Tetnowski & Damico (2001), the ultimate goal of qualitative research is to evaluate how a specific social activity or phenomenon works, that is, to represent what is actually happening with a specific behavior or phenomenon. Tetnowski & Damico (2001) also list some aims of the qualitative research to identify this social action and/or phenomenon, namely collecting in depth and detailed data within authentic settings, reflecting on the people, and integrating the perspectives of the participants on the phenomenon explored.

Furthermore, some features of the qualitative research are defined by Mackey & Gass (2005) that allow us to comprehend the processes involved, meanings and benefits in a similar way. First of all, qualitative researchers incorporate detailed descriptions of people and events in their natural environments, in contrast to the quantitative analysis of data through frequencies and measurements (Mackey & Gass, 2005). The second feature is about the amount of people that should be involved in the study. According to Mackey & Gass (2005), in qualitative studies, the aim of the researchers is not to generalize the findings to the whole population; on the contrary, they deal with fewer participants more intensively. The other feature is related to the interpretation of the phenomenon through *emic perspectives* which refers to how individuals think and give meaning to the central phenomenon (Mackey & Gass, 2005).

When it comes to specify the approach that was used in the current study, case study research was conducted to present a “holistic description of language learning or use within specific population or setting” (Mackey & Gass, 2005, p. 171). Hence, the researcher “explores a bound system (a case) or multiple bound systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audio-visual material, and documents and reports, and reports a case description” (Creswell, 2007, p.73).

3.2 Setting and Participants

Due to the COVID-19 pandemic causing schools to switch to distance education, the study was conducted in virtual ESP classes at a private university in Turkey. The university offers two-year programs at the vocational high schools, and four-year programs at the faculties. The students of a number of particular programs are required to take professional/vocational English courses to be prepared for their prospective occupations before finishing their study.

Moreover, the university provides their students with the option for attending the English preparatory program to improve their English proficiency level. However, as the medium of instruction is Turkish in their programs, it is not required for the participant students to complete the English preparatory program before starting their study in their departments. For this reason, the English proficiency level of the students differs, and they have different backgrounds in terms of their process of learning English as a foreign language as well as their progress in EFL. Two first-year and 8 second-year university students from the departments of Dental Prosthesis Technology, Gastronomy, and Nursing, and their three ESP instructors participated in the current study. During their studies in their departments, they have the opportunity to take ESP courses for two years in order to get informed about the terminology and most commonly used grammar structures in their professional life, and to improve their English language skills (reading, listening, speaking, and writing). The most obvious distinction between the students who participated in the study is that the students from the Dental Prosthesis Technology department, which is included in the Vocational School of Health Services, matriculated in a two-year program whereas the other students from the Nursing and Gastronomy departments study at the faculty which involves four-year programs. This distinction provides a deeper understanding about the educational status and background of the students.

The teachers who participated in the present study are from the department of modern languages at the School of Foreign Languages, and their educational background is based on English language teaching (ELT). They are all experienced instructors in Teaching English as a Foreign Language (TEFL) with 14 years of experience on average, and Instructor I and Instructor II have experience teaching English for Specific Purposes for 4 years while Instructor III has 1.5 years of

experience in teaching ESP. They are well aware of the variation of their students in terms of their EFL backgrounds. Therefore, they plan their lessons accordingly before starting the academic year. Thus, apart from ESP activities, they support their students' deficiencies in foreign language use by covering different grammar and vocabulary topics with the help of various activities related to the use of English and language skill development.

3.3 Data Collection Instruments

This section presents the instruments which assisted the process of carrying out data collection.

3.3.1 Virtual class observations. Two-hour observations from each ESP class (6 hours in total) were conducted to find out the functions of teacher code-switching. Since the lessons were synchronous, the observations were conducted in online ESP lessons on Microsoft Teams. During the lessons, none of the students turned on their camera, but they used their microphone when they were in an attempt to speak, especially to give answers to their teacher's questions. The duration of one lesson hour was 50 minutes, so the observations lasted 300 minutes in total. Approximately 20 students attended each session. However, only a few of them actively participated in the activities.

3.3.2 Semi-structured interviews. 4 students (2 male, 2 female) from each of the Dental Prosthesis Technology and Gastronomy departments, 2 female students from Nursing department (in total, 6 female, 4 male students), and their three ESP instructors were interviewed. The interview questions were sent one day before the interview day to give the participants an opportunity to think about the questions and to obtain efficient data. At the beginning of the interview, each participant stated that they accepted to be part of the present study, and introduced themselves briefly by telling their age, department, and the year of study (students) / experience in teaching (teachers). Six open-ended questions were asked in total (See Appendix A and B) to each and every participant, and each interview lasted approximately for 12 minutes. The semi-structured interviews were all conducted one-on-one and online.

3.4 Data Collection Procedures

In the current study, the data was collected by observing three instructors for six lesson hours (two lesson hours for each instructor) in three different ESP classes of dental prosthesis technology, gastronomy, and nursing departments. Just because “they provide the researcher with the opportunity to collect large amounts of rich data on the participants’ behaviors and actions”, observations became the most essential part of the data collection process (Mackey & Gass, 2005, p.175). During the observations, field notes were taken to categorize the functions of teacher code-switching by following observational protocol, and the researcher’s role was only the observer.

The observations were audio-recorded in order to transcribe and analyze the findings. As the current study was based on teachers’ code-switching during their ESP lessons, the researcher was given tremendous linguistic knowledge by recordings of the entire class hours more than any other data collection methods. Also, because audio recordings offer an opportunity to explore the use of code-switched expressions by English teachers during their virtual classes, it was selected as part of the procedure for data collection.

Also, semi-structured interviews with ten of the thirty students were conducted in order to analyze the students’ attitudes towards their teachers’ code-switching during their online ESP lessons. At the beginning of the study, all of the participants’ permission was obtained through consent forms, and then, purposeful sampling was applied because it provides useful information to explore the central phenomenon (Creswell, 2012). The interviews were conducted in Turkish because of the participants’ low English proficiency level, and based on an interview protocol; they were one-on-one and online. Also, the meetings were recorded to be transcribed for the analysis. Six open-ended questions were asked to each student to find out their attitudes towards their teachers’ code-switching during online ESP lessons (See Appendix A). Moreover, ESP instructors were also interviewed so as to reveal their attitudes towards first language use, the reasons behind it, and to estimate the functions of code-switching they employ during their lessons before the observations. The teachers were asked almost the same questions as the students in order to reveal their attitudes and also to compare and contrast the responses (See

Appendix B). The semi-structured interviews with ESP teachers were also conducted online.

3.5 Data Analysis Procedures

Initially, the data was organized in an efficient way in order to ease the process of data analysis. As it is a qualitative study, in the current research, *hand analysis* was employed, which describes the process when the data was examined, hand-marked, and divided into components by the researchers (Creswell, 2012). The observations and the interviews were transcribed by using the software program *Descript*, and the codes and themes were created according to the data obtained as well as the previous research based on the use of L1 and code-switching by teachers in foreign language classes for the analysis of observations. Before the process of data collection, a number of outlines were prepared in accordance with potential themes which were estimated with the help of the ones that had been already presented in certain research related to the focuses of the present study in the literature. During the data collection, the outlines which were created beforehand were used while taking fieldnotes. After the data collection, the fieldnotes assisted the researcher in the process of inductive data analysis. The functions of teacher code-switching in online ESP lessons were divided into three main categories according to their most distinctive distinguishing features, and then divided into subsections based on what the data provided. Also, teacher speech and dialogues were provided as extracts with the aim of exemplifying the case in which the teacher's code-switching had showed up with a particular function. For the analysis of semi-structured interviews, both positive and negative views on teacher code-switching were presented with the quotes of participants to support the descriptions of attitudes. In addition, teachers were interviewed not only to reveal their perceptions on their code-switching, but also in order to ensure the accuracy of functions of it. Hereby, all these implementations are evidence that member check and triangulation strategies were used to ensure the accuracy of findings.

3.6 Limitations

This section of the current research identifies multiple limitations which were encountered during the study. The first limitation was related to the virtual class

observations which were used as one of the data collection tools in order to find out the functions of teacher code-switching in ESP classes. Although there is no restriction in the use of L1 in ESP classes even if it is strongly suggested by the superiors in the department of modern languages, a number of teachers avoid using their students' first language. One of the teachers whose class was observed in the current study was one of those teachers, and her switches to L1 were limited. Nevertheless, the interview conducted with the teacher helped reveal in which cases and for which reasons the teacher switches codes in her ESP lessons, so it provided the required data. The second limitation was about the semi-structured interviews with the students. Several students could not give enough specific examples about when the teacher code-switching took place during their lessons even if they were informed about the content of the interview questions beforehand in order to think on them. In such situations, they were asked a sufficient number of follow-up questions related to the particular topic so as to get deeper understanding about their opinions and awareness on the central phenomenon which was their ESP teacher's code switching. Some of their classmates also responded to the questions with insufficient answers by explaining and exemplifying. Moreover, this limitation was also compensated by the class observations. As a consequence, even though the estimated potential limitations occurred, they were compensated with the help of certain strategies.

Chapter 4

Findings

In this chapter, findings of the current study which investigated the functions of teachers' code-switching in online ESP lessons, and students' and their instructors' attitudes towards teacher code-switching are presented. The data was obtained from six-hour virtual lesson observations, and semi-structured interviews with 10 students and their ESP instructors. The findings are presented in the sequence of the research questions.

4.1 Findings of the First Research Question

In this section, the transcribed data obtained from 6 lesson hour (50 minutes each, 300 minutes in total) virtual lesson observations are analyzed qualitatively by coding for dividing into themes so as to provide answers for the first research question, whose aim was to find out the functions of the central phenomenon. This is, in the current study, teacher code-switching; in online ESP lessons. While 4 hours of observations were conducted in the ESP lessons of health departments which are nursing, dental prosthesis technology, oral and dental health, and physical therapy and rehabilitation, the remaining 2 class hours were observed in the ESP lessons of gastronomy department.

The data revealed three main categories of teacher code-switching in online ESP lessons, which are motivational, instructional, and procedural functions of teacher CS. The motivational functions include providing student encouragement and student engagement in the activities, expressing feelings and opinions, and commenting on students' responses and actions in a humorous way. On the other hand, instructional functions are related to the cases where teachers introduce, illustrate, explain, and ask about since teachers use *cases* in ESP lessons according to the relevant topic. Also, instructional functions involve giving instructions, introducing new terminology, and explaining vocabulary. As the last category, procedural functions are related to the flow of the current virtual lessons, which involve checking sound and view, informing students about their assignments,

exams, or quizzes.

In some cases, teacher's CS has more than one particular function. Thus, one extract may involve more than one particular function of teacher code switching even if they seem to be reflected as representing only one function. Therefore, the other functions are also presented in the explanations.

In the extracts which are used to illustrate the functions, the students' names have been changed to provide privacy. Also, in order to prevent any manipulation, the extracts have been presented transparently, so they may include grammatical errors.

4.1.1 Findings of lesson observations. This section presents the findings gathered from six hours of lesson observations. The inductive analysis of the data revealed a total of 276 cases in which teachers switch codes, and as it can be seen in the Table 1 below, 3 categories and 14 codes (functions of teacher code-switching in the online ESP lessons) were discovered as they were introduced in the previous section. Also, instructional function of teacher CS appeared as the most frequent category.

Table 1

Frequency Distribution of Codes Sorted by Case – Lesson Observations

Category	Codes	Cases	%Cases
Instructional	Asking questions	74	26.8%
Instructional	Giving instructions	46	16.6%
Instructional	Exemplifying a case	34	12.3%
Motivational	Responding to students	31	11.3%
Instructional	Introducing new terminology	15	5.4%
Instructional	Explaining vocabulary	12	4.3%
Instructional	Introducing a case	11	3.9%
Instructional	Recalling	11	3.9%
Motivational	Commenting on silence	10	3.6%
Motivational	Commenting with humor	9	3.2%
Motivational	Expressing feelings & opinions	7	2.5%
Procedural	Expressing online actions	7	2.5%
Procedural	Informing about exams&assignments	5	1.8%
Motivational	Encouraging	4	1.4%

4.1.1.1 Motivational functions. In the light of the data collected through observations, a total of 61 cases in which teachers switched codes in order to

motivate their students occurred, and 5 codes were found under the category of motivational functions. The data revealed that teachers switched codes in order to respond to the students and their ideas to show agreement or disagreement; comment on students' silence to make them active participants; comment on students' actions and responses by adding humor to create a dynamic and enjoyable learning environment; express their feelings and opinions; and encourage students to elicit their answers and to share their ideas. As Table 2 shows, the most frequent motivational function of teacher code-switching was found as responding.

Table 2

Frequency Distribution of Motivational Functions of Teacher Code-switching

Category	Functions	Cases	%Cases
Motivational	Responding to students	31	50.8%
Motivational	Commenting on silence	10	16.3%
Motivational	Commenting with humor	9	14.7%
Motivational	Expressing feelings & opinions	7	11.4%
Motivational	Encouraging	4	6.5%

4.1.1.1.1 Responding to students. The data gathered from lesson observations revealed that in 31 cases, the instructors used code-switching so as to respond to their students' answers, comments or ideas to show agreement or disagreement. The extracts 1 and 2 illustrate such cases.

Extract 1 (Lesson 5)

[...] I feel you Sedanur. Same here, it's so irritating, annoying. Çok sinir bozucu bir şey, önemli önemli bir şey anlatıyorsunuz heyecanlı heyecanlı [It is something very annoying, you are telling something important, in an excited manner], and they are checking their mobile phones, social media account, or the other people around you. Totally agree with you. (Instructor 3, Observation Data, 25.03.2021)

As this extract shows, first, the teacher reads a student's answer on the chat box, and then starts to give her response about the student's comment. While responding, the teacher switches to Turkish and shows her agreement with the student's idea.

Extract 2 (Lesson 1)

[...] Okay. Very good Sema! Just add..., because it's only one nurse, to

be verb ing, but other than that, it's perfect! Good job girl, because the question is: 'What is the nurse doing?' There's only one nurse, the nurse... Çok güzel bir cümle, aynen olması gereken bir cümle, 'to be verb ing'deki 'to be'ye dikkat etsen, it will be perfect! Mükemmel olur. [A very beautiful sentence, a sentence that should be exactly the same, if you pay attention to the 'to be' in 'to be verb ing', it would be perfect.] (Instructor 1, Observation Data, 25.03.2021)

In this case, the teacher comments on the answer provided by one of the students about its grammatical structure in Turkish in order to make the student pay attention to it. Also, by switching to Turkish, she encourages the student to provide the correct structure by helping the student by her comment in Turkish.

4.1.1.1.2 Commenting on silence. The data obtained from lesson observations indicated 10 cases in which students switched codes when their students provided neither an answer nor a reaction. The extracts 3 and 4 reflect such cases.

Extract 3 (Lesson 6)

[...] What happened to you during the break time? Arada ne oldu size? (Instructor 3, Observation Data, 25.03.2021)

Extract 4 (Lesson 1)

[...] Any idea? No? Ufuk? Derin bir sessizlik... [A deep silence...] (Instructor 1, Observation Data, 25.03.2021)

As the extracts 3 and 4 indicate, after asking a question, the instructors get no reply from the students, so they comment on their students' silence by switching to Turkish. In some cases as these extracts illustrate, the students showed no reaction during the activities, and their teacher used code-switching to get their response verbally or in a written way, and to make them active participants as well.

4.1.1.1.3 Commenting with humor. According to the data gathered from lesson observations, in 9 cases, teachers used code-switching to comment on their students' responses and actions in a humorous way. The extracts below show how certain situations have become evidence for this function of CS.

Extract 5 (Lesson 1)

[...] 'If you eat your food, I will give you a dessert.' Ah Sema direkt kandırıyosun yani. [Uh, Sema, so you directly deceive.] Beyaz yalan

diyorsun. Yemeğini yersen tatlı veririm. [So you say a white lie. If you eat your food, I will give you a dessert (laughs)] (Instructor 1, Observation Data, 25.03.2021)

In this case, the teacher asks students how they would encourage a patient to eat, and reads a student's answer on the screen. Then, she comments on it by switching to Turkish; and she also expresses the impression that the student's answer aroused in her by her laughter. And then, the teacher translates the student's answer into Turkish, so in this case, teacher CS functions as translating.

Extract 6 (Lesson 1)

[...] How about the second question? Why do you think the patient needs help? 'The nurse takes care. The nurse is only one nurse, so the nurse is taking care of the...' Naptın Can, Googleladın mı? [What did you do Can, Did you Google it? (laughs)] (Instructor 1, Observation Data, 25.03.2021)

In this extract, the teacher asks a question, and then reads the answer of one of the students on the screen, and realizes there is something wrong with the sentence, so she comments on the student's answer by asking a humorous question in Turkish. And then, she asks the same question in English as well. The teacher's CS in this case, adds humor in the teacher's comment because the students and the teacher all laugh at it.

4.1.1.1.4 Expressing feelings and opinions. The data obtained from lesson observations showed that in 7 cases, instructors switched to Turkish so as to express their feelings and opinions. The extracts below reveal how this function of teacher code-switching showed up in online ESP lessons.

Extract 7 (Lesson 2)

[...] Anlamadan, duymadan geçmenizi istemiyorum. How does the nurse encourage Mrs. Taylor to eat? What does she do to help her eat? Oh, yes. For questions number three. Yes. Yes. Geç gelen mutluluk, ve cevapla mutlu oluyorum! [Happiness that comes late, and I'm happy with the answer (laughs)] She's not hungry. Yeah. Thank you Sema. (Instructor 1, Observation Data, 25.03.2021)

In this case, the teacher asks some questions related to the listening audio. In the audio, there is a dialog between a nurse and a patient while the nurse is trying to

feed the patient. When the teacher gets no response, she expresses her opinion about the situation by switching to Turkish. Then, a student answers the question, upon this, the teacher expresses her happiness by switching to Turkish again.

4.1.1.1.5 Encouraging. The data obtained from lesson observations indicated that ESP instructors switched codes in 4 cases with the aim of encouraging students to get their answers to the questions of an activity or task. The extracts below show teacher code-switching functions as encouraging students:

Extract 8 (Lesson 1)

[...] Yes, Can eminim yapabileceklerin vardır. [I am sure there are the ones that you can answer.] (Instructor 1, Observation Data, 25.03.2021)

In this extract, the teacher asks for the answers of the questions. When she notices a student trying to answer to the questions, she focuses on that student, and encourages him to answer any of the questions. In this case, the teacher switches to Turkish not only to encourage the student, but also to express her idea about the student's knowledge and capacity that would help him answer the questions.

Extract 9 (Lesson 1)

[...] Just try! Kafa göz kırın İngilizcede hiçbir şey olmaz. Şimdi kırmazsanız ne zaman kıracaksınız bu kafa gözü? Just try, okay? Just try, try to speak. Try to write. Yazmaya, konuşmaya çalışın, hiç önemli değil. Okay? [Lay into English, nothing happens. If you don't lay into it, then when will you do it? Try to write and speak, it doesn't matter.] (Instructor 1, Observation Data, 25.03.2021)

In this case, the instructor encourages the students to respond by using metaphorical expressions in Turkish. This code-switching can also function as commenting on the students' state of remaining silent by providing no response to the questions. This situation also shows that students need to be encouraged to share their responses, and their teacher uses code-switching while encouraging them.

4.1.1.2 Instructional functions. The data gathered from lesson observations indicated that in most of the cases (202 in total), teachers used code-switching for instructional purposes. They switched codes while introducing and exemplifying a case related to the students' future profession. They also used CS while they were asking questions about the cases, or when they asked for students' experiences to

share with the whole class. Other than these, ESP teachers also switched codes when they provided the students with new terminology, and explained new vocabulary. Additionally, ESP teachers switched codes while giving instructions. Furthermore, the last instructional function appeared as recalling. As the table 3 shows, asking questions and giving instructions are the most frequent functions of teacher CS.

Table 3

Frequency Distribution of Instructional Functions of Teacher Code-switching

Category	Functions	Cases	%Cases
Instructional	Asking questions	74	36.4%
Instructional	Giving instructions	46	22.6%
Instructional	Exemplifying a case	34	16.7%
Instructional	Introducing new terminology	15	7.3%
Instructional	Explaining vocabulary	12	5.9%
Instructional	Introducing a case	11	5.4%
Instructional	Recalling	11	5.4%

4.1.1.2.1 Introducing a case. The data obtained from lesson observations showed that teachers used code-switching while they were introducing a case. The extracts below show teacher code-switching functions as introducing a case:

Extract 10 (Lesson 5)

[...] In the second conversation, the sender, um, the sender and the receiver will be nurse and a patient. Burda birden çok problem var aslında. (There are actually more than one problem here.) Um, the patient cannot hear properly because she is having a hearing problem. The second problem is there is a lot of noise in the room. And the third problem is the patient's English is not as good as your English. I mean the nurse, nurse's English. Bol miktarda iletişim sorununuz var burda hastamıza yeni bir işitme cihazı takılmış çünkü işitme problemi yaşıyor ama o cihazı sanırım henüz çok alışamadı hala duyma problemi yaşamaya devam ediyor, üstüne bir de gürültülü bir ortamdalar hastamızın İngilizcesi ile hemşiremizin İngilizcesi aynı seviyede değil bu yüzden de, hemşiremizin ona açıklamaya çalıştığı şeyi anlamakta zorlanıyor hasta. [We have a lot of communication problems here because our patient has a new hearing aid because he has a hearing problem, but I think he has not gotten used to the device yet, he still has hearing problems, and on top of that, our patient's English and our nurse's English are

not at the same level, the patient has difficulty understanding what the nurse is trying to explain.] (Instructor 3, Observation Data, 25.03.2021)

In this extract, the instructor introduces a case which is related to potential communication problems in the professional life. She starts talking about the case in English, and then, she switches to Turkish while saying that there are more than one communication problems because she wants to draw the students' attention to the fact that there are multiple problems in the conversation that they have listened to. Then, she switches to English again, and tells about the problems one by one. Immediately after that, the teacher summarizes the problems in Turkish so that the students understand the problems without any confusion. In this case, teacher's CS functions as not only introducing a case, but also summarizing the situation.

Extract 11 (Lesson5)

[...] And in the last conversation, a doctor will explain, uh, some tests results to the patient, hastamızın high blood pressure problemi varmış (Our patient has high blood pressure.) Hastamıza doktorumuz test sonuçlarını açıklıyor, neler yapmalı nelere dikkat etmeli bunu açıklıyor, hastamız şeyden emin, evet tamam, sorunun var benim ama tam olarak doktor ne anlatıyor, neler yapması gerekiyor bunlarla ilgili kafasında soru işareti olduğu için she needs more explanation; daha fazla açıklamaya ihtiyaç duyuyor. [Our doctor explains the test results to our patient, about what to do and what to pay attention to, our patient is sure about what he should do, yes okay, I have a problem, but exactly what the doctor is telling him, what he needs to do, he needs more explanation because there is a question mark in his mind about them.] (Instructor 3, Observation Data, 25.03.2021)

In this extract, the teacher talks about the last conversation that they have listened to and introduces the case by using code-switching and code-mixing. At first, she starts explaining in English, and then, she switches to Turkish, but in that sentence, she tells the name of the problem in English, which is the appearance of code-mixing. Then, while she keeps talking about the case in Turkish, she switches back to English again, and immediately after the English sentence, she gives its Turkish translation. In this case, the teacher used both code-switching and code-mixing so as to introduce the case to the students.

Extract 12 (Lesson 6)

[...] You are the only nurse in the work today. Bugün o departmandaki tek hemşire sizsiniz. Telefon çaldı. (The phone rang). A relative of your patient in your hospital called and he wants to know when his patient is going to leave. So that he can come and pick his patient up, but you don't know the exact time, as a result, you need to take some notes for the head nurse. Head nurse'ümüzün adı da, imm, Fahri olsun. [Let's name our head nurse as Fahri]. Fahri is our head nurse, but he is not in the office yet, so you need to take a note. Bir hasta yakını arıyor, hastasını ne zaman hastaneden taburcu olacağını öğrenmek istiyor ki gelip hastasını alabilsin, ama siz bilmiyorsunuz bu hastanın ne zaman taburcu olacağını, bu yüzden, head nurse için bir not alıyorsunuz. Ona durumu anlatın. [A patient's relative calls him and wants to know when his patient will be discharged from the hospital so that he can come and pick up his patient, but you do not know when this patient will be discharged, so you take a note for the head nurse. Tell him about the situation.] (Instructor 3, Observation Data, 25.03.2021)

In this extract, the teacher describes a case by switching codes. In lines 5 and 6, she uses code-mixing; she tells the object of the sentence in English since it is a kind of term in the relevant profession. In order to make the case clear, she introduces the case both in L2 and in L1 because at the end, she wants the students to take notes about the situation to tell the head nurse, so the teacher wants to ensure that all of the students understand the case very well.

4.1.1.2.2 Exemplifying a case. The data obtained from lesson observations revealed that ESP instructors switched codes when they exemplified a case. The extracts below show teacher code-switching functions as exemplifying a case and explaining what to do in that case:

Extract 13 (Lesson 2)

[...] What problems can a visually impaired patient have at mealtimes? Ne tür problemler olabilir? (What kind of problems may there be?) She can't find, or he can't cut the food; yemeği bulamaz ya da yemeği kesemez. It's just difficult for them to find the food and to cut the food. Okay? Siz sağlıkçılar olarak o zaman ne yapacaksınız, anlatacaksınız [As healthcare professionals,

what will you do then? You will tell.], you're gonna describe the position of the food. You're going to put the same food to the same place on the plate, her zaman yemekleri aynı yere koyacaksınız tabakta, okay? Ya da sonradan görme engeli olduysa da saat yönünü anlatacaksınız. [Or you will tell the clockwise direction, if he / she has been visually impaired later.] The potatoes are at six o'clock. The beans are at twelve o'clock. Yemekler işte patatesler saat altı yönünde, bezelyeler saat on iki yönünde gibi. [The food is, like potatoes, at six o'clock and the beans at twelve o'clock.] Okay? (Instructor 1, Observation Data, 25.03.2021)

In this extract, the teacher first asks a question about the problems that a visually impaired patient can have at mealtimes, then she begins to give examples about possible problems by using code-switching. And then, she switches to Turkish, and tells what the students are supposed to do in this case by giving examples about how to feed a blind patient.

Extract 14 (Lesson 6)

[...] Bir çalışanımızı face to face conversationda, face to face meetingde evet övebiliriz yaptığı işi takdir edebiliriz, ama aynı zamanda bir written bir şey inceliyorsak işte bize bir proje gönderdiyse, bir ödev gönderdiyse, ya da dönem sonu bir performans değerlendirmesi gibi bir şey varsa written bir praising de söz konusu olabilir. (Yes, we can praise an employee in face to face conversation, in a face to face meeting, we can appreciate his work, but at the same time, if we are reviewing a written thing, if he sent us a project or an assignment, or if there is something like an end-of-term performance evaluation, a written praising may also be the case.)(Instructor 3, Observation Data, 25.03.2021)

In this extract, the topic is communication strategies, and it can be noticed that the teacher uses code-mixing while she is exemplifying a case, which is about ways of communication and choosing a medium that fits best to the situation, and providing some options for the ways of communication.

4.1.1.2.3 Asking questions. According to data gathered from lesson observations, ESP instructors switched codes when they were asking questions. These questions were mostly about the cases that they introduced to their students.

The extracts below show teacher code-switching functions as asking questions:

Extract 15 (Lesson 2)

[...] Assisting a patient at mealtimes. Bir hasta var ve o hastaya nasıl yemek yemede yardım edebiliriz? [There is a patient and how can we help that patient to eat?] Yemek nasıl yedirirsin? [How do you feed?] Naparsın? [What do you do?] Öncesinde, sonrasında, o esnada [before, after, meanwhile], how would you help a patient to eat? You're charge nurse or her sister, diyor ki [it says that] Cem, can you help a patient to eat this meal or her meal? How would you help? Dan dun hemen ağzına yemeği mi sokarsın? [(Do you put food in your mouth immediately?) What do you do? (Instructor 1, Observation Data, 25.03.2021)

As it can be seen in this extract, the teacher asks some questions about the relevant case which is about feeding a patient. She switches codes while asking the questions so that she can get quick responses from the students.

Extract 16 (Lesson 5)

[...] Again, we discussed a communication problem. The first one was about a language problem. Ne tür bir dil problemi vardı dinlediğiniz bu diyalogda hatırlıyor musunuz? [Do you remember what kind of language problem was there in this dialogue?] Örneğin, farklı diller mi konuşuluyordu o yüzden mi iletişimde sorun oluyordu? [For example, were different languages spoken, is that why there was a problem with communication?] (Instructor 3, Observation Data, 25.03.2021)

In this extract, the teacher and the students talk about a couple of communication problems between colleagues in the given cases which are provided by dialogues this time. First, the teacher reminds the students about the case which has multiple communication problems, and gives an example to one of them. Then, the teacher switches to Turkish in order to ask the students about what other problems that the colleagues may have in the relevant dialog. When the teacher gets no response from the students, in the third line, the teacher provides the students with a potential communication problem, and asks if it was the source of the problem or not in order to make the students remember the kinds of communication problems that they have discussed before.

4.1.1.2.4 *Introducing new terminology.* The data obtained from lesson observations revealed that ESP instructors used code-switching when they provided their students with new terminology. The extracts below show teacher code-switching functions as introducing new terminology, which is providing the students with the Turkish equivalents of the new terms related to their profession:

Extract 17 (Lesson 3)

[...] Okay. I'm going to say something, but I don't know if I am right or wrong. Uh, like evaporated milk is very similar to “sütlaç” in Turkey, I mean, when we add sugar. Do you understand what I mean here? I mean, because there are two options for evaporated milk, um, like with sugar or without sugar. So like when we add sugar, it's a similar thing in Turkey, we have a similar thing in Turkey, like “muhallebi” type of thing, because it's evaporated milk is more in the solid form, rather down liquid form. (Instructor 2, Observation Data, 25.03.2021)

In this extract, the teacher tells about dairy products to her gastronomy students, and she tries to give the Turkish equivalence of ‘evaporated milk’ as it is not a familiar product in Turkish cuisine. As it can be noticed in this case, there can be such situations in which target language has some products, objects, concepts or expressions related to the culture, region or religion that do not exist in the native language. In such cases, foreign language teachers may prefer to switch to the first language in order to describe the relevant word or expression.

Extract 18 (Lesson 2)

[...] Anna 46, is visually impaired, görme engelli, the eyes are damaged, less strong or not as good as before, and she's on a soft diet after a hip replacement operation, she doesn't like fruit or cheese. Hip replacement: the process of cutting into someone's body remove damage, hip, kalça yerleştirme operasyonu [hip replacement]. (Instructor 1, Observation Data, 25.03.2021)

In this extract, the teacher describes a case about a patient, and she provides the students with the Turkish equivalences of the term ‘visually impaired’ immediately after using the words in the relevant sentences, and after she gives the English definition of ‘hip replacement’, she gives the Turkish meaning as well by using code-switching.

Extract 19 (Lesson 2)

[...] Yeah. Three: How about some more apple puree? Very good. Just one more spoonful, spoonful, hani o kaşık dediğimiz (the one that we call as spoon), mouthful lokmaydı, spoonful; kaşık dolusu kaşık dediğimiz kavram (the term that we call as spoonful), okay? (Instructor 1, Observation Data, 25.03.2021)

In this case, the teacher reads the dialog between a patient and a nurse who is feeding the patient, then she switches to Turkish to describe the word ‘spoonful’ which is the combination of two words which are ‘spoon’ and ‘mouthful’ by explaining them separately, and gives the Turkish meaning of the word at the end.

4.1.1.2.5 Explaining vocabulary. The data obtained from lesson observations indicated that ESP instructors used code-switching in vocabulary explanations. The extracts below show teacher code-switching functioning as explaining vocabulary:

Extract 20 (Lesson 5)

[...] T: Tutmak hold, tek başına kullanabiliyoruz [we can use it alone], like I'm holding my cup gibi. ‘Hold on’ dediğimizde ise? (When we say ‘hold on’?)

St: Bekle gibi bir şey mi? (Is it something like ‘wait’?)

T: Nice. That's true. Buradaysa ben bir dosya istemiştım bana o dosya ulaştırıldı, elime aldım dosyayı baktım “hold on, look at this!, it's not right!” dedim bir saniye bekle şuna bir bak doğru değil gibi o an hold on ile birlikte wait anlamını verdim. [Here, I asked for a file, that file was delivered to me, I got it, I looked at the file, I said “hold on, look at this !, it's not right! ” wait a second, look at it, as if it is not true, I mean “wait” by “hold on” at that moment.] (Instructor 3 and a student, Observation Data, 25.03.2021)

This extract represents a dialog between the Instructor 3 and one of her students, at first, the teacher explains the meaning of ‘hold’ in Turkish, and then, she switches to English to give an example sentence to show the word’s usage in a sentence. Then, she asks about the meaning of the word ‘hold on’, and one of the students answers it. Last, the teacher accepts the student’s answer in English, and then she switches to Turkish to explain the difference between the two words by giving an example about its usage in context.

Extract 21 (Lesson 3)

[...] Here, there's something important arkadaşlar. Uh, when you say, turn off the lights, turn off the television evet işte televizyonu kapatmak şeklinde Türkçe'ye çeviriyoruz ama şunu asla unutmayalım (yes we translate it into Turkish as turn off, but let's never forget this); we can use close and turn off; they have very similar meaning, but we cannot use them instead of each other. Her ne kadar anlam olarak birbirine benzeseler de biz onları birbirinin yerine kullanamıyoruz yani close your book, close your eyes derken close yerine turn off kullanmamız mümkün değil çünkü? [Although they are similar in meaning, we cannot use them instead of each other, so when we say close your book, close your eyes, it is not possible to use turn off instead of close because?] Because if you use turn off, you need to continue with... elektronik bir cihazla devam etmemiz gerekir. (We need to continue with an electronic device.) Turn off kullanıyorsak eğer bilgisayar, televizyon gibi elektronik bir cihazı kapatmaktan aslında elektrikle olan bağlantısını kesmekten bahsediyor oluyoruz bu yüzden gözünü kapat demekle televizyonu kapat demek arasında fiillerimiz farklı olacak. [If we are using turn off, we are talking about turning off an electronic device such as a computer, television, actually we mean disconnecting it from the electricity, so our verbs will be different between saying close your eye and saying turn off the TV]. (Instructor 3, Observation Data, 25.03.2021)

In this case, the teacher tells the difference between 'close' and 'turn off' by switching codes. She not only explains their meanings, but also gives specific examples to show their usage in particular situations. Moreover, the teacher provides the students with some vocabulary which are used with 'close' and 'turn off' and explains the reason behind it.

4.1.1.2.6 Giving instructions. The data gathered from lesson observations showed 46 situations in which teachers switched codes while giving instructions. The extracts below illustrate these cases:

Extract 22 (Lesson 1)

Can you choose the correct subheading? Can you match them? Okay? Eşleştirebilir misiniz? [Can you match them?] A, B, C boşluğunu (the

blanks), you have the subheadings: encouraging the patient, helping the patient to eat, preparing the patient to eat. Scan it quickly, read the text quickly, okay? And try to match the headings. What is A, What is B, What is C? Look at the text. A, yanında çizgi görüyorsunuz [A, you see a blank next to it]. You're gonna see A, B and C. Choose the correct subheading. Doğru başlığı, ara başlığı yerleştireceksiniz. [You will place the correct title, subheading] You have a minute. (Instructor 1, Observation Data, 25.03.2021)

In this extract, first, the teacher gives the instruction in English, and then she translates the second question into Turkish, so in this case, the teacher's code-switching functions as translating as well. Next, while showing the blanks that the students are going to complete, she uses Turkish, then switches to English to say the subheadings. Then, she describes the exercise on screen starting with Turkish, and then, she switches to English. Lastly, she gives the instruction again in English and immediately after it, she provides the students with its Turkish version.

Extract 23 (Lesson 6)

[...] Now, it's your turn to order this conversation in three minutes. After you complete it, we will listen to chat. Bakalım ne konuşmuş Mai ve doctor Rudd. (Let's see what Mai and doctor Rudd spoke.) Not complete, but order my mistake, sorry. Üç dakika içerisinde bir sıraya koyalım, sonrasında dinleyip sıralamamızı kontrol edelim. [Let's order them in three minutes, then listen and check our order.] Now arkadaşlar, can you please type your order in our chatbox, like from top to down. Şöyle yukarıdan aşağıda sıralamanızı nasıl yapmışsınız, chatboxa yazar mısınız? (Can you write how you made your order from top to bottom in the chatbox?) Bakalım (Let's see) everybody has the same order. Herkeste aynı sıralama var mı... Let me see your order. (Instructor 3, Observation Data, 25.03.2021)

In this case, the teacher begins with giving the instruction in English, and then in line 2, she comments on it in Turkish to draw students' attention to the activity. Then, she switches to English to correct her instruction, and then she switches to Turkish to give the instruction again. In line 6, she gives the instruction in English, but she uses a Turkish word to address the students. Immediately after that, she provides the students with the Turkish version of the instruction.

4.1.2.2.7 *Recalling*. The data gathered from lesson observations revealed that in 11 cases, ESP instructors used code-switching when they intended to recall their students' knowledge. The extracts below show teacher code-switching functioning as recalling:

Extract 24 (Lesson 5)

[...] T: 'What did you say?' dedik peki, here another question; we said that; uh, in simple past tense, we need to use the past form of the verbs. We called them like second form of the verbs. Hep böyle şey diyorduk, simple past tenste fiilerin ikinci hallerine ihtiyacımız var, işte düzenli fiilse ed getiriyorduk, düzensizse fiilse bir düzensiz fiiller listemiz vardı ona bakıyorduk ama burda fiilin yalın hali ile kullandık, sebep? [We always said something like this; we need second forms of verbs in simple past tense, here we were bringing ed to a regular verb, we had a list of irregular verbs if the verb is irregular, we were looking at it, but here, we used the verb in the infinitive form, why?] (Instructor 3, Observation Data, 25.03.2021)

In this case, the teacher and her students were talking about some expressions based on a dialog that they had discussed. Upon a question which was used in the dialog, the teacher wants to remind her students about the grammatical structure which is simple past tense by switching to Turkish, and she asks a question about one of the rules of the particular structure in order to see if the students remember the rules of the relevant structure.

Extract 25 (Lesson 5)

[...] Oh, we know this word, instruct, instruction... bundan konuşmuştuk biz [we talked about this before]. Instruct neydi? [What was instruct?] Hatta sınavlarda soruların üstünde mutlaka bir instruction yer alırdı işte; choose the best option derdi mesela? [In fact, an instruction would definitely take place above the questions in the exams; For example, it would say choose the best option?)] (A student types her answer on the chatbox.) Nice. It tells you what to do or how to do. Bir şeyi nasıl yapmanız gerektiğini, ne yapmamız gerektiğini anlatıyordu [it tells us how to do something, what we should do], and while instructing, we usually prefer imperatives. 'Imperative' dediğimizde Türkçe karşılığıyla emir cümleleriydi [when we said 'imperative' it was imperative sentences in Turkish] ve [and],

the most important point with them is, they don't have a subject, özne kullanmadan başlıyorduk cümlelerimize, yani ne olabilir... [we were starting our sentences without a subject, so what could it be...] ‘Do your homework.’ Ödevini yap. ‘Don't forget to do your homework’; ödevini yapmayı unutma gibi direkt bir fiille başlıyorduk [like these, we were starting with a verb directly]. (Instructor 3, Observation Data, 25.03.2021)

In this case, the teacher draws her students’ attention to a word which is ‘instruct’, and appears as expressing a purpose, while talking about purposes of the messages. Then, she asks its meaning to her students, and one of the students types her answer on the chatbox. After that, the teacher begins to explain it by using code-switching in order to recall it and its usage, in her students’ minds.

4.1.1.3 Procedural functions. The data obtained from lesson observations revealed 12 cases, and as the Table 3 indicates, in online ESP lessons, the instructors switched codes when they informed their students about assignments and exams, and expressed their actions related to the flow of the virtual lesson such as checking sound and view.

Table 4

Frequency Distribution of Procedural Functions of Teacher Code-switching

Category	Functions	Cases	%Cases
Procedural	Expressing online actions	7	58.3%
Procedural	Informing about exams&assignments	5	41.6%

4.1.1.3.1 Informing about exams and assignments. The data gathered through lesson observations indicated that teachers switched codes when they were assigning tasks to their students in order to show them how they were supposed to do their assignment and upload it on the system, and when they gave some important information about the exams or quizzes. The extracts below show teacher code-switching functions informing about assignments and exams:

Extract 26 (Lesson 5)

[...] You are going to prepare three short conversations. In each conversation, you will describe a communication problem. You will write your dialogue. You will upload them to *it's learning* today. After lesson, I will create your homework folder and the problems are stated for you.

Problemler zaten sizin için hazır. [The problems are already stated for you.] Sizin yapacağınız tek şey bu duruma uygun diyaloglar hazırlamak olacak. [The only thing you will do is to prepare dialogs according to the given case.]... The length of the conversations can be like them, here. Uzunluklar şu civarda olabilir. And then, you will upload your one- word document, her biri için ayrı bir dosya açmıyoruz, tek bir word dosyasına üçünü de yazıyoruz ve (we do not open a separate file for each, we write all three in a single word file, and) we upload it on our, um, it's learning account. Bugün dersten sonra açacağım klasörümüze yüklüyoruz. [Today we upload it to our folder, which I will open after the lesson.] The deadline will be Sunday, sorry, Tuesday midnight. Salı gece yarısına kadar vaktimiz olacak, böylelikle ben çarşamba günü hepsini kontrol etmiş ve perşembe günü ders öncesinde bitirmiş olabilirim [We will have time until Tuesday midnight so I can check them all on Wednesday and finish before class on Thursday]. Word dosyasında istememizin sebebi şu [Here's the reason we want it in the Word file]; when you type your dialogues on the word document, I can write my comments, my feedback immediately. So you can, uh, you can download your document on your computer again so that you can follow my comments as well. Dosyanızı tekrar bilgisayarınıza indirip açtığınızda da benim yazmış olduğum yorumları görebileceksiniz böylece. [So when you download your file back to your computer and open it, you will be able to see the comments I wrote.] (Instructor 3, Observation Data, 25.03.2021)

In this extract, first, the teacher introduces a new assignment. She explains how the students are supposed to do it in detail by switching codes. In line 8, she shows the lengths of the conversations as an example on the screen, and in lines 9 and 10, she mentions the file on which the students will write their homework by using both English and Turkish. In lines 12 and 13, she says where to upload their files in English, and then, she switches to Turkish to say when she opens the folder where the students upload their files. Then, she informs the students about the deadline both in English and Turkish. In lines 18, she gives the reason why she set the deadline on that day in Turkish. Then, she states why they want it in a word file by using code-switching. As this extract shows, the teacher explained everything about the assignment in order to prevent potential problems, so she switched to L1 so that the

students could understand what to do in a very clear way.

Extract 27 (Lesson 5)

[...] Öyleyse [so], now, it's time to put some stars or exclamation marks. Um, here. Bu bölüme, böyle ünlem işareti olur, yıldız olur, dikkatimizi çekicek birşey koyalım ve diyelim ki quiz questions [Let's put something that catches our attention in this section, such as an exclamation point, a star, and let's note quiz questions]. Quizimizde ben size bazı cümleler vericem altta da şıklarımızda bazı amaçlar belirtilcek orda cümlelerin amacı nedir o mesajın amacı nedir siz seçeceksiniz [In our quiz, I will give you some sentences, and some purposes will be specified in our options below, and you will choose what is the purpose of the sentence and what is the purpose of that message.]. It will be a multiple choice question. You'll see the message and you will see some purposes below, you will choose the correct purpose for that message. Anlaştık mı öyleyse? [Is it okay then?] (Instructor 3, Observation Data, 25.03.2021)

In this extract, the teacher draws the students' attention to a point on the relevant topic, and starts to explain the significance of it by switching codes. Then, she begins to describe their upcoming quiz in Turkish, and then, she switches the code and says similar things in English as well.

4.1.1.3.2. *Expressing online actions.* The data obtained from lesson observations revealed that ESP instructors used code-switching when they were expressing actions which are related to sound or view check, informing the students about their actions, and orienting the students in virtual lessons. The extracts below represent these situations:

Extract 28 (Lesson 1)

[...] Let me write it here. Ekran gitmesin. [Don't let the screen go.] (Instructor 1, Observation Data, 25.03.2021)

Extract 29 (Lesson 1)

[...] Okay. Here, exercise 3, let me make it full screen, and let me follow you from here. Büyük ekran yapayım ve sizi buradan takip edeyim. (Instructor 1, Observation Data, 25.03.2021)

In the extracts 28 and 29, the teacher talks about her actions related to the

virtual lesson by using code switching so that her students can follow the lesson easily. She begins with English, and then, continues with Turkish.

Extract 30 (Lesson 1)

[...] Can you hear me? Sesim geliyor mu? [Do you hear my voice?]

(Instructor 1, Observation Data, 25.03.2021)

As it can be noticed in the extract above, the teacher uses code-switching for sound check as the lessons are conducted online.

4.2. Findings of the Second Research Question

This part provides the detailed description of the findings of the second research question which is “What are the students’ and their instructors’ attitudes towards teacher code-switching in their online ESP lessons?”. With ten students from three different departments and their three ESP instructors whose virtual classes have been observed, semi-structured interviews have been conducted, and they have been analyzed inductively in accordance with the procedures of qualitative data analysis.

All of the instructors agreed on the idea that L1 use in foreign language classrooms should be at the minimum level, but the majority of them stated that it depends on the student profile and the structure of the lesson. Also, while two instructors indicated that the amount of their use of code-switching has increased since the lessons were held online, the other instructor stated that she used benefits of online instruction when she needed to explain a topic in the target language. Each of the instructors told about how they take advantage of code-switching as well as how it limits the learning process of their students in their online ESP classes.

In the view of students, all of them stated that they benefit from their teachers’ code-switching by expressing that they have a positive attitude towards it.

4.2.1. Findings of semi-structured interviews. The data obtained from semi-structured interviews revealed that the students had a positive attitude towards teacher code-switching in their online ESP lessons. On the other hand, their instructors had general negative perceptions on the code-switching that they utilize during their lessons as they believed that the amount of target language should be at the maximum level; however, they also had some positive views on it.

4.2.1.1. ESP instructors' and their students' positive views on teacher code-switching. All of the participant instructors somehow use code-switching during their online ESP lessons. They all stated that their utilization of code-switching helps them ensure student motivation and participation as well as the understanding of their students about some important details in the instructions and announcements. They experienced the fact that when they switch to Turkish, the students tend to engage more in the classroom activities. Their students also think that they feel more comfortable, and participate in the lessons more when their instructor use code-switching during their ESP lessons. Moreover, they stated that their teacher knows exactly when to use code-switching, so the lesson is very useful and comprehensive as their teacher switches to Turkish when needed.

4.2.1.1.1 ESP instructors' switching to L1 (Turkish) motivates and encourages their students by reducing their stress level. According to the data obtained from student and teacher interviews, the first positive feature of teacher code-switching is about creating a sense of encouragement as it helps reduce students' anxiety, and motivation to make them focus on the lesson. Following quotes by the instructors from the interviews support the statement about motivation and encouragement:

[...] To motivate my students, sometimes I can notice that they're losing interest, I mean, just to attract their attention again, I sometimes use minimum level of L1. (Instructor 1, Interview Data, 29.03.2021)

[...] If I don't speak Turkish, they don't want to talk, they don't want to write, when I speak Turkish, I think I minimize their stress level, and give them like a secure.. you know... secure zone I think. (Instructor 1, Interview Data, 29.03.2021)

From the point of the students, the following statements reveal that the instructors attain their aim in terms of providing student motivation and encouraging them to participate actively in the lesson:

[...] When we first enter the lesson, we greet the teacher in Turkish, this relieves me frankly, this Turkish greeting takes me away from the tension. The teacher's use of Turkish makes me comfortable, for example those greetings and jokes in Turkish, and when my teacher speaks Turkish, I can answer my teacher comfortably. (Student 1, Interview Data, 27.03.2021)

[...] If our teacher only spoke the English language, this would cause my distraction and my interest in the lesson would shift to other things, so I think it is better when my teacher uses both languages, it motivates me more. (Student 9, Interview Data, 28.03.2021)

As can be noticed from the statements by both instructors and students above, the instructors think that their switch to Turkish somewhat decreases their students' anxiety level by giving them a sense of confidence, and the students are more motivated to pay attention to the lesson when their teacher switches to Turkish.

4.2.1.1.2 Code-switching helps ESP instructors make clarifications about the instructions and announcements. The data gathered from the interviews revealed that the second benefit of teacher CS is related to clarifying what the students need to do with the tasks or activities during the lesson as well as with the assignments after the lesson, or with the procedures that they must follow for their exams. The ESP instructors participated in the present study would like to make sure that their students understand the instructions and announcements very well. This can be because it is teachers' responsibility to carry out the activities with no or minimum distraction, and they are responsible for their students' information about tasks, assignments and exams. In the interview, when they were asked in their opinion, when or in which conditions they should switch to Turkish, they responded with the following statements:

[...] I should use Turkish... for the instructions because when the student does not understand what to do, they just get distracted easily, and I cannot take them back to the lesson after that. (Instructor 3, Interview Data, 29.03.2021)

[...] When I assign them some tasks to make everything more clear, I sometimes use Turkish. When I make exam announcements... so I want to make everything so clear and while making announcements let's say generally I'm using Turkish too. (Instructor 2, Interview Data, 29.03.2021)

[...] For the exams, we use L1 and L2, every message I write, every announcement I make, first I write the English version, then Turkish translation. When I write English version, they don't respond... I wait, if they don't respond back, I write in Turkish, and then they write it back, so yes,

with the homework, with the announcements I always use L1 and L2. (Instructor 1, Interview Data, 29.03.2021)

The data obtained from student interviews also showed that students benefit from their teacher's switch to Turkish as they understand what is to be done more clearly, and this function of teacher code-switching is quite beneficial and essential for them to fulfill all the requirements and responsibilities. The following statements by the students support this view as well:

[...] I think Turkish should be used in explanations about homework, assigned tasks, exams with important dates, and some project issues so that the student should not remain in doubt. (Student 1, Interview Data, 27.03.2021)

[...] When she gives homework, she can sometimes explain them in Turkish so that we can understand more clearly, because everyone in the class does not have the same level of English. (Student 2, Interview Data, 28.03.2021)

[...] While giving information about exams or homework, she explains in Turkish when we do not understand. We ask some sentences, with which we have difficulties, and she answers them in Turkish, so I speak on my behalf, it is more effective for me. (Student 7, Interview Data, 29.03.2021)

In the process of distance education, the exam and assessment procedures have been changed since they are held in an online environment. Therefore, all the instructors must inform their students about these procedures and the obligations to be fulfilled by the students in a very clear way. As the instructors' responses show, they sometimes switch codes when they make announcements and assign their students. Also, the students are satisfied with this situation since Turkish explanations help them be informed effectively.

4.2.1.1.3 Teacher code-switching saves time and improves the flow of the lesson in online education. The interview data also indicated that ESP instructors benefit from code-switching as it prevents consuming time at some points such as giving instructions, explaining the subject, and keeping the students active during the lesson. The following quotes by the ESP instructors reveal this view:

[...] I think the first one (benefit) is like saving time I guess because we have limited time in online education, I mean in face to face classes we could have block lessons like we can skip the break time, so it was easier to manage the time, but in online courses, to keep the students motivated is already challenging, and sometimes we lose so much time to make them participate in the lesson. As a result, sometimes giving the Turkish translation or explaining the subject in Turkish can save our time. (Instructor 1, Interview Data, 29.03.2021)

[...] When our teacher usually tells us about some subjects and we don't understand, I mean, even when she tries to explain it in simple English, sometimes we cannot understand as a student, so our teacher sometimes switches to Turkish so that the flow of the lesson is not blocked. (Student 1, Interview Data, 27.03.2021)

It is very obvious that online education has brought a number of phrases related to technology such as “turn on your camera”, and “can you hear me?” in ESP lessons and they are not only the ones that have gained this kind of phrase. In almost all synchronous lessons, teachers need to check technology-related issues, so as the statements above show, ESP teachers prefer to switch to L1 in such cases so that they can improve the flow of the lesson with no or minimum distraction.

4.2.1.1.4 Teacher code-switching establishes a bridge between the teachers and their less proficient students, and provides more student – teacher interaction in online ESP lessons. In online education, it is quite challenging to keep the students active during the virtual lessons since they are not available physically like in a conventional classroom, and they may not be on the screen all the time as they are not always required to turn on their camera and microphone. Consequently, attracting the attention of students with low English proficiency levels to the lesson, and keeping the interaction between teacher and the students alive have become considerably difficult and important. The data collected through lesson observations and also teacher and student interviews revealed this obvious change in education, and the following statements express this situation:

[...] Actually, in faculty, in departments, the students' levels are mixed, so there are some really strong students, but at the same time, we have some

weak students who are especially shy while speaking English, so sometimes I use Turkish to encourage them to participate as well. (Instructor 3, Interview Data, 29.03.2021)

[...] Since we are now in a period of... you know, online teaching, ESP classes, especially my classes, ... we have elementary level students, and very advanced level who lived in Europe and in States, so there are all kinds of levels of students in the classes, so I have to use Turkish and English in order not to lose them in the class. (Instructor 1, Interview Data, 29.03.2021)

The students also expressed their positive opinions about teacher code-switching since they believe it makes the lesson meaningful for them as less proficient learners, and it also creates a sense of self-esteem to share their ideas and responses with their teacher and the whole class during their online lessons. They stated that:

[...] I think she needs to use Turkish anyway, none of us know English very well. Our teacher uses Turkish both to help us understand the lesson better, and to keep us in the lesson so that we can participate in the lesson a little bit more and so that we don't move away from the lesson. (Student 5, Interview Data, 29.03.2021)

[...] For example, my teacher relaxed us and adapted us to the lesson. At first, while I could not open my microphone, she was sometimes calling me in Turkish saying "My dear student, are you there?" and this gradually enabled me to attend the lesson. In the meantime, when I felt that I could speak in Turkish, I started to turn on the microphone because when I answered in Turkish, she did not ignore it ..., which enabled me to participate in the lesson, which I think is a very big factor for me to feel comfortable. (Student 1, Interview Data, 27.03.2021)

While two of the instructors stated that they use code-switching to make the less proficient students understand the topic clearly and to draw their attention to the lesson so as to make them more active during the lesson, Instructor 2 indicated that she is against using Turkish by her or by the students during the flow of the lesson while doing the activities and answering the questions on the tasks even if they have a low level of English, and she expressed that:

[...] Even though most of them are not participating because of this in my session, I know they understand me they're just learning something from me I'm like very sure about very certain about this actually. (Instructor 2, Interview Data, 29.03.2021)

From the point of a student, this situation can be pretty repellent, which results in avoiding attending to the lesson causing anxiety and developing a negative attitude towards language learning. One of the students expressed this by indicating that:

[...] For example, when I was in high school, some of our teachers were saying that you will definitely not use Turkish words in class, you will say everything in English, and I saw that this was already damaging to us. For example, I was afraid of asking a question in my head in English, it was not only something I had, it was also something my friends had, so we did not ask questions, it was always a question mark in our minds. Perhaps it would be more beneficial for us to speak English all the time, but as such, it creates question marks in our minds. That's why I don't see any harm if our teacher switches to Turkish. (Student 9, Interview Data, 28.03.2021)

On the other hand, Instructor 2 indicated that she prefers to switch Turkish at the beginning or at the end of the lesson in case there is a need for that, for example when students want to share their ideas or problems about the lesson, and she stated that:

[...] When they have some sort of problems about the course or any type of problems they have they also know that they can also speak in Turkish with me, but not during the flow of the course, but maybe before the course, maybe after the course. (Instructor 2, Interview Data, 29.03.2021)

However, she was also aware that she needs to switch to L1 in the cases when she notices languishing student participation, and she indicated the importance of establishing a relationship with each and every one of her students by stating that:

[...] If I notice that they feel lost, of course I switch to Turkish. Maybe this is one of the benefits, the relationship that I establish between me and my students; sometimes I use Turkish to build a relationship. (Instructor 2, Interview Data, 29.03.2021)

Overall, it can be inferred from these statements that the fact that students' levels vary in each of ESP classes affects the use of code-switching by the

instructors, and students participate more in the online ESP lessons in the presence of teacher code-switching.

Moreover, asking questions, sharing ideas, giving answers, talking about daily life and many more are the indicators that reflect there is a proper interaction in a lesson. Student participation is one of the key points of ESP instruction as it informs the instructors about their students' progress. As students' responses also show, it can be said that code-switching is like a bridge between them and their instructors since it provides the required interaction in online ESP lessons.

4.2.1.1.5 ESP instructors benefit from code-switching while they are introducing new terminology. The data obtained from teacher interviews indicated that teachers switch codes in their ESP lessons, and the following responses of ESP instructors reveal their ideas about using CS to introduce new terminology as well as to explain new vocabulary:

[...] Most of the time I translate the keywords of the lesson, or the target vocabulary items because for these students, the important part is to get high grades in the exam, so if I'm planning to use a word in my exam, I will translate it Turkish as well to make sure that they know the meaning anymore. (Instructor 3, Interview Data, 29.03.2021)

[...] It (her use of cs) only helps them to enlarge their vocabulary in terms of ESP on nursing of health, but for like very beginners, elementary level, it helps them. (Instructor 1, Interview Data, 29.03.2021)

In ESP lessons, teaching terminology which is related to the learners' profession is one of the most important key points and objectives of the teachers. Thus, as the statements of ESP instructors above show, in cases when they introduce the particular terminology to their students, they tend to switch to L1 so as to make them acquire the new terms better. Students' also expressed their satisfaction with the use of L1 by their instructor while learning new terminology, and they stated that:

[...] To give an example, there was one thing, because we study gastronomy, the word "sifting" is only meant to sift in Turkish, but in English, we separate the terminology as sifting liquid things and sifting solid things. It was a special moment for me to learn this, and if our teacher had not explained this to us in Turkish, I would not have understood this distinction.

(Student 1, Interview Data, 27.03.2021)

[...] I am currently studying Health. Until now, I did not see any English term related to health, so I did not know. For example, when our instructor told something about health terminology in the last term in Turkish like this word means that, this has increased the permanence of the terms in my mind. (Student 3, Interview Data, 29.03.2021)

Furthermore, the data showed that teachers' switch to L1 prevents students from misunderstanding and provides them a clear understanding in the process of distance education. One of the students' response supports this statement as well:

[...] We were learning about fish and she gave an example as fish stock. I did not know this word... I was writing in translation, it was writing fish stock, I did not understand again, and then our teacher explained it had meant pre-prepared fish in Turkish. If the teacher had not explained the example at that moment, I would have watched the recording, I would have written fish stock again to translation tool, and I would not understand anything, I would always be stuck somewhere. (Student 4, Interview Data, 29.03.2021)

As the students' responses above show, the majority of them need their instructors' switch to Turkish in the cases when new terminology or vocabulary is introduced in their online ESP lessons.

4.2.1.1.6 ESP instructors benefit from code-switching while they are introducing new grammar topic. The data gathered from the interviews conducted with participant teachers and students revealed that ESP instructors sometimes prefer to switch to the students' first language when they explain grammatical structures because it provides better comprehension for students. The following statements by a teacher and a student indicate this:

[...] I think for grammar, I can switch to Turkish because it's very easier for students to make a connection when they get the Turkish translation. They say 'hıı okay', for example for tenses, no matter how much I explain simple past tense in English by giving examples, when I said 'geçmiş zaman (simple past tense)' then they say, 'hıı okay teacher', so sometimes, especially for grammar points I should use Turkish I guess. (Instructor 3, Interview Data, 29.03.2021)

[...] It is good for me that our teacher sometimes switches to Turkish because there are a lot of words I do not know and I think it is good in terms of explaining grammatical sentence structures, but of course learning about them in English a big advantage, but it is better to be explained in Turkish. (Student 10, Interview Data, 28.03.2021)

4.2.1.1.7 ESP students understand the lesson better in the presence of teacher code-switching. When the students as the participants of the present study were asked about their opinion about teacher code-switching in their online ESP lessons, all of them reflected their positive views by indicating that their lesson makes sense thanks to their teacher's code-switching. The statements below reveal their opinions about this:

[...] I think it has a very positive effect on our instructor's use of Turkish. I already have zero knowledge of English, so when our teacher does not use any Turkish, I cannot understand anything. (Student 4, Interview Data, 29.03.2021)

[...] I say at least for myself, I don't speak English like my native language. Since there are some cases I don't understand, when our teacher speaks English with Turkish, I reinforce it better, I understand better, I look at which phrase is used in the sentence and what it means. It's better, it's more helpful, at least that's how I can understand it better. (Student 5, Interview Data, 29.03.2021)

4.2.1.1.8 Teacher code-switching is not a restriction for learning ESP. According to data obtained from student interviews, the majority of the students do not think that there is a limitation in their teacher's use of CS. To illustrate, the quotes from two of them are provided below:

[...] Frankly, I asked some of my friends before this interview, they all agree with me, so we don't see it (teacher's CS) as a restriction. Our teacher notices the situation mostly when we are stuck and explains the topic in Turkish clearly and briefly and waits for the answer in English and we can answer her very well. (Student 8, Interview Data, 29.03.2021)

[...] I do not think there is a restriction because it makes more sense to me to catch the subject with Turkish words or sentences and participate in the

lesson a little more, rather than not understanding it when fully English is spoken, because it is possible to catch the topic from Turkish when it is completely broken, I think the benefits are very much. (Student 1, Interview Data, 27.03.2021)

4.2.1.2 ESP instructors' negative views on code-switching. All of the ESP instructors who participated in the current study indicated that the use of code-switching in foreign language classrooms somewhat limits their students' learning process. They stated that the amount of L1 should be at the minimum level, but the need for code-switching has increased with the online teaching process. The variety in their students' English proficiency levels also brings the necessity of using code-switching in their ESP lessons. The statements by Instructor 1 summarize this situation in a very clear way:

[...] I never spoke that much Turkish before in my classes even a word, even especially in prep classes I never, ever speak Turkish before, but with ESP, it's a different world, especially with my two-year students, they're not even four-year students, they are two year students, so they haven't seen, exposed with English at all, so it gives them a sense of security, they don't get scared. (Instructor 1, Interview Data, 29.03.2021)

[...] This is like before and after the online process, so they're two different things for the students, for the advanced students, I don't think it helps them very much because they don't speak, as they know, I don't have to speak, but for the other students, it helps them. (Instructor 1, Interview Data, 29.03.2021)

On the other hand, Instructor 2 said that she is against the idea of explaining the topic in Turkish as well by stating that:

[...] I'm not for the idea of using translation method, I mean it's so old school thing, and even though I'm teaching very low levels, I'm not doing that... I can tell that whenever they do not understand a word, I do not prefer to use Turkish, but as we're teaching online nowadays, I can just benefit from my computer, Google especially, and I can just show everything easily from there, and I don't need to make a Turkish explanation, there's no need for that. (Instructor 2, Interview Data, 29.03.2021)

As the statements above show, online teaching may increase the occurrences of switches to L1 by teachers, but it may also aid teachers in describing some concepts as well. Also, it changes from teacher to teacher how much code-switching they apply.

4.2.1.2.1 Code-switching is seen as a kind of repetition. The data gathered from the interviews with teachers indicated that teacher switching back and forth causes too much repetition in some cases during the lessons, and it may even cause the loss of interest in the lesson of highly proficient students. The following statements by the ESP instructors show this view:

[...] For some students, it may be a bit boring to listen to the same thing in Turkish and English at the same time because sometimes, for some students, it's enough to get the instructions or the explanations in English, but then they have to listen to me in Turkish as well, so it's kind of repetition for them. It may be boring. (Instructor 3, Interview Data, 29.03.2021)

[...] For the advanced students, that's a limit, I don't want to repeat that, for example I don't want them to see, for those advanced level students to sit quite all I know it, so that's a limitation for advanced students especially, ... so I don't want to lose that students also. (Instructor 1, Interview Data, 29.03.2021)

As the statements above indicate, the teacher should keep the balance in language transitions. They should also be careful about the frequency of code-switching that they employ during the lessons so that they minimize the repetition.

4.2.1.2.2 Code-switching decreases the amount of target language in foreign language classes. The data obtained from the lesson observations and teacher interviews showed that the more teachers switched codes, the more they used native language. Since the aim of the foreign language lessons is to teach the target language, students need to be exposed to L2 as much as possible. In other words, too much utilization of teacher code-switching limits the use of target language. The Instructor 2 expressed her opinion about this and she stated that:

[...] I observed some classes, what I observed, students are asking for more, you know, so you start translating a word in English, and then they are asking for translating the whole sentence, sometimes sentences, sometimes

the whole text in English, and if you do that all the time, they insist on the same thing for the following course too. (Instructor 2, Interview Data, 29.03.2021)

Like the instructor above, one of the students thinks that too much switching to the first language causes a sense of addiction in the native language, which is an unpleasant situation in ESP classes, and he expressed his opinion by stating that:

[...] If our teacher was to explain in Turkish all the time, it would have made us a habit, so I don't want her to explain in Turkish all the time, but it is helpful to tell about the cases where we have difficulties. (Student 7, Interview Data, 29.03.2021)

4.2.1.3 ESP students' negative views on teacher code-switching. According to the data obtained from student interviews, although all the students generally took a positive attitude towards their teachers' code-switching, a few of them stated that there may be some limitations on some certain points, but they still supported the utilization of teacher CS when necessary. The following quotes by students reveal some restrictions of teacher CS in their process of learning ESP.

[...] It is better when our teacher speaks English because the lesson is English, and we warm up in English as the teacher speaks a lot of English. Let me give an example, when we cannot pronounce some words like "baked", I always pronounced it as "beikid", but then, I looked at the teacher always says "beikt" I understood that it's correct pronunciation, and mine was wrong. (Student 4, Interview Data, 29.03.2021)

As the statement above by a gastronomy student indicates, redundant use of code-switching by teachers in ESP lessons may result in the restriction in learning about pronunciations of some words since there is not enough input by the instructor.

[...] There may be a restriction as follows, if the topic is a bit difficult to understand, I may have difficulty at understanding it because the teacher doesn't give enough English examples. (Student 6, Interview Data, 29.03.2021)

In addition, as the statement by another student above reveals, teachers' excessive transition to L1 decreases the number of illustrations in the target language, and it results in the restriction in the comprehension by students.

Furthermore, one of the students named another restriction of too much teacher code-switching which is related to the improvement of listening skills. She indicated that:

[...] I don't see any harm on my side, but maybe the listening skill in English can improve better when the teacher does not use Turkish. (Student 9, Interview Data, 28.03.2021)

While half of the participant students did not mention any limitation on the teacher's code-switching, the other half talked about some in various areas. These are related to pronunciation, exposure to limited English examples, having difficulty in using terminology and improving listening skills, and becoming addicted to using L1 all the time. Students' awareness on these issues is so valuable that they may warn their teacher about them with appropriate language when they talk about their feedback about the lesson. On the other hand, half of the students are not aware of the limitations which may cause some certain obstacles in their process of ESP learning. Therefore, teachers rather than students should show the necessary sensitivity about the relevant subject.

Chapter 5

Discussion and Conclusion

Since the current study investigates the central phenomenon which is code-switching, the data, which were gathered through virtual lesson observations so as to find out its functions, and semi-structured interviews to reveal student and teacher attitudes towards it, were analyzed qualitatively. This chapter presents discussions of the findings of the two main research questions in terms of the previous studies in the literature, and suggestions for further studies.

5.1 Discussion of the Findings of the Research Questions

5.1.1 Discussion of the findings for RQ1. The focus of the first research question in the current study was to find out the functions of teacher code-switching in online ESP lessons. The data was obtained from 6 lesson hour observations from 3 different virtual ESP classes.

After analyzing the data, the functions of code-switching utilized by ESP teachers during online lessons divided into three main categories: motivational, instructional, and procedural. According to the data collected through online lessons of ESP teachers, the most intense area where teacher code-switching occurs was related to the implementation of the course material when teachers are required to steer the students to the activities and to engage them into the relevant activities in a proper way. Thus, the teachers used code-switching while asking questions, giving instructions and recalling students' background knowledge, which are the essentials for the completion of the tasks. Additionally, teachers switched codes more often when they needed to introduce, explain and exemplify a particular topic, terminology, vocabulary, or case. All these functions were placed under the category of instructional functions. On the other hand, ESP teachers also switched codes when they tried to encourage their students to participate more actively and to elicit their answers, to comment on their students' responses and actions by using humorous expressions, and to express their opinions and feelings; and these functions of teacher code-switching were categorized as motivational functions. As the last category,

procedural functions of teacher code-switching involved the minor functions which are informing students about their assignments and exams, and expressing their administrative acts that they employ to provide a smooth flow during their online lessons.

From the viewpoint of both teaching strategies and materials, English for specific purposes (ESP) differs from general English because ESP students study not only the language but also subject matter related to their occupations (Fatmawati et al., 2018). In the current study, it has been noticed that the textbooks which are used in the observed ESP lessons are based on the relevant field, and they present some particular cases by exemplifying fundamental issues which would most probably appear in the students' professional life. Hence, it has been observed that the teachers switched codes when they explain and exemplify the cases that their course book provided. In a similar manner, the instructors reported that they switch between L1 and L2 during lessons to help students understand by offering explanations and illustrations in the study by Shartiely, 2016. Also, the findings obtained from classroom observations in the research of Adriosh and Razi (2019) showed that teachers attempted to explain the essential topics in the mother tongue after providing their description in the target language so that learners can modify their ideas and improve their learning. On the other hand, according to the findings of their study, Bensen and Çavuşoğlu (2013) stated that code-switching has been used as a link to transmit specific meaning and comprehension, and thereby improve transparency, so as to transfer the new content. Furthermore, the observations in the ESP courses from the study by Niaoniao (2018) demonstrated that ESP instructors employed code switching to support students in creating and familiarizing themselves with field-related elements, and concurrently, using code switching to ask questions could enable children to answer questions and think for themselves, thus strengthening their comprehension of the course content. Likewise, Jingxia (2010) indicated that translating the context of a foreign language can be an effective way to make a learner feel more comfortable in an EFL course.

Fatmawati et al. (2018) state that ESP students must be able to read and understand English texts as well as technical terms used in textbooks and articles related to their profession. In the same vein, according to Niaoniao (2018), in vocational English courses, the vocabulary and terminology to be introduced are

different from normal EFL context since the focus is on their functional meanings and usage in the relevant field. Instead of understanding how words are used in sentences, students must recall their meanings. The findings of the current study showed that in some cases, ESP teachers' utilization of code-switching functioned as introducing new terminology and explaining vocabulary. Similarly, in the study of Niaoniao (2018), the findings revealed that a teacher uses code switching in Logistics English class to help students comprehend the meanings of different expressions and words, which can aid in better memorization of the words and phrases, so he stated that code-switching can be extremely beneficial in expanding students' terminology. In line with these statements, Kic-Drgas (2014) indicates that it is suggested to start with translation of statements relating to the specific context, reinforcing common ESP-phrases and expressions. This type of activity aids students in assimilating new vocabulary and applying it appropriately. Also, translating meanings of particular words into the native language aids students in not only memorizing new terms but also understanding their meaning (Kic-Drgas, 2014). Furthermore, in research from Rahimi and Jafari (2011), the results pointed out that when demonstrating or illustrating a new vocabulary, teachers used code-switching. In the same way, Chowdhury (2013) stated that teachers benefit from code switching when defining or describing terminology. She reported the results of her study revealing that 80 percent of teachers responded 'yes' to the item related to their usage of code-switching while explaining unfamiliar terminology, vocabulary or expressions. The data from the study of Jingxia (2010) indicates that the majority of teachers switched to L1 to clarify new vocabulary or vocabulary they felt would be hard to learn, so to ensure understanding, they often presented L1 equivalents. Furthermore, Raman and Yigitoglu (2015) observed novice EFL teachers' classes to find out their code-switching implementations, and the results of their study revealed that novice teachers switched codes frequently, particularly when students were introduced to a new subject or vocabulary.

In addition, online lesson observations in the current study shed light on some situations when teachers switch codes while giving instructions. Similarly, one of the functions which appeared in the study of Sali (2014) which investigated functions of switching L1 in EFL classrooms was giving instructions. According to the study of Ahmad and Jusoff (2009), 72.7 percent of participants indicated that teachers

switched codes when they were introducing new terms; and also, in light of students' responses which show their support for teachers' utilization of code-switching during the lesson, more than half of the students stated that code-switching enables them to understand both classroom instructions and meanings of the new words. Moghadem et al. (2012) also reported that instead of continuing in the foreign language, teachers often use code-switching to express or explain important messages when presenting new words or instructions, making comprehension smoother. Likewise, Gulzar (2010) stated that rather than remaining in the target language, teachers often utilize code-switching to explain or clarify the essential message when demonstrating new vocabulary, and giving instructions.

Terzi and Çelik (2005) indicate that in contrast to traditional classroom environments, teachers in an online education setting lack immediate access to verbal and nonverbal input by their students. Concordantly, the online ESP lesson observations in the present study revealed that the fact that the lessons are held online resulted in difficulty in engaging the students in the activities in some cases. In such cases, teachers could get no response from their students neither verbally nor written for a long time. Thus, to avert long pauses and to ensure student engagement and participation, the data showed that ESP teachers benefit from code-switching in their lessons. Similarly, according to the findings of the study of Sali (2014), code-switching was used by the teachers to impel and obtain further student responses, and to increase learner participation. The ESP teachers who participated in the current study used CS in order to ask questions about the relevant topic as well. Chi (2000) supports the use of teacher CS by stating that learners feel more at ease in English lessons and engage in class exercises and discussions thanks to teachers' code-switching (as cited in Mohammadi Salari et al., 2019). In addition, Raman and Yigitoglu found out from their study that code-switching supported the purpose of keeping students involved in lessons. The findings of the study by Cahyani et al. (2018) also demonstrated that in the situations where instructors wanted their students to be more responsive and engaged in class, they shifted to their mother tongue. In the same vein, two of the ESP teachers in the current study switched to L1 when they commented on their students' silence in order to be able to get any sort of response from their students in some certain moments. The findings of the present study also showed that ESP teachers used code-switching so as to encourage their

students to be more active during the online lessons by using humorous expressions and creating an unconstrained learning environment. The findings of the study by Ma (2019) indicated that one of the instructors in her study used the mother tongue to make jokes in order to construct a comfortable learning atmosphere, and she stated that this both decreases students' anxiety and promotes the development of teacher–student relationship. Likewise, the findings of the research by Cahyani et al. (2018) revealed that to humanize the classroom, teachers used code-switching for social interactions, such as humor, softening the mood to relieve students' anxiety, and offering support, and they reported that both of these examples illustrate a link between the instructor and the learners in order to foster a positive classroom environment and to show respect for students as individuals. Moreover, ESP teachers in the current study used code-switching to show their agreement and disagreement with their students with the purpose of praising and warning their students after some certain responses and actions while doing the class activities. This also motivated their students to be more active during the online lessons.

According to the findings of the current study another function of teacher code-switching appeared as expressing opinions and feelings. Similarly, the instructors in the study by Gulzar (2010) were observed switching from the L2 to their L1 while sharing their feelings of satisfaction and dissatisfaction. Also Chowdhury (2013) states that when the teacher changes codes from the target language to the L1 by sharing their ideas with the learners, and communicating their personal experiences, the students become more comfortable, and a pleasant and encouraging atmosphere conducive to learning is established. Bensen and Çavuşoğlu (2013) found that teachers apply code-switching in order to communicate their feelings and create student engagement and harmony, and they also stated that teachers' ability to build a positive language atmosphere in language learning classrooms is aided by code-switching. The ESP teachers in the present study also wanted to provide their students with an effective learning environment, which was possible by keeping them out of anxiety, so they switched to the mother tongue to show that they were not restrictive and oppressive about the use of both languages.

The observations of the current study also demonstrated that teachers use code-switching when they inform their students about assignments and exams in their online ESP lessons. In a similar vein, Bahous et al. (2013) found out from the results

of their study that teachers often use L1 to ensure that students understand what is expected from them in terms of tasks, exams, and learning system. Also the study of Cahyani et al. (2018) reported that one of the most frequent occurrences of code-switching was when the instructors assigned tasks. The reason why participant teachers in the current study switched codes while assigning and informing their students about exams or quizzes was that they wanted to ensure their students' understanding about how to perform the tasks since they would be graded by them and they might be still unfamiliar about the distance education system requirements.

5.1.2 Discussion of the findings for RQ2. The second research question of the study aimed at finding out the attitudes of ESP students and their instructors towards teacher code-switching during their online lessons. The data was gathered through semi-structured interviews. The interview questions encouraged the participants to explain their thoughts about switching codes, and to exemplify the situations in which teacher code-switching took place in the lesson so that the responses obtained from the interviews could shed light on student and teacher perceptions towards this phenomenon, and to what extent they were aware of its occurrence during online ESP lessons.

The findings of the semi-structured interviews revealed that students who took ESP courses had a positive attitude towards their teachers' code-switching in their synchronous virtual lessons, and they had a great deal of awareness on some specific cases in which their teacher switched codes. All of the students who were interviewed stated that they found the use of code-switching by teacher incredibly useful especially for making the lesson more effective and comprehensible. Most importantly, the responses of the students showed that teacher code-switching kept the students motivated and active during the online ESP classes by providing them with an anxiety-free learning environment. The findings correspond with the results of the research by Adriosh and Razi (2019) who found out from their study that the majority of undergraduate students have favorable impressions of their instructors' code-switching during the lessons and believes that using the mother tongue has a positive effect on learning, as well as on understanding and simplification. Similarly, according to the data from the research by Rukh et al. (2014), business students do not see their instructor's switching to the native language as a bad thing, and they

believe that teachers who shift to L1 are more approachable to them and that thanks to teacher code-switching, they feel more at ease during their lessons. Most of the participant students also expressed that they had low proficiency in English; therefore, they take advantage of the switches from the target language to their L1 in most of the cases. Also, a couple of them stated that the lesson would not make any sense to them unless their teacher used code-switching during their online ESP lessons. In a similar vein, the results of the study by Galali and Cinkara (2017) revealed that teachers' use of students' first language can be effective in enabling less-proficient students in becoming more proficient English learners. On the other hand, a few of the participant students showed their awareness about the potential blocks which may appear in their language learning process with the cause of teachers' switching to too much L1 in their ESP lessons by indicating that if teacher code-switching occurs often, it may inhibit the improvement of their listening skill, and learning the pronunciation of some words. In this respect, Ariffin and Susanti Husin (2011) carried out a survey that revealed conflicting opinions about using L1 in a content-based class; while students with higher levels of language proficiency had a negative attitude toward first language use and felt that the target language should be used to its full potential during the lessons, students who have low language proficiency had more optimistic attitudes toward L1 use since it helps them understand the course content. From another point of view, according to the results of the survey Nordin et al. (2013) conducted in their study, the majority of students (86.7%) have positive perceptions towards the use of code-switching in EFL lessons, and approximately 70% of them thought that even though code-switching should be used by teachers and that it promotes learning, it should be used only when needed. In the current study, similarly, when the students were asked about the proper frequency of L1 use, their responses varied from 50% to 10%, so none of the students supported the idea that more than half of the lesson should be taught in the first language.

From the perspectives of the ESP teachers who participated in the current study, the amount of native language should not exceed the target language. It should be at the minimum level. All of the teachers indicated that they somewhat benefited from code-switching when necessary. Two of the instructors in the present study admitted that they had to switch codes so frequently that they were actually not

happy with this situation. Nevertheless, they emphasized that in their ESP courses, the language proficiency level of the students varies highly, so in order to be able to address each and every student of all levels and not to lose them in online lessons, they utilize code-switching. Also, they indicated that code-switching helped them convey meaning in a comprehensible way, and build some sort of relationship with their students by creating a supportive atmosphere during their ESP lessons. Supporting this situation, Rezvani et al. (2011) stated that skillful utilization of teacher code-switching can result in improved teacher-student interaction, which can improve teaching efficiency, support student learning, and promote a friendlier and healthier teacher-student relationship, especially for the students who are at the lower levels. Also, the findings of the study by Chowdhury (2013) indicated that since the majority of higher education students come from a native language medium context, they feel intimidated in the university when a lesson is entirely taught in English, particularly at the start of undergraduate courses, and when the instructors switch to L1, they feel more comfortable during the lessons. Furthermore, in the study of Raman and Yigitoglu (2015), participant teachers reported that students carry barriers related to the English language with them, and that they behave based on those barriers many of the time, so in order to remove those barriers and make students open to learning, teachers use the first language, by switching codes to build understanding and a sense of connection. On the other hand, one of the participant teachers expressed her negative attitude towards redundant use of teacher code-switching. She stated that as her students had a limited time to be able to be exposed to the target language; she hardly ever switched codes, and she did not support first language usage during ESP lessons. Notwithstanding, she also reported the times when she took advantage of using code-switching such as while teaching terminology and assigning tasks to her students. Moreover, she stated that she also benefited from online teaching while explaining some vocabulary items by showing pictures of them, which required no need to use L1. However, the other two teachers indicated that their use of L1 increased after switching to online education to provide student participation, to ensure student understanding, and to manage the virtual class well.

5.2 Conclusion

The present study has the aim of investigating the central phenomenon which is code-switching from two sides: functions and attitudes. Teachers' code-switching while teaching English for Specific Purposes was examined with its functions and the reasons of its usage in the distance education system. Also, the attitudes of students of ESP courses and their teachers' opinions on this issue were investigated. In the light of the findings from the analyzed data, it can be concluded that teacher code switching in online ESP lessons has various functions, teachers have certain purposes in switching languages, and students have a positive attitude towards their teachers' CS.

In the current study, the functions of code-switching applied by ESP teachers in virtual classes were grouped into three categories: motivational, instructional, and procedural. Motivational functions include the cases in which instructors switch codes in order to encourage students, engage them in activities, comment on their actions and responses, express their feelings and opinions, reduce their anxiety level, and build a relationship with them. Instructional functions represent the situations in which teachers carry out lesson activities and tasks by giving instructions, explaining vocabulary items and cases, giving examples, asking questions, and activating their schemata. And as for the third category, procedural functions demonstrate the utilization of teacher code-switching while assigning tasks to the students and informing them about their exams.

When it comes to the second focus of the current study which is student attitudes, learners of ESP thought that the use of code-switching by their instructors during the online lessons is very helpful and beneficial as it facilitates learning. Only a few of them mentioned the potential obstacles which teacher use of too much CS may cause. Other than that, all of the students expressed positive opinions about teacher CS in their ESP classes.

The teachers, on the other hand, told their reasons in applying code-switching and how they benefit from it. According to their responses in the interviews, it is obvious that online education and the variety in the proficiency levels of their students affected their code-switching habits. They usually use code-switching to provide the best understanding of their students and to create a comfortable and

effective teaching and learning environment.

ESP instructors, their students, and the educators in the field of teaching English in the context of ESP and EFL can take advantage of this study in the light of the findings, taking into account the following regards: In professional English courses in EFL context, code-switching applied by ESP teachers helps the students understand the course content (especially terminology and the cases introduced) better. Also, especially in the process of online education, with the purpose of informing the students about their exams, homework or projects, ESP teachers can benefit from code-switching during the explanations they provide as switching to the students' L1 helps the students follow the required procedures easily and without any misunderstanding. Furthermore, reducing the students' anxiety level, creating a comfortable learning process and establishing effective relationships with the students sometimes require teachers to switch to student's L1, so in some cases, teachers can utilize code-switching for these purposes as well. Lastly, teachers who have students from various English proficiency levels might switch codes to address each and every one of them, and they can also benefit from code-switching while asking questions so as to get quick responses from the students and manage their time better.

In conclusion, this study presented a number of implications to the professionals, linguists, researchers and educators in the field of ESP teaching with in-depth analysis of the linguistic phenomenon. With regard to the literature, the findings revealed that teacher code-switching in online ESP lessons offered a variety of functions to facilitate learning and a natural student-teacher interaction. Also, the students demonstrated their positive attitudes towards teacher code-switching. The majority of both students and teachers expressed the idea that there should be a balance between the use of the target language and the native language.

5.3 Recommendations

The current study involves several significant recommendations for further research. Initially and most importantly, more data analysis is required in the study of code-switching in ESP in order to be able to detect its pearls and pitfalls and improve teaching and learning. Additionally, with the age of technology, and the shift to online education from traditional teaching and learning settings, more research is needed in the latest educational platforms. Also, further studies could investigate the

student and teacher perceptions by conducting quantitative research in order to reach a wider population and obtain more attitudes. Lastly, more observations should be conducted in ESP lessons so as to show the teachers how they balance their use of L1 and gain awareness about student attitudes towards this issue, to minimize the potential problems by finding out the sources, and to contribute to material development in the field of ESP.



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APPENDICES