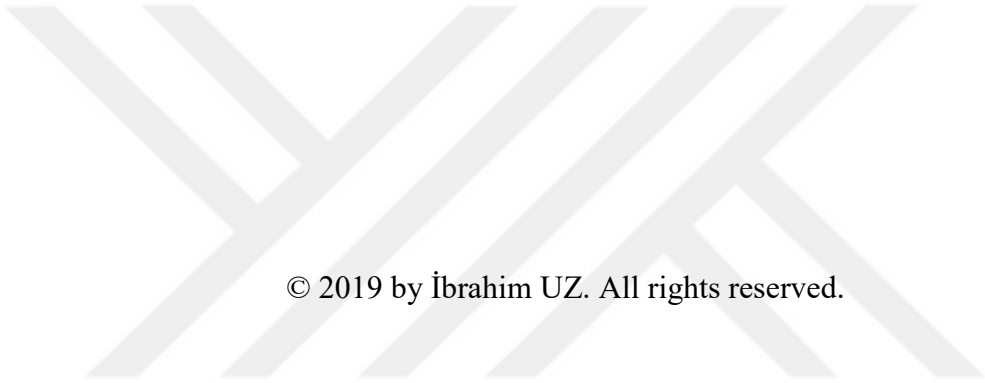REPUBLIC OF TURKEY

SULEYMAN DEMIREL UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

LANGUAGE INSTRUCTORS' AND TEACHER TRAINERS' PERCEPTIONS OF CODE-SWITCHING AND CODE-MIXING IN FOREIGN LANGUAGE CLASSROOMS

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MASTER'S THESIS

ISPARTA 2019

CERTIFICATE OF COMMITTEE APPROVAL

We certify that this thesis under the title of **"Language Instructors' and Teacher Trainers' Perceptions of Code-Switching and Code-Mixing in Foreign Language Classrooms"** prepared by **İBRAHİM UZ** is satisfactory for the award of the degree of Master of Arts in the Department of Foreign Language Education.

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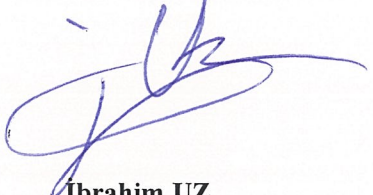   Mehmet Akif Ersoy University

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COMMITMENT

I declare that this thesis has been written by taking ethical rules into consideration and by giving all the references cited from the field by referring them in the thesis.

İbrahim UZ

DEDICATION

To my Grandpa

İbrahim UZ (RIP)

(22.11.2018)

TABLE OF CONTENTS

ABSTRACT

LANGUAGE INSTRUCTORS' AND TEACHER TRAINERS' PERCEPTIONS OF CODE-SWITCHING AND CODE-MIXING IN FOREIGN LANGUAGE CLASSROOMS

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One of the mostly criticised issues in the national education system is the foreign language education. Besides the problems in practice, one of the reasons restricting the teaching/learning process can be observed as the "Turkishness" perception of the learners in general. In other words, Turkish learners seem resisting to learn a foreign language because they want foreigners to learn Turkish instead. Although it cannot be seen as the only reason of the failure in foreign language education, it is still worth taking their opinion into consideration and designing a method integrating the mother tongue, Turkish, to the process. However, finding out whether it is applicable or not is of great importance. Therefore, the aim of this study is to investigate the language instructors' and teacher trainers' perceptions of code-switching and code-mixing in foreign language classrooms in Turkey. For this purpose, a quantitative study with 169 language instructors from 50 state and private universities' Schools of Foreign Languages and a qualitative study with 16 teacher trainers from both state and private universities' language teaching departments, i.e. English Language Teaching, English Language and Literature, Philology, were conducted. The results showed that both groups share the idea that code-switching and code-mixing could be a useful tool to some extent. Majority of the participants mentioned that it could be used for teaching grammar, vocabulary, and culture specific concepts; motivating the students and lowering their anxiety. On the other hand, code-switching and code-mixing were not seen as a discipline tool. According to the teacher trainers, a new method based on a planned use of code-switching and code-mixing would facilitate learning but some issues such as age, level of proficieny, the amount of use should be deeply investigated.

Keywords: Code-switching, code-mixing, perceptions, instructors, teacher trainers

ÖZET
DİL *OKUTMANLARININ VE ÖĞRETMEN EĞİTİMCİLERİNİN YABANCI DİL SINIFLARINDA DİL DEĞİŞTİRME / DİL KARIŞTIRMA ALGILARI

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Danışman: Doç. Dr. Oya TUNABOYLU
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Ulusal eğitim sistemimizde en çok eleştirilen konulardan biri yabancı dil eğitimidir. Uygulamadaki sorunların yanı sıra, genel olarak öğrenme ve öğretme süreçlerini kısıtlayan sebeplerden biri de öğrenenlerin "Türklük" algısıdır. Başka bir deyişle, Türk öğrenciler kendileri yabancı dil öğrenmektense, yabancıların Türkçe öğrenmesini istediklerinden yabancı dil öğrenmeye karşı direnç gösteriyor görünmektedir. Bu durum yabancı dil öğretimindeki başarısızlığın tek sebebi olarak görülemeyecek olmasına rağmen, yine de bu kişilerin görüşlerini dikkate almaya ve ana dil kullanımını da yabancı dil öğrenme sürecine dahil eden bir yöntem tasarlamaya değer. Ancak, böyle bir yöntemin uygulanabilir olup olmadığını görmek büyük önem arzetmektedir. Bu nedenle, bu çalışmanın amacı dil öğretim görevlilerinin ve öğretmen eğitimcilerinin Türkiyedeki yabancı dil sınıflarında dil değiştirme ve dil karıştırma algılarını araştırmaktır. Bu amaçla, 50 devlet ve vakıf üniversitesinin Yabancı Diller Yüksekokullarında görev yapan 169 dil öğretim görevlisi ile nicel ve hem devlet hem de vakıf üniversitelerinin İngilizce öğretmenliği, İngiliz Dili ve Edebiyatı, ve Dilbilim bölümlerinde görev yapan 16 öğretmen yetiştirici ile de nitel araştıma yapılmıştır. Sonuçlar her iki katılımcı grubun da dil değiştirme ve dil karıştırmanın belli oranda faydalı birer araç olabileceği fikrini paylaştığını ortaya koymuştur. Katılımcıların büyük bir çoğunluğu dil değiştirme/karıştırmanın dilbilgisi, kelime ve kültürel içerik öğretiminde, öğrencileri motive etmede ve onların kaygı düzeylerini azaltmada faydalı bir araç olabileceğini belirtmişlerdir. Diğer yandan, dil değiştirme ve dil karıştırma disiplin sağlama aracı olarak kabul görmemiştir. Öğretmen yetiştiricilere göre, dil değiştirme ve dil karıştırmanın planlı kullanımına dayalı yeni bir yöntem öğrenmeyi hızlandıracaktır ancak yaş, yeterlik düzeyi, kullanım miktarı gibi hususlar derinlemesine araştırılmalıdır.

Anahtar Kelimeler: Dil değiştirme, dil karıştırma, algılar, öğretim görevlileri, öğretmen yetiştiriciler,

*22/02/2018 itibariyle "okutman" ünvanı kaldırılmış bunun yerine "öğretim görevlisi" ünvanı kullanılmaya başlanmıştır.

ACKNOWLEDGEMENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

CM   Code-mixing

CS   Code-switching

EFL   English as a Foreign Language

ELT   English Language Teaching

L1   Native Language

L2   Foreign/Target Language

MoNE   Ministery of National Education

TT   Teacher Trainer

1. INTRODUCTION

This chapter includes statement of the problem, statement of the purpose, research questions, significance of the study, and assumptions and limitations.

1.1. Statement of the Problem

In the second half of the 20th century, with the advent of such terms as "global village" (McLuhan, 1962) and "World Wide Web", borders of communication started to be wider and people began to take part in new speech communities. Moreover, they have been looking for and mostly obtaining new educational and business opportunities all around the world (Ellis, 1997).

In this "global village", people must use a common tool to communicate, "language". According to Halliday (1970), there are three functions of language and they are; 1) ideational function: language serves for the expression of content, which includes the speakers' experience of the real worldand inner world of their own consciousness; 2) textual function: language has to provide for making connections with itself and with features of the situation in which is used; and 3) interpersonal function: language serves to establish and maintain social relations.

As it can be understood from the classification above, people in the same speech community use at least one common language to communicate with each other. Also, there are bilingual and multilingual societies which are using two or more languages in communitaion such as Quebecois in Canada and Swiss use French and English (O'Grady, Archibald, Aronoff, and Rees-Miller, 2010); Tukano of the northwest Amazon whose men must marry outside their language group and that is why they are multilingual (Wardhaugh, 2006).

People in bilingual and multilingual societies switch from one language to another or mix two or more languages within the same sentence structure to communicate. Basnight-Brown and Altarriba (2007) investigate bilinguals' code-switching behaviors under three models; 1) The Revised Hierarchical Model: In this model, the link between the first language and a concept in real life is stronger than the link between the second

language and the same concept. In other words, the lexicon of the first language is dominant. So, the way of switching code is usually from second language to firs language. 2) Bilingual Interactive Activation Model: This model is based on the idea of a dual switch mechanism and seeks an answer to the question whether both languages can be activated at the same time. According to Macnamara and Kushnir (1971), it is time consuming to achieve this because each language is either "on" or "off". On the other hand, activating both languages at the same time was found possible as a result of the Stroop color-word test administered by Brauer (1998) and Kiyak (1982). 3) The Inhibitory Control Model: As in the Revised Hierarchical Model, this model refers the idea of one language is dominant to the other. But, according to Green (1998), our brain stores the lexical items from both languages in the same place and can tag each concepts for a specific concept. During translation of the concepts, our brain automatically activates the dominant tag.

Code-switching and code-mixing are not only bilingual and multilingual speech community issues. People who speak foreign languages also switch from one language to another for social, situational, economical, political, etc. reasons (Wardhaugh, 2006). When we consider the context of the present study, Turkey, the mostly switched languages are Turkish and English. Being a Lingua Franca, which means a common language used to communicate by people from different mother tongues, English language, has a significant role in the global educational, business and social arena (Altınmakas and Bayyurt, 2019).

In Turkey, formal foreign language education starts at the 2nd grade in primary schools and continues till the end of the first year at the university level; moreover, students at some particular departments have vocational foreign language courses as a part of their fulfillment of the program (MoNE, 2018). However, according to the report of British Council in 2013 about the language education in Turkish educational institutions, the proficiency level of EFL teachers at Turkish universities is adequate, but their skills in teaching English for academic or specific purposes are found to be problematic.

Also, the studies conducted by Sarıçoban and Sarıçoban (2012) and Oktay (2015) on foreign language education and policies in Turkey revealed that although there have been some positive regulations and reforms initiated by the policy makers, certain

problems such as teaching strategies as well as training teacher strategies and low proficient levels in academic environment still exist in practice.

When the language in the classroom in foreign language education is considered, Selvi (2007) states that "the omnipresence of English in classrooms of Turkish schools was regarded as a threatening development against Turkish society, culture and Turkish identity or 'Turkishness', in general." (p. 48). Akın (2016) claims that people in Turkey may see English as a threat against the society and the reason may be lexical borrowings. However, code-switching is different from borrowings and it is not a commonly seen phenomenon in society.

Demirci (2014) mentions that, in her teaching life, school managers are proud of having native English speaking teachers or teaching English only by English, mostly forbidding the use of mother tongue, Turkish, and they use it as a marketing strategy. Çelik (2008) suggests teachers to avoid using L1 because it is a risky action in the monolingual classroom structure in Turkey. When the use of L1 is taken into consideration, non-native teachers of English seem disadvantaged. However, according to Cook (2008), native speakers who are not trained in the field of language teaching and who do not have any experience in learning a second language are disadvantaged. When the focus group of this study, instructors and teacher trainers, is analyzed in terms of nativeness, one can say that most of them are non-native. However, the aim of this study is not to compare native and non-native teachers in Turkey but to investigate the role and functions of using mother tongue on the sights of language instructors and teacher trainers.

When the studies conducted on the perceptions of code-switching and code-mixing in Turkey are reviewed, studies with regard to focusing on teachers' or instructors' perceptions (Bensen and Çavuşoğlu, 2013; Bilgin and Rahimi, 2013; Bilgin, 2015; Raman and Yiğitoğlu, 2018; Yıltanlılar and Çağanağa, 2015), focusing on students' or learners' perceptions (Akın, 2016; Üstünel and Seedhouse, 2005; Yaşar and Yıldız, 2018; Yatağanbaba and Yıldırım, 2015), and focusing on both groups' perceptions (Ataş, 2012; Horasan, 2014; Othman, 2015; Raman and Yiğitoğlu, 2015; Rathert, 2012) can be come across with. Yet, a research investigating teacher trainers' perceptions of CS/CM could not be coincided in the same context.

1.2. Statement of the Purpose

In Turkey, the prevailing view in foreign language teaching policy is to use the target language as much as possible and avoid the use of mother tongue (Ustaoğlu, 2015). Therefore, during their courses which mainly focus on approaches to foreign language teaching, teacher trainers recommend their students to avoid using their mother tongue. The aim of this study is not to criticise the situation but to present the status quo of the language education in terms of code-switching and code-mixing in the sight of language instructors and teacher trainers.

In theory, although using only the target language is strongly suggested, foreign language teachers and instructors use mother tongue, Turkish, for some purposes such as teaching vocabulary, explaining the tasks, motivating the students and clarifying grammar rules in foreign language classrooms (Bilgin and Rahimi, 2013; Horasan, 2014). Due to the lack of an approach or a method completely based on code-switching and code-mixing use, these practices are assumed as unplanned and personal.

This study is not in a position to investigate language instructors' and teacher trainers' perceptions regarding the use of code-switching and code-mixing in foreign language classrooms. Moreover, it is aimed to provide a data set for researchers who would like to develop a method based on CS/CM practices in foreign language education.

1.3. Research Questions

 The present study aims to investigate code-switching/code-mixing perceptions of language instructors and teacher trainers and thus, the research questions are identified as follows:

1.   What are language instructors' purposes of switching/mixing code in language classrooms?

2.   What are language instructors' opinions about using code-switching or code/mixing in language teaching?

3.   What are language instructor' opinions about students' code-switching or code-mixing behaviors?

4.   What are teacher trainers' opinions about code-switching/mixing in language education?

5.   Do teacher trainers support the idea of developing a new method based on code-switching and code-mixing? If such a method were created, would it affect Turkish language?

6.   Do teacher trainers and language instructors share common opinions about the use of code-switching/code-mixing in language classrooms?

1.4. Significance of the Study

The present study promises a comprehensive description of the current case in CS/CM. Since it is one of the mostly questioned issues in the field of English language teaching in Turkish context, the study is an attempt to overcome the long-lasting problem in the field; thus, has significance for all stakeholders i.e. researchers, language learners, teachers, families, society, etc. This study has a potential to contribute to the current literature by providing the perceptions of language instructors and teacher trainers and, their opinions can shed a light to teachers to evaluate and plan their own practices related to code-switching and code-mixing.

Another significance is that although CS/CM has been studied many times in Turkey as aforesaid, there is a gap in literature about the perceptions of teacher trainers on code-switching and code-mixing practices. Since they are the teachers of the teachers in every stage of the language education from kindergarten to university, teacher trainers' opinions have great importance.

Also, the results of the present study can be used by researchers who are interested in developing language teaching methods based on code-switching and code-mixing and thus, this study may provide some information as a part of literature focusing on the CS/CM.

1.5. Assumptions and Limitations

The participant language instructors and teacher trainers are assumed to represent the population of the language instructors and teacher trainers at departments which train language teachers/instructors in Turkey. Besides, the participants are assumed to give sincere answers while marking the questionnaire and answering the email interview questions in accord with their real thoughts about the issues. Also, the language instructors are assumed that they use code-switching for at least one of the purposes in the related parts of the questionnaire, and their students also use code-switching for at least one of the functions mentioned in the related part of the questionnaire.

Sampling size is one limitation of the study. In order to represent the universe, the study was aimed to be conducted with more language instructors. However, when the number of language instructors who were sent the questionnaire to their email addresses and the number of them who participated were compared, the rate of participation was found to be lower than expected.

2. CONCEPTUAL FRAMEWORK AND RELATED STUDIES

2.1. Theoretical Background

The studies which were conducted in Turkey and in the world about code-switching and code-mixing in foreign language education process mostly focus on the reasons of code-switching and code-mixing in language classrooms, their functions, their use in teaching grammar and vocabulary, their effects on mother tongue and identity, and the perceptions of teachers, learners, and users.

In his study on teaching vocabulary through code-mixing, Çelik (2003) states that code-mixing practices during the activities for developing listening, speaking and writing help students learn new words. On the other hand, according to the results of the study, students have trouble in spelling the words correctly.

Bensen and Çavuşoğlu (2013) analyzed four teachers' use of code-switching and code-mixing in English language classrooms for adults. They found out that although it was forbidden, the participants switched/mixed code and used Turkish. The participants said that they had used L1 in order to clarify the topic, to give the meaning of unknown words, to motivate their students, and to manage the time effectively. Moreover, they defended the opinion that their code-switching and code-mixing applications were helpful for the students who would like to be successful at the end-off test. On the other hand, the four participants observed in the study agreed on the idea that code-switching and code-mixing practices in the classroom can negatively affect the development of students' communicative skill in the target language.

In a study conducted with twenty participants from two universities, Bilgin and Rahimi (2013) investigated teachers' perceptions regarding code-switching practices in language classrooms. According to the results of the study, when it is applied properly, code-switching can help develop some language skills. Besides, it is an effective way of decreasing the students' anxiety level and eliminating lack of self-confidence. Another result of the study is that the use of code-switching in teaching literature is a beneficial tool to solve the ambiguity problems and to increase the intelligibility level of the topic.

Nevertheless, the participants also mentioned that though they also switch code, they do not approve of employing this method frequently.

Employing lesson video-recordings and face-to-face interviews as the data collection tools, Yatağanbaba and Yıldırım (2015) conducted a study with the participation of three teachers from two private secondary schools. The study revealed that the participants practiced code-switching for twenty different purposes. Some of these purposes were translating, giving theoretical information, classroom management, and motivating the students.

In his comparative study, Kayaoğlu (2012) investigated the use of mother tongue in language teaching and compared the theory and practice about this issue. The study showed that, when practiced systematically and kept in an acceptable level, the use of mother tongue is helpful. He also asserts that in the past, the success of a language teacher was only assessed by his/her competence in teaching the whole course only in English, but at present teachers are aware of the possible advantages of L1 use in language classrooms.

Horasan (2014) gathered data from 43 students and 4 instructors through classroom observations, questionnaires and interviews; and investigated how often students and instructors switch code, what the communicative functions of code-switching are and what the perceptions of both the students and the instructors are about the phenomenon of code-switching. According to the findings, the students tend to use code-switching more than instructors do, and this causes a decrease in their desire to use the target language, English in this case. Moreover, students' use of code switching leads instructors to use code-switching more, as well. Also, until the instructor begins to speak only English, the students continue speaking Turkish. The common opinion among the students participating in the study is that there is a necessity using the mother tongue during grammar and vocabulary courses. Besides, the instructors support this idea in elementary levels (Horasan, 2014).

In their study conducted with 60 teachers of English in Iran, Khonakdar and Abdolmanafi-Rokni (2015) investigated the reasons for code-switching applications in language classrooms. The results show that teachers use code-switching for different

purposes and the most common purposes are to check the understanding level of students and to explain confusing topics in target language by using the mother tongue.

In another study conducted in Iran, 43 students and 7 teachers of English at a civil aviation vocational center participated in a research on the students' and teachers' perceptions of code-switching and on factors having an impact on these perceptions (Rasouli and Simin, 2015). The teachers stated that they switch code to explain difficult topics and to clarify activities in which the students had difficulty in comprehending. Another result revealed in the study is somewhat striking; despite the fact that the students think code switching is helpful to understand difficult topics, they have a negative attitude towards the teachers' frequent use of code switching.

Shirazi, Memon and Shirazi (2016) examined the reasons of code-switching which is commonly practiced in English teaching and conducted their study with 8 instructors at a university in Pakistan. Data were collected through interviews and classroom observations. In analogy to the studies conducted before, they determined that the instructors switch codes with the purposes of explaining difficult topics and increasing students' level of understanding in grammar. Also, they claimed that the results of the study would be helpful to show the policy makers how code-switching is a useful tool in language teaching process.

Othman (2015), in his master's thesis based on the data gathered from 50 Turkish students and 9 Turkish instructors at language department in a private university, investigated the functions and reasons behind code-switching use of both students and instructors. The study findings show that instructors employ code-switching in order to maintain six functions while students reported four functions and majority of the functions are observed to be overlapping among the students and the instructors. The functions mentioned in that study are as follows: 1) referential function: to give the meaning of an English word or phrase in L1; 2) expressive function: to use L1 in order to express personal emotions and/or solidarity; 3) metalinguistic function: to use L1 while teaching grammar in order to compare and contrast both languages; 4) directive function: use L1 to attract students' in order to direct them to get back to the lesson when they lose their interest to the subject or the activity; 5) phatic function: to switch

code in order to alter the tone of conversation; and 6) poetic function: to use L1 in order to give the realistic and/or comical effect of a joke or a pun (ibid).

2.1.1. Defining "code"

Before defining the terms *code-switching* and *code-mixing*, it is necessary to define what "*code*" is. We can hear the term "code" frequently in our daily life and it can be encountered as in such forms like "access code", "pin code", "DNA code", "coding/decoding", etc. In a broad sense, the noun "code" is defined as "a system of words, letters, figures, or symbols used to represent others, especially for the purposes of secrecy" in Oxford English Living Dictionary.

In terms of sociolinguistic point of view, "code" is defined by Wardhaugh (1986) as "a system used for communication between two or more parties used on any occasions." (p. 87). By these definitions, it can be said that human language is a "code" because it contains a system of symbols and they are used for communication. Another definition is that "a *code* may be a language or a variety or style of a language..." (Humaira, 2012).

2.1.2. Defining code-switching and code-mixing

The terms code-switching and code-mixing have some numerous definitions in literature and in many studies they are defined as interchangeably. Before mentioning the similar definitions, separate definitions of the terms are provided below.

According to Nunan and Carter (2001), code-switching is "a phenomenon of switching from one language to another in the same discourse" (p. 275). Cook (2000) defines code-switching as a "process of going from one language to the other in mid-speech when both speakers know the same languages" (p. 83). Milroy and Muysken (1995) take code-switching as a multilingual context phenomenon and define code-switching as "the alternative use by bilinguals of two or more languages within the same conversation" (p. 7). By Gumperz (1982), this term is defined as "the juxtaposition within the same speech exchange of parts of speech belonging to two different grammatical systems of subsystems" (p. 59).

When the given definitions for code-mixing are investigated, similarities can be seen between the definitions of code-mixing and code-switching. The difference is that the former occurs at sentence level, while the latter occurs at above sentence level.

The term code-mixing is defined as "the transference of linguistic units (words, phrases, clauses, etc.) from one language into another within the same speech situation and within single sentences" (Sridhar and Sridhar, 1980, p. 3). They also state that CM is different from CS because it occurs in intra-sentential level; and it is different from borrowings because "borrowings can occur in monolingual speech, while code mixing is necessarily a product of bilingual competence" (p. 3).

Wardhaugh (1992) indicates that code-mixing is a "deliberate mixing of two languages without an associated topic change." (p. 107). Whereas the two terms are often confused, Muysken (2000) states that code-mixing denotes "to all cases where lexical items and grammatical features from two languages appear in one sentence" (p. 1).

In spite of the aforesaid different/ slightly different definitions of the terms, code-mixing is seen as a subcategory of code-switching or code-switching is seen as an umbrella term for language alterations (Ahmad and Jusoff, 2009; Fischer, 1972; Myers-Scotton, 1992; Poplack, 1980; Romaine, 1999).

In this study, the term code-switching is adopted and used as an umbrella term. Code-mixing is used deliberately in the quotations, definitions, and interview related result and discussion parts in order not to violate the original phrases and/or data.

2.2. Approaches to CS/CM

Since the term 'code-switching' emerged in the middle of the 20th century, many studies have been conducted to investigate it in terms of sociolinguistic, conversational, linguistic and pedagogical aspects. Each perspective has its own classification and these classifications also vary from researcher to researcher. This section ends with the approaches adopted and their reasons.

2.2.1. Sociolinguistic approach to CS/CM

According to the sociolinguistic classification of Blom and Gumperz (1972), Reyes (2004), there are two types of code-switching, namely, situational and metaphorical; and for Valdes-Fallis (1976), there are three, the third one is contextual code-switching.

The situational code-switching, as the name suggests, occurs in a particular situation where a speaker chooses to use one code for one situation and another code for another situation, e.g. at school, work and home. (Coogan, 2003; Gumperz, 1982; Wardhaugh, 1986). The appropriateness of one kind of code may be more than another one(s) in a specific setting, so the driving factor in situational code-switching is the setting (Blom and Gumperz, 1972).

Another type of code-switching is metaphorical code-switching that happens when the speaker changes the topic of the conversation. Therefore, the driving factor of the language that will be used is the topic. Besides, the role of relationship between the speakers may change in a conversation and due to this change, metaphorical code-switching can occur in order to make different topic (McCormick, 1994). Blom and Gumperz (1972) state that contrary to the situational code-switching, the setting may remain the same in metaphorical code-switching.

Contextual code-switching is defined as a change based on situation, topic, setting, etc. linked to the other language. According to this definition, situational code-switching and contextual code-switching might sound similar but the difference is that the the former is related to social role of the speakers; while the latter is focused more on the elements beyond the speakers (Valdes-Fallis, 1978).

Myers-Scotton's (1993) Markedness Model is also one of the significant sociolinguistic approaches. This phenomenon is about the choice of one linguistic type over other possible types. Every community has at least two available ways of speech style and they are defined as marked and unmarked by the speakers according the competence they have related to their social and intellectual knowledge about the context. (Myers-Scotton, 1998). In this model, speakers choose either the unmarked in order to encounter secure results or the marked one which is generally unexpected. These

choices form a *rights and obligations* set and they change according to the participants' intention to negotiate in different settings (Blom and Gumperz, 1972; Gross, 2000).

2.2.2. Conversational approach to CS/CM

According to Auer (1998), neither the sociolinguistic approach, which basically refers to the relationships between social and linguistic units by questioning how language choice reflects the power and inequality in a speech community; nor the grammatical approach, which refers to syntactic restrictions within the framework of a particular grammar theory on intra-sentential code switching, explores the code-switching phenomenon in bilingual communities completely.

The missing part of the above approaches is that code-switching can go beyond the sentence by means of intonation and adjacency pairs that accompany utterance. If the speakers are competent enough in both/all languages in the context of the community, they are able to be sufficiently autonomous in their alternational language choices to perform a particular function in discourse (Auer, 1998).

2.2.3. Linguistic approach to CS/CM

As well as the above mentioned approaches to code-switching and code-mixing, linguistic approach is also one of the most comprehensive approaches. The main focus of this approach is to identify the grammatical and lexical constraints such as syntax and spelling during switch from one language to the other (Deckrow, 2005). This concept which Alcnauerová (2013), Bista (2010), Gort (2012), Poplack (1980), and Ustaoğlu (2015) used as linguistic approach is also called by different names such as "grammatical approach" by Deckrow (2005), Gardener-Chloros (2009), Hamers, Blanc and Blanc (2000), and Romaine (1995), "structural approach" by Bullock and Toribio (2009), Coogan (2003), Myers-Scotton (1998), and Razaeian (2009).

According to Poplack's categorization (1980), there are three levels or types of linguistic approach, namely, *inter-sentential switching, intra-sentential switching* and *tag switching*. Inter-sentential switching is defined as a term covering the alternation across sentences and the level of it includes switching of independent phrases (Myers-

Scotton, 1992 and 2002; Boztepe, 2005). On the other hand, intra-sentential switching refers to switching of the units such as verbs, determiners, phrases in the same sentence from one language to another (Gardener-Chloros, 2009). According to Poplack (1980), in order to be able to utter grammatically correct sentences, speakers need to know the grammar of both languages well enough. Some researchers consider intra-sentential switching as code-mixing. Finally, tag switching, called as *extra-sentential* by Hamers and Blanc (2000) and *emblematic* by Poplack (1980), refers to the insertion of an item of another language without violating the grammatical rules of the language the sentence belongs to. One common way of this is to add a tag question, thus it is named as tag switching (Hamers et. al., 2000).

2.2.4. Pedagogical approach to CS/CM

Code-switching and code-mixing practices are examined in the classroom setting under pedagogical approach. Functions, reasons, switchers, attitudes, and the ways of CS/CM; in other words, *when, who, how* and *why* are analyzed within the scope of this approach.

The *when* issue or conditions triggering code-switching is expressed by Cheng (2003) in her study in Malaysia on the code-switching strategies. Some of the situations favourable for CS are as follows; lack of one word in either languages, a misunderstanding has to be clarified, one wishes to express group solidarity, and some concepts are easier to express in one of the languages. Although her study does not approach to the phenomenon on the pedagogical but social view point, the conditions can occur in educational context as well.

In the categorization of code-switching use, Canagarajah (1995) divides it into two groups, namely, *micro functions* and *macro functions*. While the former one consists of classroom management functions (e.g. managing discipline, motivating, complementing, negotiating) and content transmission (e.g. explanation, definition, translation given about the content of the lesson), the latter one includes socio-educational functions (e.g. training the learners for the communicative life outside the class).

The next answer is related to *who* and of course the two sides in the classroom use CS/CM differently. According to Sert (2005), teachers and students switch code for different purposes. When teachers' code-switching is taken into consideration, three functions are seen; these are topic switch, affective functions, and repetitive function (Flyman-Mattson and Burenhult, 1999). Additionally, Üstünel and Seedhouse (2005) categorize the functions under three groups and they are curriculum access, classroom management, and interpersonal relations.

After observing and recording novice teachers, Raman and Yiğitoğlu (2015) state that teachers switch code in order to create a feeling of connectedness; foster learning; form a bridge between L1 and L2; put forward the teacher's innervoice; express feelings, emotions, abstract concepts; facilitate comprehension; and keep students engaged in class.

When students' code-switching use and the functions of their use are considered, Eldridge (1996) states seven functions and they are equivalence, floor-holding, reiteration, metalanguage, group membership, conflict control, and alignment/disalignment functions.

In another study, Huang (2008) investigated the code-switching functions of students from different levels in Taiwan and asserted eight functions, namely, a linguistic gap, repeating the same pattern, tattle telling, translating, attracting attention, expressing emotions, avoiding punishment, and turning to mother tongue in the existence of native teachers.

Consequently, it can be seen that CS/CM use has been investigated under many approaches. The present study approaches CS/CM on the side of pedagogical viewpoint in order to receive opinions of language instructors and teacher trainers on the issue, and inference for the further studies based on the planned use of CS/CM in language education.

3. METHODOLOGY

This chapter will give information on the research design, participants, data collection tools and procedures, data analysis, and pilot study.

3.1. Research Design

Since this study aims to investigate firstly, the code-switching and code-mixing perceptions of language instructors; and secondly, opinions of teacher trainers about the phenomenon of language instructors' code-switching and code-mixing use in foreign language classrooms, mixed method which consists of both quantitative and qualitative research designs was adopted in order to have and reflect the detailed and rich descriptive data collection within this study.

When a researcher aims not only to gather data for statistical analysis but also to see the different perspectives on the study topic, "the uses of both quantitative and qualitative methods, in combination, provide a better understanding of the research problem and question than either method by itself" (Creswell, 2012, p. 535). A mixed method research design can help enrich the findings, increase the depth, and improve the trustworthiness of a study (Cresswell, Clark, and Garett, 2008; Hanson, Creswell, Plano Clark, and Creswell, 2005). The main reason of the mixed method selection in the present study is to elaborate the weaknesses of qualitative method (lack of replicability, subjectivity of the data collection and analysis due to non-use of numbers in interpretation) (Cohen, Manion and Morrison, 2011; de Vaus and de Vaus, 2013); and the weaknesses of quantitative method (linear and non-flexible nature, lack of encouraging imaginative, creative and critical thinking) (Creswell, 2009; de Vaus, 1996; Eyisi, 2016).

To decide on the correct mixed method type, a researcher should take four issues into consideration: (1) will qualitative or quantitative data have the priority or will they have equal weight; (2) which one will come first or will they be concurrently collected; (3) will the data be combined or not in the analyses procedure; and (4) where will they be mixed, in data collection, in analysis, or in interpretation (Creswell, 2012). When these issues are considered, 6 types of mixed method designs are offered by Clark and

Creswell (2008) as sequential explanatory, sequential exploratory, sequential transformative, concurrent triangulation, concurrent nested, and concurrent transformative.

The concurrent transformative mixed method design is adopted to conduct to investigate the language instructors' and teacher trainers' perceptions regarding the use of code-switching and code-mixing in foreign language classrooms, because both the qualitative and quantitative data are collected at the same time and have equal weight in terms of the results of the study. Besides, this type of research design can ensure that the views and perspectives of participants are represented and provide deeper understanding of a process (Almeida, 2018).

In order to find out the opinions of language instructors about the use of code-switching and code-mixing in foreign language classrooms, quantitative data collection is chosen as a method. The major characteristics of quantitative research is defined by Creswell (2012) as "collecting numeric data from a large number of people using instruments with preset questions and responses" and "analysing trends, comparing groups, or relating variables using statistical analysis and interpreting results by comparing them with prior predictions and past research" (p. 13).

While Rasinger (2013) asserts that "when using quantitative analyses, we are usually interested in how much or how many there is/are of whatever we are interested in" (p. 10), according to Muijs (2010), one should use quantitative research design when (1) (s)he aims to get a quantitative answer, (2) numerical changes, (3) rates, and finally (4) relevant data to test a hypothesis.

When a quantitative research design is adopted, the data can be gathered in two main ways: experimental and non-experimental designs. While the former one is defined by Muijs (2010) "as a test under controlled conditions that is made to demonstrate a known truth, or examine the validity of a hypothesis", in the latter one, the variables have to be used "as it appears" (p. 11). However, the classification of quantitative research design is divided into three types by Creswell (2012) as experimental, correlational, and survey designs. Because of the nature of surveys that "help identify important beliefs and

attitudes of individuals" (Cresswell, 2012, p.376), survey research design is chosen to gather data on the perceptions of language instructors.

Qualitative research method, which is adopted to investigate teacher trainers' opinions on the phenomenons of code-switching and code-mixing, is defined as being "interested in analysing subjective meaning or social production of issues, events, or practices by collecting non-standardised data and analysing texts and images rather than number and statistics" (Flick, 2014, p.542). According to Creswell (2012), "Qualitative research is the best suited to address a *research problem* in which you do not know the variables and need to explore" (p. 16). In qualitative research design, there can be seen four ways of collecting data, namely, observations, interviews and questionnaires, documents, and audiovisual materials (Mills and Birks, 2014).

As one of the data collection tools in qualitative research design, interviews can be defined as the process of asking one or more open-ended questions to the participants and then analysing the data. Interviews can be conducted in several ways and they are; one-on-one interviews in which a researcher asks questions to only one participant at the same time and records the answers; focus group interviews in which a researcher asks a few general questions and records the interaction; telephone interviews which are conducted via telephone and a tape recorder plugged in when it is not possible to do face-to-face interviews; and e-mail interviews that refers to collect data of the open-ended questions through computers and the internet (Creswell, 2012). As a method to collect responses of teacher trainers, email interviews are chosen because of both accessing to people from different parts of the country and collecting detailed and rich text database for analysis. Also, because of the advantages of the email interview research design, it is decided to collect the quantitative data via email questionnaire design.

3.2. Participants

At the stage of planning, it is aimed to conduct the present study with the language instructors purposefully chosen from 10 universities out of 206 in total as a representative of all language instructors teaching foreign languages at university level in Turkey. The reason of that choice was that first, the numbers of instructors at those universities were representing the minimum, maximum and average instructors'

population in Turkish universities, and second, in terms of the years they were founded, they represent the universities both having experience on foreign language education and having less experience, respectively, due to the fact that they have been founded recently.

However, in reality, the number of participating language instructors in those 10 universities was not much enough to gather meaningful results. Thus, the researcher enlarged the purposeful sampling number of universities up to 30 without destructing the nature of the parameters mentioned above, and they are the average number of instructors and the year of experience.

The interview questions for teacher trainers were delivered through emails to academics at language departments in Turkey (i.e. English Language Teaching, English Language and Literature). The snowball sampling method (Cresswell, 2012) was used purposefully to reach the teacher trainers participating in the present study and the process continued until no new responses came.

3.2.1. Language instructors

The study was conducted with 169 volunteer language instructors at 50 universities in Turkey. The distributions of the demographic information about their age, gender, degree, department, and year of experience obtained from the questionnaire adopted for language instructors were presented in Table 1. The demographic information was accepted as independent data in the present study and thus, it was not taken into consideration but used only to see the overall profile of the participants.

Table 1. Demographic information summary of the language instructors

		Frequency (F)	Percent (%)
AGE	23-30	40	23.7
	31-40	85	50.3
	41+	44	26
GENDER	Female	127	75.1
	Male	42	24.9
EXPERIENCE	1-3 years	13	7.7
	4-6 years	29	17.2
	7+ years	127	75.1
DEGREE	BA	69	40.8
	MA	70	41.4
	PhD	30	17.8
DEPARTMENT	English Language Teaching	105	62.1
	English Language and Literature	38	22.5
	American Language and Literature	8	4.7
	Translation and Interpreting	9	5.3
	English Linguistics	2	1.2
	Other	7	4.1
	Total	169	100

3.2.2. Teacher trainers

The trainee participants of the study include 16 volunteer teacher trainers selected through snowball sampling from language education departments at universities in Turkey. They were asked to answer 5 demographic information questions about their age, gender, experience, title, and field of study, and 5 open-ended questions to gather data about their view point about the use of code-switching and code-mixing in foreign

language classrooms. Their demographic information data was presented in Table 2. Regarding the independent nature of the demographic data, it was not taken into consideration in the findings of the present study.

Table 2. Demographic information summary of the teacher trainers

		Frequency (F)	Percent (%)
	31-40	2	12.5
AGE	41-50	8	50
	51+	6	37.5
GENDER	Female	11	68.8
	Male	5	31.2
EXPERIENCE	11-15 years	1	6.3
	16+ years	15	93.7
	Professor	5	31.2
TITLE	Associate Professor	4	25
	Assistant Professor	7	43.8
	English Language Teaching	14	87.5
FIELD OF STUDY	English Language and Literature	2	12.5
	Total	16	100

3.3. Data Collection Tools

3.3.1. Questionnaire

Questionnaires are one of the most common ways of data collection because of their applicability to large group of participants in a short period of time and their nature of being easily analyzed (Matthews and Ross, 2010). With regard to these advantages, in

the present study, the researcher decided to use a questionnaire in order to investigate and find out the language instructors' perceptions of code-switching and code-mixing.

The items in the questionnaire were adapted from studies conducted by Ahmad and Jusoff (2009), Canagarajah (1995), Ferguson (2003), Greggio and Gil (2007), Kim (2015), Levine (2003), Yao (2011), Momenian and Samar (2011), and Selamat (2014). The items were customized in accord with the research questions and the setting of the study through adding or skipping some parts (see Appendix b).

For the reliability of the new instrument, besides the supervisor of the study, experts working in higher education context were consulted and their opinions were taken during the whole process of development. These experts, 2 teacher trainers in EFL context, 2 lecturers at a state university and one expert from statistics evaluated the questionnaire in terms of face and content validity, and some points were altered until it was found to be appropriate and comprehensive for the study.

Before the pilot study and the main study, the instrument and other necessary documents were sent to Süleyman Demirel University Ethics Commission in order to get approval for the study. With regard to the ethical considerations, all the applications related to the instrument was held after the approval of the commission.

A pilot study was executed in order to see whether it would serve the goal it was intended or not, as Cohen et al. suggested (2011), and Cronbach's alpha score was found to be α= .909 for the whole of the instrument which indicates that the reliability of the questionnaire is high.

The questionnaire of the language instructors (see Appendix b) consisted of four parts. First part was a short demographic survey, which examined language instructors' age, gender, professional and educational background. The second part consisted of 13 questions in 5-point-Likert Type scale aiming to determine the CS/CM using purposes of language instructors and frequency levels. The third part also had the same structure and consisted of questions aiming to find out language instructors' beliefs on CS/CM use in language teaching. In the last part of the questionnaire, there are 7 questions in 5-

point-Likert Type scale aiming to determine language instructors' opinions about students' CS/CM behaviors.

In the second part, the participants were asked to choose one of the options ranging between *never* and *always.* In the third and fourth parts they were asked to choose one of the following options; *strongly disagree, disagree, neutral, agree,* and *strongly agree.*

3.3.2. Open-ended questions

In order to collect qualitative data, structured interviews were performed via email interview (see Appendix a) format designed at Google Forms in the current study. Using an email interview was considered beneficial for this study as it is both economically and practically advantageous. Besides that, the researcher could reach a large sample of population from different regions easily through this technique; however, 'the low response rate' was a concern for the researcher (Creswell, 2002, p.383).

In the questionnaire, there were 5 open-ended questions in English which were prepared by the researcher himself and then reviewed by the research supervisor for the appropriateness. Subsequently, the link of the questionnaire was sent to the 16 interviewees who were contacted by applying snowball sampling. Snowball sampling is a kind of purposive and non-probabilistic sampling strategy which enables the access to the appropriate sample like in a chain reaction (Dörnyei, 2007). In this sampling strategy, the researcher reaches further participants via the recommendations of the interviewees who have already participated in the study.

16 interviewees were considered sufficient for the sample size of the current qualitative study with reference to Guest, Bunce and Johnson (2006). These scholars state that in a quantitative study in which the interview technique is used for data collection, 12 interviewees are sufficient to ensure data saturation level. However, as it was seen that different themes could still emerge at the end of 12th interview in this study, the data collection process was continued with a few more interviewees. The qualitative data

collection process was ended with the 16th interview considering that the data saturation level was reached and the themes would not differ more.

3.4. Data Collection Procedures

Both types of data were collected between February, 2018 and February, 2019 from the language instructors from 30 state and private universities, and the teacher trainers from language education departments at universities in Turkey through Google Forms. Before starting to collect the data, the instrument and the necessary documents were sent to the Ethical Commission of Suleyman Demirel University and after receiving the commission approval (see Appendix c), the data collection process was started.

The questionnaire and the interview questions were transformed into Google forms. All the participants were informed about the confidentiality issue in the instruction part of the data collection tools. The links of the forms were shared through email with voluntary participation form (see Appendix d), post-participation contact form (see Appendix e), and scanned copy of the ethics commission approval in the attachment.

In the quantitative data collection via email questionnaire process, the email addresses of the language instructors were found on the websites of the universities and only the email addresses of language instructors from the same university were listed to each email in order not to share their addresses with people from different universities. The questions or requests sent by the emailed language instructors were replied and the related documents were provided.

On the other hand, in the data collection via email interview process, the link of Google Form consisting the interview questions was sent to two teacher trainers the researcher had already known personally. They were requested to response the questions in the interview form and then send the link to other corresponding teacher trainers they know in Turkish universities.

3.5. Data Analysis

The data analysis process in the present study was presented below under two separate headings in accord with the data collection tools.

3.5.1. Quantitative data analysis

For the analysis of the first research question which aims to investigate language instructors' purposes of using CS/CM and frequency levels, likert scale entries in the related part were valued and keyed into the software SPSS 20.0 (Statistical Package for Social Sciences) as follows: "never" as "1", "rarely" as "2", "sometimes" as "3", "usually" as "4", and "always" as "5". With regard to the second and third research questions, the values of the options were updated due to the change in the options in the related likert scales and entered into the software as follows: "strongly disagree" as "1", "disagree" as "2", "neutral" as "3", "agree" as "4" and "strongly agree" as "5".

For the data gathered through questionnaire, the normality tests were carried out for each item separately and the results were analysed based on Skewness& Kurtosis values. According to George and Mallery (2010), a value between +2.0 and -2.0 on Skewness&Kurtosis proves that the data has a normal distribution. Since the values of all items were found between these values, the distribution was regarded as normal.

In order to examine the reliability of the questionnaire, the Cronbach's alpha score was calculated and it was presented in Table 3 below.

Table 3. Reliability value of the quantitative data

Cronbach's Alpha	Cronbach's Alpha based on standardized items	N of items
.926	.926	33

Following the normality test and reliability value, descriptive statistics were employed for the analysis of the quantitative data to find out the frequency and percentages of the responses.

3.5.2. Qualitative data analysis

The thematic analysis was used in order to evaluate the data collected through email interviews. At the very beginning of the process, codes were found and used to form the themes. To provide trustworthiness of the determined themes, an expert was consulted

to control the themes. Afterwards, the themes were discussed in a narrative way by providing some quotations from the real responses of the participant teacher trainers.

3.6. Pilot Study

The pilot study is a significant procedure of a research design in terms of pre-testing the instrument which will be used on a large-scale to investigate the research questions a researcher is trying to find out answers or results (Baker, 1994). The term is defined as "small scale version[s], or trial run[s], done in preparation for the major study" (Polit et al., 2001: 467). Also, for Cohen et al. (2000), a pilot study is conducted to collect feedback about whether the instrument works and whether it serves to the planned goal.

The pilot study of the questionnaire adapted for investigating language instructors' perceptions regarding the use of code-switching and code-mixing was conducted with 32 language instructors selected randomly in order to abstain from subjectivity. These participants were not included to the main study because, as Peat et al. (2002) suggest, "an essential feature of a pilot study is that the data are not used to test a hypothesis or included with data from the actual study when the results are reported" p. 57).

The questionnaire of language instructors' perceptions of code-switching and code-mixing contained 4 sub-categories (33 likert-scale questions in total): first part is for demographic information (5 questions), second part is about instructors' frequency of code-switching and code-mixing use (13 likert-scale questions), third part is about instructors' beliefs on their own code-switching and code-mixing use (13 likert-scale questions), and finally, last part is about instructors' beliefs on students' code-switching and code mixing (7 likert-scale questions).

In order to determine whether the instrument is reliable, Cronbach's Alpha score, the most commonly used tool to evaluate internal consistency and reliability, was calculated as α= .909 for the whole of the questionnaire, as seen in Table 4.

Table 4. Test of reliability for the items of the perceptions questionnaire

Cronbach's Alpha	Cronbach's Alpha based on standardized items	N of items
.909	.909	33

According to Akgül and Çevik (2003), when the reliability value is between 0,80 and 1,00, it has a satisfactory level of reliability. The score of the questionnaire used in this study can be regarded reliable since Cronbach's alpha coefficient was computed as .909 as seen in the table.

4. RESULTS

This study was carried out to investigate the language instructors' and teacher trainers' perceptions regarding the use of code-switching and code-mixing in language classrooms. In this chapter, the results of the quantitative data gathered from language instructors' answers and the results of qualitative data gathered from teacher trainers' responses will be presented through tables and explanations.

4.1. The Results of the Quantitative Data

The answers of language instructors to the research questions related to frequency of their switch or mix code and to their beliefs on both their own and their students' code-switching or code-mixing will be presented through tables at the beginning of each part. Besides, the results of the quantitative data will be explained in the order of importance.

The first research question of the study aims to find out for what purposes the language instructors switch or mix code in language classrooms and what the frequency level of their use for each purpose is. With this in mind, the results of the first part of the questionnaire were analysed and they were shown in Table 5 as percentages of the frequencies at which language instructors switched or mixed code for different purposes.

Table 5. Frequency of language instructors' code-switching/code-mixing behaviours

Item No	I switch/mix code...	Never %	Rarely %	Sometimes%	Usually %	Always %
1	To enliven the atmosphere of the class (make a joke for humour, etc)	1.2	8.9	36.7	40.2	13.0
2	To get students' concentration and help them apprehending difficulties	2.4	8.3	31.4	43.8	14.2
3	To praise students	13.6	26.0	24.9	25.4	10.1
4	To maintain discipline	11.8	21.9	32.0	24.3	10.1
5	To build bonds with students	5.9	12.4	30.8	39.6	11.2
6	To help students understand abstract ideas better	1.8	8.9	26.0	42.6	20.7
7	To describe vocabulary	4.7	29.0	30.2	26.6	9.5
8	To qualify a previously mentioned statement by providing alternative explanation in Turkish	4.1	21.3	42.0	26.6	5.9
9	To help low proficiency students	3.0	11.8	32.0	38.5	14.8
10	To quickly clarify during activities	7.1	23.7	29.6	29.6	10.1
11	To express religious and culture specific terms that have no equivalent in English	4.7	13.6	23.1	30.8	27.8
12	To give tasks and feedback to students	10.1	30.8	25.4	26.0	7.7
13	To interact with students when they come for consulting/problem solving/counselling	1.2	6.5	20.1	39.6	32.5

When the results analysed, the answers given to the items on the second part of the questionnaire indicated that the majority of the participants used code-switching or code-mixing for these purposes in Table 5.

For the first research question "what are the purposes of language instructors' code-switching or code-mixing and what is the frequency level of their use for each purpose", the items were analysed under three main purposes and they are 1) for classroom management, 2) for interpersonal relations, and 3) for curriculum access.

Item numbers 1 and 4 are about the use of code-switching and code-mixing as classroom management tools, and the results of the use of code-switching or code-mixing for this purpose were presented in the Table 6.

Table 6. CS/CM for the purpose of classroom management

Item No	I switch/mix code...	Never %	Rarely %	Sometimes%	Usually %	Always %
1	To enliven the atmosphere of the class (make a joke for humour, etc)	1.2	8.9	36.7	40.2	13.0
4	To maintain discipline	11.8	21.9	32.0	24.3	10.1

With regard to the use of code-switching or code-mixing for the purpose of enlivening the atmosphere of the class, 13% (n=22), 40.2% (n=68), 36.7% (n=62) and 8.9% (n=15) of the participants reported that respectively they always, usually, sometimes and rarely use. Only 1.2% (n=2) of the participants expressed that they never switch or mix code for this purpose. On the other hand, when the language instructors' answers on using code-switching and code-mixing to maintain discipline were investigated, an increase on the numbers of participants saying *never* (n=20) and *rarely* (n=37) was seen while the numbers of the participants saying sometimes (n=54), usually (n=41) and always (n=17) were decreasing.

The results of the second purpose of code-switching or code-mixing in language classrooms is to use them for interpersonal relations between the teacher and the students was presented by the percentages of the items 2, 3, 5, 12, and 13 in the Table 7 below.

Table 7. CS/CM for the purpose of interpersonal relations

Item No	I switch/mix code...	Never %	Rarely %	Sometimes%	Usually %	Always %
2	To get students' concentration and help them apprehending difficulties	2.4	8.3	31.4	43.8	14.2
3	To praise students	13.6	26.0	24.9	25.4	10.1
5	To build bonds with students	5.9	12.4	30.8	39.6	11.2
12	To give tasks and feedback to students	10.1	30.8	25.4	26.0	7.7
13	To interact with students when they come for consulting/problem solving/counselling	1.2	6.5	20.1	39.6	32.5

The results showed that 43.8% (n=74) of the language instructors usually and 14.2% (n=24) always use CS/CM to get students' concentration and to help them in apprehending difficulties. The division of the other responses to the item 2 were found as follows: 3.4% (n=53) sometimes, 8.3% (n=14) rarely, and 2.4% (n=4) never.

It was also seen in the table 7 that language instructors frequently switch/mix code to interact with students when students come for consulting. 39.6% (n=67) of the participants marked usually, 32.5% (n=55) of them marked always and 20.1% of them marked sometimes for the item 13. Diversely, 6.5% (n=11) of the participants stated that they rarely use code-switching/code-mixing for this purpose. Only 2 language instructors marked the never column for this item.

39.6% (n=67) of the language instructors mentioned that they usually switched/mixed code to build bonds with students. The percentage of the participants who marked always was found to be 11.2% (n=19), while 30,8 (n=52) of them marked sometimes and 12.4% (n=21) of them marked rarely. Only 5.9% (n=10) of the language instructors marked the neutral column for this item.

As seen in the table 7, 30.8% (n=52) of the participants rarely, 26% (n=44) of them usually, 25.4% (n=43) of them sometimes and 7.7% (n=13) of them always used code-switching/code-mixing in order to give tasks and feedback to their students. The percentage of the language instructors who never switched/mixed code for this purpose was found to be 10.1% (n=17).

The item which was mostly marked as never with the rate of 13.6% (n=23) by the language instructors was about the use of code-switching/code-mixing to praise students. The division of the other responses were found as follows: 26% (n=44) rarely, 24.9% (n= 42) sometimes, 25.4% (n= 43) usually and 10.1% (n=17) always.

Table 8. CS/CM for the purpose of curriculum access

Item No	I switch/mix code...	Never %	Rarely %	Sometimes%	Usually %	Always %
6	To help students understand abstract ideas better	1.8	8.9	26.0	42.6	20.7
7	To describe vocabulary	4.7	29.0	30.2	26.6	9.5
8	To qualify a previously mentioned statement by providing alternative explanation in Turkish	4.1	21.3	42.0	26.6	5.9
9	To help low proficiency students	3.0	11.8	32.0	38.5	14.8
10	To quickly clarify during activities	7.1	23.7	29.6	29.6	10.1
11	To express religious and culture specific terms that have no equivalent in English	4.7	13.6	23.1	30.8	27.8

When the results in table 8 were observed, it was seen that 42.6% (n=72) of the language instructors usually and 20.7% (n=35) of them always switched/mixed code to help students understand abstract ideas better. The rates of the participants who sometimes and rarely used code-switching or code-mixing for this purpose were found to be 26% (n=44) and 8.9% (n=15) respectively. 1.8% (n=3) of the participants marked the neutral column of this item.

With regard to the item 9 that is about to help low proficiency students, 38.5% (n=65) of the language instructors marked the usually column and 14.8% (n=25) of them marked the always column. While 3% (n=5) of the participants mentioned that they never used CS/CM for this purpose, the percentage of the participants who marked the rarely column was found as 11.8% (n=20) and the percentage of them who marked the sometimes column was found as 32% (n=54).

42% (n=71) of the language instructors stated that they switched/mixed code to provide alternative explanation in Turkish in order to qualify a previously mentioned statement. The division of the other responses to this item was found as follows: 4.1% (n=7) never, 21.3% (n=36) rarely, 26.6% (n=45) usually and 5.9% (n=10) always.

According to the results, 30.8% (n=52) of the participants usually and 27.8% (n=47) of them always switched or mixed code to express religious and culture specific terms that have no equivalent in English. The percentage of the participants who marked the sometimes column for this item was found to be 23.1% (n=39) and 13.6% (n=23) was seen as the rate of participants who rarely used. On the other hand, 4.7% (n=8) of the language instructors mentioned that they never switched or mixed code for this purpose. The rates of the participants who usually and sometimes used code-switching or code-mixing to make quick clarifications during activities were found equal, that is 29.6% (n=50). 23.7% (n=40) of the language instructors marked the rarely column and 10.1% (n=17) of them marked the always column for this item. The percentage of the participants who never used code-switching or code-mixing for this purpose was found to be 7.1% (n=12).

Finally, for the item number 7 which is about the use of CS/CM to describe vocabulary, 30.2% (n=51) of the language instructors mentioned that they sometimes and switched or mixed code for this purpose. While 29% (n=49) of them marked rarely and 4.7% (n=8) marked never, the percentage of the participants who usually switched/mixed code while they were describing vocabulary was found to be 26.6% (n=45). 9.5% (n=16) was the rate of the participants who marked the always column.

Table 9. Language instructors' opinions on using CS/CM in language teaching

Item No	I believe that...	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %
1	Code-switching/code-mixing improves students' receptive skills (e.g. listening and reading)	3.6	23.1	32.0	35.5	5.9
2	Code-switching/code-mixing improves students' productive skills (e.g. speaking and writing)	5.9	30.8	24.3	32.0	7.1
3	Code-switching/code-mixing improves students' grammar	2.4	17.8	19.5	47.3	13.0
4	Code-switching/code-mixing improves students' target culture related knowledge	1.2	18.3	20.7	47.3	12.4
5	Code-switching/code-mixing improves students' vocabulary knowledge	3.6	19.5	21.9	42.6	12.4
6	Code-switching/code-mixing develops students' confidence in English	5.3	20.1	26.0	37.9	10.7
7	Code-switching/code-mixing works positively for developing students' interests in English	1.8	17.8	24.9	43.8	11.8
8	Code-switching/code-mixing lowers students' anxiety in English	1.2	5.3	18.9	53.3	21.3
9	Teaching the course solely in English is helpful to students	4.7	30.8	29.0	21.9	13.6
10	Teaching the course in Turkish and English is fascinating to students	5.3	21.3	30.8	39.6	3.0
11	Code-switching/code-mixing helps the students to understand the difficult and complicated topics easily	0.6	7.7	19.5	56.8	15.4
12	Code-switching/code-mixing is necessary to maintain discipline in a large class	11.8	23.1	23.7	32.5	8.9
13	Code-switching/code-mixing can "build solidarity and intimate relations" with students	1.8	10.1	26.6	52.1	9.5

The second research question examines language instructors' opinions about the use of code-switching/code-mixing in language teaching. The third part of the questionnaire addresses to this issue and the participants' responses were presented in the table 9 by percentage.

Items related to the research question "what are their opinions about using code-switching or code/mixing in language teaching" were analysed under three categories and they are 1) opinions about the effectiveness of CS/CM on language skills, 2) opinions about the effectiveness of CS/CM on affective factors, and 3) opinions about the phenomenon of CS/CM in language classrooms.

The items related to the opinions of the language instructors about the effectiveness of CS/CM on language skills were determined as 1, 2, 3, 4, 5, and 11, and the results were presented in Table 10 below.

Table 10. Language instructors' opinions about the effectiveness of CS/CM on language skills

Item No	I believe that...	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %
1	Code-switching/code-mixing improves students' receptive skills (e.g. listening and reading)	3.6	23.1	32.0	35.5	5.9
2	Code-switching/code-mixing improves students' productive skills (e.g. speaking and writing)	5.9	30.8	24.3	32.0	7.1
3	Code-switching/code-mixing improves students' grammar	2.4	17.8	19.5	47.3	13.0
4	Code-switching/code-mixing improves students' target culture related knowledge	1.2	18.3	20.7	47.3	12.4
5	Code-switching/code-mixing improves students' vocabulary knowledge	3.6	19.5	21.9	42.6	12.4
11	Code-switching/code-mixing helps the students to understand the difficult and complicated topics easily	0.6	7.7	19.5	56.8	15.4

As seen in table 10, 56.8% (n=96) of the language instructors agreed and 15.4% (n=26) of them strongly agreed on item 11 that is about using CS/CM to help the students understand difficult and complicated subjects. While 19.5% (n=33) of the participants were neutral, 7.7% (n=13) of them disagreed and only 0.6% (n=1) strongly disagreed.

When the responses given to the item 2 were considered, 30.8%(n=52) of the language instructors disagreed and 5.9% (n=10) strongly disagreed to switch/mix code in order to improve students' productive skills such as speaking and writing. On the other hand, 32% (n=54) of them agreed and 7.1% (n=12) strongly agreed to use CS/CM for this purpose. The percentage of the neutral participants was 24.3% (n=41).

For item 3 that is about to use CS/CM in order to improve students' grammar and item 4 that is related to improve students' target culture related knowledge, the rate of the participants who agreed to switch/mix code for these purposes were same, 47.3% (n=80). The distribution of the other responses to item 3 were found as follows: 2.4% (n=4) strongly disagreed, 17.8% (n=30) disagreed, 19.5% (n=33) stayed neutral, and 13% (n=22) agreed. Also, 12.4% (n=21) agreed, 20.7% (n=35) stayed neutral, 18.3% (n=31) disagreed, and only 1.2% (n=2) of the participants strongly disagreed with the fourth statement in the table 10.

In terms of using CS/CM to improve students' receptive skills (e.g. listening and reading), 35.5% (n=60) of the participants agreed and 5.9% (n=10) of them strongly agreed. While 32% (n=54) of the participants stayed neutral, the numbers of the participants who disagreed and strongly disagreed were found 39 (23.1%) and 6 (3.6%) respectively.

For the item "Code-switching/code-mixing improves students' vocabulary knowledge", 12.4% (n= 21) of the language instructors strongly agreed and 42.6% (n=72) of the language instructors agreed with the statement. However, 3.6% (n=6) of them strongly disagreed with the item and 19.5% (n=33) disagreed. The percentage of neutral participants was found as 21.9% (37).

Items 6, 7, 8, 12, and 13 were about the effectiveness of CS/CM on affective factors in language education. The opinions of language instructors about these factors were shown in the following table 11.

Table 11. Language instructors' opinions about the effectiveness of CS/CM on affective factors.

Item No	I believe that...	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %
6	Code-switching/code-mixing develops students' confidence in English	5.3	20.1	26.0	37.9	10.7
7	Code-switching/code-mixing works positively for developing students' interests in English	1.8	17.8	24.9	43.8	11.8
8	Code-switching/code-mixing lowers students' anxiety in English	1.2	5.3	18.9	53.3	21.3
12	Code-switching/code-mixing is necessary to maintain discipline in a large class	11.8	23.1	23.7	32.5	8.9
13	Code-switching/code-mixing can "build solidarity and intimate relations" with students	1.8	10.1	26.6	52.1	9.5

When the results in Table 11 were investigated, it was seen that 53.3% (n=90) of the language instructors agreed with the item "code-switching/code-mixing lovers students' anxiety in English" and 21.3% (n=36) of them marked the strongly agree column in the questionnaire. While 1.2% (n=2) of the participants strongly disagreed and 5.3% (n=9) disagreed to this statement, 18.9% (n=32) of the language instructors stayed neutral.

Language instructors' opinions about using CS/CM to build solidarity and intimate relations with students were found as: 52.1% (n=88) agreed, 26.6% (n=45) stayed neutral, 10.1% (n=17) disagreed, 9.5% (n=16) strongly agreed, and 1.8% (n=3) strongly disagreed.

Another item that was mostly marked the agree column by 43.3% (n=74) of the participants is about the positive effects of CS/CM on developing students' interests in English. The percentage of the strongly agreed participants was found as 11.8% (n=20), the percentage of disagreed participants was found as 17.8% (n=30) and the percentage

of the strongly disagreed participants was found as 1,8% (n=3). 42 (24.9%) language instructors indicated that they were on the neutral side of this item.

When the distribution of the responses to item 6 was analysed, it was seen that 5.3% (n=9) of the participants strongly disagreed, 20.1% (n=34) disagreed, 26% (n=44) were neutral, 37.9% (n=64) agreed and 10.7% (n=18) strongly agreed.

In terms of using CS/CM to maintain discipline in a large class, 11.8% (n=20) of the language instructors strongly disagreed and 23.1% (=39) disagreed while 32.5% (55) of them agreed and 8.9% (n=15) strongly agreed. The percentage of the participants who were neutral was found as 23.7% (n=40).

Opinions of the language instructors about the phenomenon of CS/CM were presented in the table 12 by using their responses to the items 9 and 10 as the indicators of their thoughts.

Table 12. Language instructors' opinions about the phenomenon of CS/CM in language classrooms

Item No	I believe that...	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %
9	Teaching the course solely in English is helpful to students	4.7	30.8	29.0	21.9	13.6
10	Teaching the course in Turkish and English is fascinating to students	5.3	21.3	30.8	39.6	3.0

As seen in Table 12, most of the language instructors (30.8% (n=52)) participating in the study mentioned that they disagreed with the item "teaching the course solely in English is helpful to students". The distribution of other options for the same item is as follows: 29% (n=49) stayed neutral, 21.9% (n=37) agreed, 13.6% (n=23) strongly agreed, and 4.7% (n=8) strongly disagreed. Supportingly, 39.6% (n=67) of the participants agreed and 3% (n=5) strongly agreed with using both Turkish and English

is fascinating to students. On the other hand, 21.3% (n=36) of the language instructors disagreed and 5.3% (n=9) strongly disagreed with the idea of using both languages at the same time in language classrooms to fascinate to students. The rate of neutral part was found to be 30.8% (n=52).

The results of the third research question were presented in Table 13. This research question aimed to investigate the opinions of language instructors about the students' code-switching/code-mixing behaviors. The items in the last part of the questionnaire were analysed descriptively and the results were shared in accord with the data in the Table 13.

Table 13. Language instructors' opinions about students CS/CM behaviors.

Item No	Students' using Turkish in the classroom...	Strongly Disagree %	Disagree %	Neutral %	Agree %	Strongly Agree %
1	To discuss content or activities in small group is important	12.4	32.5	21.9	31.4	1.8
2	To provide assistance to lower proficient peers during activities is important	0	11.8	19.5	61.5	7.1
3	To brainstorm during class activities is important	8.9	38.5	19.5	26.6	6.5
4	To explain problems not related to content is important	5.9	24.3	28.4	37.9	3.6
5	To translate for a lower proficiency student is important	3.6	19.5	20.7	51.5	4.7
6	To respond to teacher's question is important	18.9	39.1	16.6	23.7	1.8
7	To ask permission is important	21.3	36.7	15.4	22.5	4.1

61.5% (n=104) of the participants agreed and 7.1% (n=12) strongly agreed with the idea that students' use of Turkish in order to help their lower proficient peers is important. While none of the participants strongly disagreed to this statement, the

percentages of the participants who disagreed and were neutral were found to be 11.8% (n=20) and (19.5% (n=33) respectively.

Another item that was mostly agreed was about the importance of students' using Turkish to translate for a lower proficiency student and its rate was found to be 51.5% (n=87). 4.7% (n=8) of the participants strongly agreed, 19.5% (n=33) disagreed and 3.6% (n=6) strongly disagreed with the same statement. The percentage of the participants who stayed neutral was found to be 20.7% (n=35).

In terms of the importance of the students' use of Turkish to explain problems not related to content, 5.9% (n=10) of the language instructors strongly disagreed and 24.3% (n=41) disagreed while 37.9% (n=64) of them agreed and 3.6% (n=6) strongly agreed. The percentage of the participants who were neutral was found as 28.4% (n=48).

For item 1 that focuses on the opinions of the participants about the importance of the students' using Turkish to discuss content or activities in small groups, 32.5% (n=55) of the language instructors disagreed and 12.4% (n=21) strongly disagreed. The distribution of the other responses to item 1 were found as follows: 1.8% (n=3) strongly agreed, 31.4% (n=53) agreed, 21.9% (n=37) stayed neutral.

About students' use of Turkish to brainstorm during class activities, 38.5% (n=65) of the language instructors disagreed and 8.9% (n=15) strongly disagreed with its importance to use for this purpose. On the other hand, 26.6% (n=45) of the participants agreed and 6.5% (n=11) strongly agreed with the item. The rate of the neutral participants was found to be 19.5% (33).

The results indicate that 36.7% (n=62) of the participants disagreed and 18.9% (n=36) strongly disagreed with the statement that "students' using Turkish to respond teacher's question is important". However, 23.7% (n=40 of them agreed and 1.8% (n=3) strongly agreed with this statement. 16.6% (n=28) of the language instructors marked the neutral option.

The item mostly the language instructors disagreed (36.7% (n=62)) and strongly disagreed (21.3% (n=36)) was about the importance of students' use of Turkish in order to ask permission. While 15.4% (n=26) of the participants stayed neutral, 22.5% (n=38) of them agreed and 4.1% (n=7) strongly agreed with the item.

4.2. The Results of the Qualitative Data

The teacher trainers' opinions about code-switching or code-mixing in language education and their opinions about the idea of developing a new method based on CS/CM and its possible effects on Turkish language will be presented through figures showing the themes found out in the data. Figure 1 reflects the overall concept map of the findings of the qualitative data. Also, some excerpts of the teacher trainers related to research questions which were gathered through the email interviews of the study will be given directly.
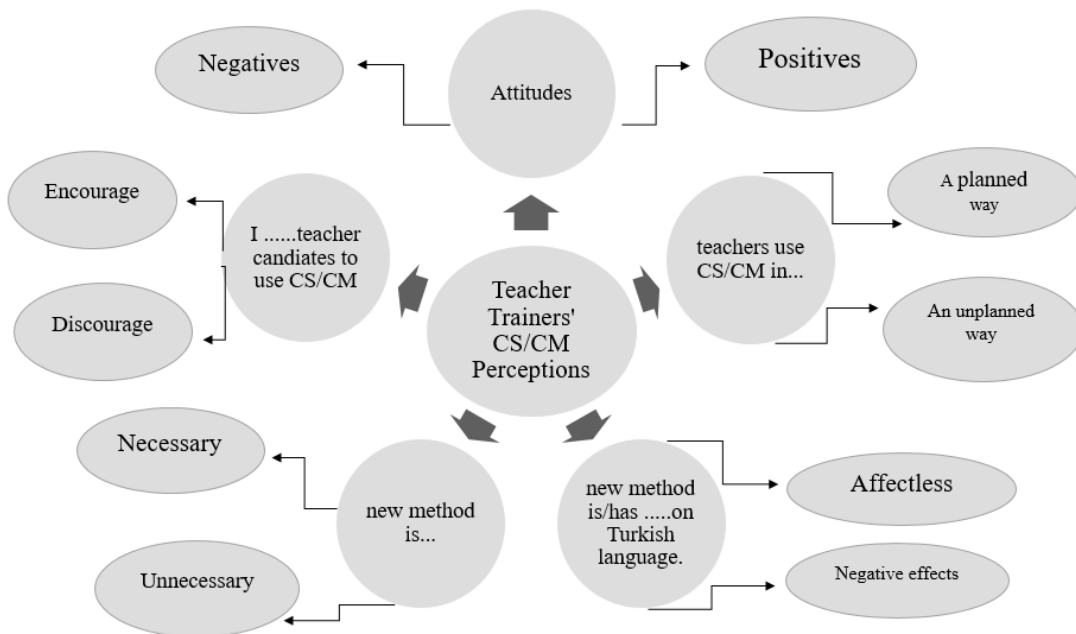

Figure 1. Concept map of the qualitative data

Regarding the fourth research question "What are teacher trainers' opinions about code-switching/mixing in language education?", answers given to first, second and third e-mail interview questions were analysed and three theme pairs emerged. They are

positive and negative attitudes towards the use of CS/CM in language education; teachers' planned and unplanned use of L1; and encouraging and discouraging teacher candidates' use of Turkish. These themes were presented as follows:

Positive attitudes towards the use of code-switching and code-mixing in language education

After the analysis of the responses of teacher trainers to the first email interview question, most of the participants mentioned that code-switching/code-mixing use in language education could be acceptable to some extent. Also, some of the participants stressed the importance of CS/CM in the EFL classrooms in which both teachers and students have the same mother tongue. For example, TT-7 stated that;

"*It may be useful if L1 is common. Time saving and practical to some extent.*"

TT-9 stated that;
"*… If especially you are using the same mother tongue with the learners, you can sometimes make use of them.*"

And TT-14 mentioned that;
"*It is of highly importance especially in EFL classrooms. …*"

When the answers of the teacher trainers about the functions and/or purposes of using CS/CM in language education were analysed, there emerged two main purposes, these were: classroom management and curriculum access.

Some of the teacher trainers participating to the study stated that code-switching/code-mixing is a useful classroom management tool to make jokes, to tell stories, to provide discipline and to check the attention of students to the topic or the course itself. The following responses are examples of it;

TT-1: "*… Teachers utilize code switching in the classroom to make jokes and tell stories, check the attention of students during…*"

TT-16: "*... when they make grammatical explanations, give complex instructions, deal with disciplinary problems...*"

When code-switching/code-mixing was used as a curriculum access tool, the participants stated that it is mostly used to teach grammar and vocabulary and facilitates the learning process. TT-4, for example, states that;

"*...in certain conditions teachers might cnciously [consciously] use their L1 in classroom interaction to facilitate the learning process. ...*"

TT-1 stated that;

"*...EFL teachers switch from English to Turkish to clarify the meaning of an unknown word or explain a complex grammatical structure... to students with low proficiency and limited vocabulary...*"

TT-2 stated that;

"*... Code-switching may make it easy for learners to understand a particular subject. ...*"

And TT-15 stated that;

"*It can have positive effects on vocab. [vocabulary] gain...*"

Negative attitudes towards the use of code-switching and code-mixing in language education

When the answers of the teacher trainers were analysed in terms of attitudes towards the use of CS/CM in language education, it was seen that the number of negative attitudes was less than positive one. Besides, most of the participants who had negative attitudes agreed on the possibility of overuse and they evaluated the overuse of code-switching/code-mixing as a handicap to become proficient and fluent enough in L2. TT-3 described the possible negative effects of overuse as:

"... Though studies on it have identified some functions of it- ranging from purely linguistic gains ... to completely non-linguistic ones- ... it reduces teacher talk in the classroom – the main source of input for hundreds of thousands of Turkish students.

Most importantly, ..., teachers waste invaluable opportunities ... In other words, they treat the target language as a topic of study in the class, not as a real means of communication... So the cons of code-switching far outweighs its pros."

TT-12 and TT-15 stated that it can have positive effects only if it is designed carefully and not overdosed. Moreover, TT-4 claimed that;

"… if it is not used judiciously and overused then we are two steps back."

And TT-1 stated that;

"... Advanced level of EFL learners often view code-switching as a barrier to becoming fluent in a second language."

Planned and Unplanned way of using L1

The results of the email interviews revealed that most of the participant teacher trainers agreed on the idea that teachers switched/mixed code in an unplanned way.

TT-1: *"In my view, teachers use L1 in an unplanned way because EFL classroom is just like a problem solving environment where teachers encounter a variety of cases and they need to behave most suitably. ..."*

TT-6: *"... unplanned way because their main purpose is L2. ..."*

TT-8: *"...unplanned way because, especially for some terminology, it becomes necessary and appropriate to code switch[ing]/code mixing."*

TT-16 claimed that teachers used L1 not only because of themselves but also of their students and stated that;

> *"... they are worried that students cannot comprehend what is taught and what is spoken. Also, students demand the use of L1 by the teacher because they develop a habit of comprehending things in L1 and they do see L2 as a subject to be studied, but not as a means of communication and development of oral skills."*

While some of the other teacher trainers stated that teachers used L1 in a planned way, there were also participants who mentioned that both ways were possible. For example;

TT-13 stated that;
> *"in Turkey, lots many of them use L1 in a planned way."*

TT-5 stated that;
> *"often in a planned manner to attract people's attention."*

Although TT-15 also mentioned the effect of students on their teachers' use of L1, (s)he asserted that teachers used L1 in a planned way;

> *"...Teachers rely on L1 with the argument that students cannot understand them in a way to compensate for or cover up their lack of competency in the target language."*

Encouraging and Discouraging teacher candidates to use L1 in their classrooms

Majority of the teacher trainers participating in the study stated that they did not encourage their teacher candidate students to use L1, Turkish, in their own classrooms due to the possibilities mentioned under the title of negative attitudes towards the use of code-switching/code-mixing. TT-3, for example, stated that;

> *"I encourage teacher candidates not to use L1 in their own classrooms at all, for the reasons mentioned in the response to question 1."*

TT-2 stated that;

> *"Never. Good teaching stems from good examples in real life when one used to be a student teacher."*

Also TT-16 states that;

> *"No… because comprehension and communication in L2 should always be encouraged so that students can develop oral skills and they can think in the target language."*

While they mentioned that they did not encourage, some of the teacher trainers stated that they did not discourage, either. For example, TT-15 put a limitation percentage as;

> *"… with some specific reasons and not more than 10% of the teacher talk."*

Also, TT-6 stated that;

> *"…but I am of the opinion that there are some times to use L1. For example, L2 definitions of some plants, fruits and vegetables may not be enough to grasp the meaning (eg: a yellow, round, juicy fruit: this definition may remind us of many names)"*

On the other hand, some of the participant teacher trainers stated that they encouraged teacher candidates to use L1 at beginning levels for some purposes as long as it would be overused. TT-1, for example, claimed that;

> *"… Students with limited grammar and vocabulary knowledge get pleasure from the teacher's using L1 in the classroom. Thus, they can easily understand what the teacher is trying to teach and they become better motivated to the lesson."*

And TT-14 stated that;

> *"Of course, they have to be flexible [in] both ways."*

Regarding the fifth research question "Do they support the idea of developing a new method based on code-switching and code-mixing? If such a method were created, would it affect Turkish language?", answers given to fourth and fifth e-mail interview questions were analysed and two theme pairs emerged. These themes are arranged as: necessity and unnecessity of a new method; and negative effects and affectless of a new method on Turkish Language.

Necessity and unnecessity of a new method

According to the results of the e-mail interviews, most of the participant teacher trainers believed that there is a necessity of a method based on planned use of CS/CM in language education because it is an undeniable fact that teachers use L1 whether they want or not. For example, TT-8 suggested that;

> "… Language transfer is inevitable. If we cant [can't] stop using mother tongue, lets get benefit from it."

TT-1: *"Personally, I am positive about developing a new foreign language teaching method relying on a planned use of code-switching/code-mixing…."*

TT-14: *"It would be superb! …"*

Moreover, some teacher trainers stressed on the structure of the method and claimed that when a well-developed method with systematic basic principles could be used at beginning proficiency levels in a planned way, it can be very useful for EFL learners. For example;

TT-4 stated that;
> "[It] would be interesting and might facilitate language learning but it should have a theoretical background."

Also, TT-6 stated that;
> "For me it will not be totally new … . However, it is worth defining in a systematic way."

TT-8 stated that;

> *"… if it is well planed, it will be a useful tool to teach some aspects of the target language."*

And TT-11 stated that;

> *"That would be great on the condition that it has some basic principles."*

In contrast, some of the teacher trainers in the study asserted that developing a new language teaching method based on a planned use of CS/CM is unnecessary and *"waste of time"* (TT-5). Also, as TT-2 stated, that method would not be new at all;

> *"It is not a new method. Only the name confusing. … Grammar Translation Method is a typical example for code-mixing, many Humanistic Appraches [Approaches] favour code-switching using a different jargon."*

TT-9 claimed that;

> *"Unnecessary to di [do] this cause cs happens automatically"*

Additionally, TT-7 and TT-13 reported that such a method might have negative effects. For example:

TT-7: *"Unplanned use may be authentic but the direction of course may move away from L2 teaching."*

TT-13: *"Students cannot learn a foreign language like that."*

TT-3, also, mentioned that (s)he did not believe in the necessity of a new method and stated that;

> *"…teaching is a dynamic process-it creates its own unpredictable circumstances. … Instead of developing a new method, teachers should be trained how to make use of classroom situations to use the target language for meaningful and purposeful communication."*

Effectless and Negative effects of a new method on Turkish Language

While one side surpassed on the other side in the previous themes, the number of the participants who stated that there would not be negative effects of CS/CM based method on Turkish language was found the same with the number of the participants who stated that there would be some negative effects. Both groups of participants gave different examples to support their opinions. For example, TT-1 claimed that;

"...because students will have the chance to see the similarities and differences between two codes... . At first, EFL students will develop a kind of interim grammar via which they will try to learn the phonological, morphological, syntactic and semantic features of L2... . Then, they will build a L2 specific grammar system..."

Also, TT-2 asserted that;
"...At an early age (very) young learners may play with both languages... . This should not be considered as an influence but as linguistic sources of a childish speech game."

TT-8, however, accepted that there might be some risks but still suggested that;

"Well it can be harmful but if we aim to get benefit from it to teach a target language... it will be a useful tool..."
On the other hand, TT-13 claimed that;

"The age of the learner is important here. If they are young learners it affects them in a negative way".

TT-3 states that;
"Such an attempt also degenerate Turkish for many will assume that code-mixing is fancy."

And TT-1 claimed that;
"... In the long run, it might have some negative effects which should be carefully examined by sociolinguists."

5. DISCUSSION AND CONCLUSION

5.1. Discussion

This study seeks answers for the issue of language instructors' and teacher trainers' perceptions regarding the use of CS/CM in EFL classrooms. Study findings will be discussed within the scope of the research questions referring relevant literature in this section. Each research question is presented as a subheading and the discussion is organised considering the results in the previous chapter.

5.1.1. What are language instructors' purposes of switching/mixing code in language classrooms?

The study findings showed that language instructors used CS/CM at the highest rate in order to:

➢ enliven the atmosphere of the class,

➢ get students' concentration and help them apprehend difficulties,

➢ help students understand abstract ideas better,

➢ interact with students when they come for consulting/problem solving/counselling.

Most of the purposes found in the present study were consistent with the studies that were conducted in similar educational contexts. For example, Ustaoğlu (2015) investigated the code-switching use of teachers at a university found out that the participants used CS/CM for the purpose of creating a relaxing atmosphere for the students, creating rapport, and saving time.

In another study, Mehl (2014) studied teachers' and students' code-switching attitudes in Norway. One of the results showed that, in order to help students understand abstract ideas such as concepts of L2 grammar or culture specific vocabulary, teachers most frequently switched code. On the other hand, another result found in that study revealed that the use of code-switching to build positive relations between teachers and students was the least common purpose, in contrast to what Mehl personally believed.

Moreover, Demirci (2014), in her study conducted with teachers and K-8 school students in Turkey, reached supporting results and mentioned that teachers applied CS as a tool for both classroom management and interpersonal relations. Also, when the students' preferences on were analyzed, they expressed that they needed L1 assistance in terms of abstract concepts.

In the results of his study conducted with both teachers and students, Othman (2015) asserted that the majority of the students and the teachers indicated the importance of using L1 for affective functions such as expressing emotions, feeling less anxious and more comfortable, and being close with L1 speaking teachers and/or students.

On the other hand, the language instructors used CS/CM at the lowest rate in order to:

➢ praise students,

➢ give tasks and feedback.

The result above was consistent with the results of the research conducted by Céleste (2018) with students and teachers in Cameroon. According to the results of this study, 60% of the participants *never,* and 30% of them *hardly ever* switched code to praise, provide feedback or personal remarks about students' performance.

In another study, Mahdi and Almalki (2019) found that the majority of the participants of their study conducted in Jeddah *rarely* switched code to praise. However, they claimed that praising is recommended to increase the motivation of the learners.

On the contrary, Jalapadan (2011) claimed the opposite in the study conducted with the teachers, the parents, and the students in Philippines and indicated that all the groups agreed on teachers often used CS/CM to praise students and it was a resource to build a better relationship.

5.1.2. What are language instructors' opinions about using code-switching or code/mixing in language teaching?

When the data related to the second research question was analysed, it was seen that most of the language instructors agreed or strongly agreed with the statements below:

➢   CS/CM improves grammar,

➢   CS/CM improves culture related knowledge,

➢   CS/CM improves vocabulary knowledge,

➢   CS/CM works positively for developing students' interests in English,

➢   CS/CM lowers anxiety,

➢   CS/CM helps the students to understand the difficult and complicated topics easily,

➢   CS/CM can "build solidarity and intimate relations" with students.

It is worth mentioning that the opinions of the participant language instructors were found consistent with the frequency of their use of CS/CM for these purposes in foreign language classrooms. The items mentioned in the first research question and the items above matched in terms of categories they belong to (i.e. curriculum access, classroom management, interpersonal relations).

In the study conducted by Nabifar and Khalilzad (2017), the results showed that the use of code-switching increased students' psychological state and thus provided students an anxiety free atmosphere which inspired them to be more active in the learning process. They also found out that there was a difference between the experimental group and the control group in terms of their understanding levels of the grammatical issues. The experimental group who was taught the relative clauses via code-switching got better results than the control group who was taught the subject only in English.

Bensen and Çavuşoğlu (2013) conducted a study with 4 native and nonnative English language teachers and according to the results of their study it was seen that language instructors used code-switching as a mean of teaching target grammar, repeating previous topics, and as an effective tool. They asserted that teachers used code-switching as a bridge between the grammar of L1 and L2.

Another study which was found to be consistent with the results of the present study in terms of vocabulary belongs to Mazur et. al. (2016). They searched the effects of code-switching on vocabulary learning through a system named "CO-MIX" and determined that this method could expand students' vocabulary knowledge. Besides, the results

showed that learners improved their vocabulary in shorter time and thus, this system seemed time saving as well.

As a result of their study investigating teachers' code-switching use in low English proficient learners' classrooms in Malaysia, Ahmad and Jusoff (2009) found out that the majority of the participants supported the use of code-switching for affective, grammatical, and lexical purposes. Also, the researchers asserted that the success in target language depends on the level of understanding the teacher, and thus, students could not maintain a task without understanding what they are supposed to do.

Bhatti, Shamsudin, and Said (2018) investigated the purposes of teachers' using code-switching in Malaysia and tried to determine the purposes of code switching in their before, during and after the lecture speeches via recordings. According to the results, teachers used L1, Urdu, to explain difficult concepts, motivate students, and give explanations for the concepts different in both cultures.

On the other hand, Viakinnou-Brinson, Herron, Cole, and Haight (2012) investigated the effect of code-switching on the grammatical performance at college level. The results showed that the students who were taught grammar only in target language got better results in the posttest than the students who were taught via the combination of L1 and L2. Another result of the same study was that the grammatical knowledge of the students who learnt only in target language seemed more durable than the other group and that result was consistent in both qualitative and quantitative phases of the research.

Also, Krashen (1985) insisted on the importance of target language use to provide more input in the target language and to maximize the exposure. He supported this hypothesis with a study conducted with intermediate level students at Ottawa University. The results showed that the students who took some courses by native teachers and only in the target languages both took successful results in those courses and improved their proficiency levels in the target languages.

When the data were investigated in terms of disagreements, the findings showed that language instructors disagreed or strongly disagreed with the items below:

➢ CS/CM improves productive skills (e.g. listening and reading),

- ➢ Teaching the course solely in English is helpful to students,
- ➢ CS/CM is necessary to maintain discipline in a large class.

Lee (2010) conducted a study in Korean setting to investigate the effects of teacher code-switching. He found that the majority of the participants disagreed with the idea of using English only in English classes.

Also, Fareed, Humayun, and Akhtar (2016) investigated the in-class code-switchings of English language teachers and as a result they found out that the respondents were satisfied about the use of L1 as a medium of instruction but they did not approve the overuse. The participants also disagreed with the idea that code-switching improves listening and thought that code-switching restricted their opportunities for exposure to target language.

Inconsistently to the results of the present study in terms of productive skills, Kim (2015) found that the majority of the instructors took part in the study mentioned that code-switching could help develop reading; and the students mentioned it could help develop listening skills.

Another inconsistent result was found about the use of code-switching to maintain discipline. Ali (n.d.) conducted a study with 20 English language teachers and revealed that in a large scale classroom, the teachers used code-switching to maintain discipline besides the other reasons such as to explain new and different concepts and to save time. Ali claimed that in large classrooms, parameters such as different proficiency levels and different attention levels of the students and the possibility to allocate enough time for each students forced teachers use code-switching to control the crowd in the classroom.

5.1.3. What are language instructors' opinions about students' code-switching or code-mixing behaviors?

When the data related to the opinions of language instructors about students' use of L1, Turkish, the items below were seen as the major purposes of students' switching code:

- ➢ To provide assistance to lower proficient peers during the classroom activities is important,

➢   To translate for a lower proficiency student is important.

Consistent results were also found in the study conducted by Amorim (2012) about learners' code-switching attitudes in Portugal. The results showed that the students who had better proficiency levels used code-switching to provide good models to their weaker peers.

Another study supporting the results of the present study was conducted by Greggio and Gil (2007) to investigate the functions of teachers' and learners' using code-switching. Their study revealed that beginner level students mostly used code-switching to request for assistance and to ask for clarification about the instructions.

Yulyana (2015) analyzed the in class interactions at a senior high school in Indonesia and indicated as a result that students used code switching to request clarification while the teachers used it mostly to translate unknown vocabulary. These findings supported the themes above and showed that although they are in different countries, students think that hearing a target language subject matter in mother tongue is better than hearing it only in the target language.

The items below were referred as the least important student code-switching purposes by the language instructors:
➢   To brainstorm during class activities is important,
➢   To respond to teacher's question is important,
➢   To ask permission is important.

Dias (n.d.) investigated teachers' and students' use of code-switching in bilingual context. The results of the study revealed that the students switched code to respond the teacher's questions during the conversation and used L1 words or phrases during the conversation to communicate effectively, and at the end, they succeeded to convey the meaning they desired to.

Blot, Zàrate, and Paulus (2003) investigated the difference between L1 and L2 brainstorming results in a Spanish-English bilingual community. According to the results of their study, they found a significant difference between the brainstorming

sessions in L1 to L2 switched sessions and L2 only sessions. The ideas produced individual and pair brainstorming sessions in L1 did not increase the productivity of new concepts but they were still better than L2 only brainstorming sessions.

Also, Üstünel (2016) mentioned the functions of learners patterns of code-switching under three headings after her conversation analysis based study in EFL classrooms, they were curriculum access, classroom management discourse, and interpersonal relations. To ask permission was one of the functions of students' code-switching under the heading of curriculum access. Besides, the functions such as asking for L2 equivalence during the task, asking for clarification, and shifting the topic of the task under the same category.

5.1.4. What are teacher trainers' opinions about code-switching/mixing in language education?

The study showed that the teacher trainers' opinions on CS/CM were surrounded by the following dichotomies:
➢ Positive and negative attitudes towards the use of CS/CM in language education,
➢ Planned and unplanned way of using L1,
➢ Encouraging and discouraging teacher candidates to use L1 in their classrooms.

In terms of their positive and negative attitudes towards code-switching and code-mixing in language education, the teacher trainers participating in this study mostly supported the use of mother tongue (L1) both as an affective factor in lowering the anxiety level of the students and as a facilitating tool in curriculum access. Some of them stated that in a context where teacher and learners share the same mother tongue, switching to L1 during the activities such as vocabulary, grammar, culture related reading and/or listening could facilitate the learning process. They thought that explaining a new concept in mother tongue and giving an opportunity to compare a subject in target grammar to the same or similar structure in L1 could make learning easy for learners with low proficiency and limited vocabulary.

When the negative attitudes were taken into consideration, it was seen that the teacher trainers stressed on the amount of L1 use and the proficiency levels of the learners. In

terms of the amount, they mentioned that the time spent in the classroom is valuable because outside the classroom students do not have that much chance to gain input in the target language. And in terms of the proficiency levels, they asserted that it is a barrier for advanced level learners to be fluent in the second/foreign language.

In the literature, there have been found both fully and partially consistent studies. Ferrer (2002) carried out a study aiming to find out students', teachers' and teacher educators' perceptions about the role of mother tongue in terms of language classroom activities. He found out that teacher educators agreed to use L1 in teaching grammar to increase the consciousness level of the learners and named this use as "cross-linguistic comparisons". On the other hand, he suggested that this application is not to speak L1 but the use of knowledge in L1.

Also, Nadeem (2012) investigated teacher trainers' perceptions of CS/CM on the point of pedagogical approach and the results showed that the majority of the participants supported the idea of using a mixture of L1 and L2, i.e. Urdu and English in the context of the study, to make clear the unknown words and concepts being encountered during the lectures, to feel the comfortable and interesting atmosphere for learning, and to have result oriented lectures instead of single language focused ones.

According to the results of the study carried out by Şener and Korkut (2017) about teacher trainees' awareness regarding L1 use, most of the teacher trainees agreed to use the mother tongue when the students did not understand the subject, vocabulary, or concepts. But they also suggested that they should mostly use L2 and switch code only when necessary.

When the opinions of teacher trainers about the use of CS/CM in a planned or unplanned way were investigated, it was seen that most of them saw teacher's CS/CM use mostly as an unplanned phenomenon that occurs in regards with the dynamic of the classroom environment because teachers try to act suitably to solve problems when they encounter a situation where CS/CM is needed. Also, while some of the other teacher claimed that teachers switch/mix code in a planned way such as in teaching vocabulary and grammar, the others asserted that both ways are possible.

According to Littlewood and Yu (2011), the use of CS/CM is seen as a planned strategy to provide help in teaching systematic issues, but for the ad hoc situations in communication, it is an unplanned use. They also expressed that there is no clear division between them.

Kelleher (2013) investigated the use of L1 as a taboo idea and conducted a study with adult foreign language students in South Korea and one of the results found was that when L1 is used in a pre-planned way and not overdosed, it could be a useful tool for teaching/learning vocabulary and grammar in the target language.

In Al Hariri (2015), it was found that instead of completely avoiding the use of L1, the planned and limited use must be encouraged, otherwise the unplanned and excessive use damage the process of foreign language learning. He also suggested that there are lots of ways to explain words, gestures, concepts, etc. before using L1 immediately.

Majority of the teacher trainers in the present study mentioned that they did not encourage their students to use L1 in their classrooms due to its possible negative effects such as insufficient input in the target language. Also, the ones who suggested their students to switch/mix code expressed that they warned their students about not to use excessively and only at the beginner or elementary levels.

Contrary results to the opinions of teacher trainers in this study were seen in Yıldırım and Yatağanbaba (2017). They conducted a study on code-switching in young EFL learners and as a result they suggested that students should be allowed to use L1 and encouraged to play with languages and so, their proficiency levels in both languages, i.e. English and Turkish in this context, can increase. Also, Pollard (2002) analyzed the effects of code-switching by comparing the two different settings, a classroom in which code-switching was allowed and the other classroom in which only the use of target language was allowed. As a result, she indicated that in the classroom in which the students were free to switch code could express what they learned to their teachers or classmates. On the other hand, the students who were not allowed to switch were not able to explain their thoughts and did not convey their knowledge about the issue discussed in the classroom to their listener, i.e. teachers and peers.

5.1.5. Do teacher trainers support the idea of developing a new method based on code-switching and code-mixing? If such a method were created, would it affect Turkish language?

The discussion of the fifth research question was held by taking into consideration the themes determined according to the responses of teacher trainers to the fourth and fifth email interview questions. They are as follows;

➢ Necessity and unnecessity of a new method,

➢ Affectless and negative effects of a new method on Turkish language.

When the opinions of teacher trainers about a new method were considered, it was seen that most of them believed the necessity of a CS/CM based method in language teaching. However, they all agreed that this new method should have well-organized and systematic structure, and should be based on a theoretical background. The participant supporting the idea of unnecessity of a new method stated that it would not be new because of the similarities between the use of code-switching in language education and the principles of grammar-translation method.

Although there were not a full method focusing on the use of CS/CM in language education, there were many studies on CS/CM based methods to teach separate skills, i.e. vocabulary. One of them was conducted by Çelik (2003) on teaching vocabulary through CM and as a result, he noted that the idea of using code-mixing to teach selected vocabulary in the target language worked well, and especially through storytelling activities, the students learned the selected vocabulary with minor spelling mistakes. Also, it was seen that the students were able to link new words to their current vocabulary knowledge and use some of them in writing activities.

Mazur, Karolczak, Rzepka and Araki (2016) designed a system, called CO-MIX, based on intrasentential level code-switching and used this e-learning system to teach English vocabulary to Japanese learners. According to the results of their study, it was observed that the system increased the vocabulary knowledge of the participants without giving definitions but only code-switching.

According to the results of the study investigating the effects of code-switching on grammar teaching/learning, Almansour (2016) found out that the difference between the scores of the two groups, one was taught grammar only in English and the other was taught through English and Arabic, showed that CS was not a good strategy in teaching grammar.

In terms of the effects of a CS/CM based method on Turkish language, the participant teacher trainers stated different opinions. While some of them claimed that it could affect Turkish language negatively and degenerate the language of young learners, others indicated that it would not have any effects if it could be well-planned and it may be worth to take some risks.

In literature, no study regarding the effects of CS/CM on mother tongue has been coincided since it has been considered as a social or cultural behavior in bilingual contexts and an educational or pedagogical phenomenon in language education.

5.1.6. Do teacher trainers and language instructors share common opinions about the use of code-switching/code-mixing in language classrooms?

When the responses of both the language instructors and teacher trainers compared, it was seen that they shared more or less similar opinions. The purposes that language instructors used and agreed to use CS/CM in language education according to the results of the quantitative data were also found mostly same in the results of the qualitative data investigating the teacher trainers' opinions about the same concept. For example, the language instructors mostly agreed or strongly agreed to use CS/CM to explain new vocabulary and concepts that did not have equivalents in the target language, and the teacher trainers stated that CS/CM could be a useful tool to teach vocabulary and culture specific concepts.

5.2. Conclusion

The current study was motivated by the idea of using L1 in EFL classrooms. As it is widely known, the use of L1 is not favored by modern approaches. However, there are also studies showing the positive effects of L1 integration in EFL classroom settings.

Therefore, the use of L1 has long been a matter of debate. Accepting the fact that it does not explain the whole portion of failure in foreign language education, it is still necessary to explore the issue with regard to language instructors and teacher trainers.

The aim of this study was to investigate the language instructors' and teacher trainers' perceptions of code-switching and code-mixing in foreign language classrooms in Turkey. To this end, a total of 169 instructors were given questionnaires and their opinion on code-switching and code-mixing was obtained. In addition to instructors, teacher trainers' opinions were also needed. Thus, they were sent email interviews which have questions about code-switching and code-mixing in foreign language classrooms in Turkey. The quantitative data obtained from instructors and the qualitative data obtained from teacher trainers were analyzed. The results revealed that unlike the dominant trend in the field, both instructors and teacher trainers, to some extent, had positive remarks for integration of L1 in EFL settings. The common ground shared by both instructors and teacher trainers was the viability of code-switching and code-mixing in teaching grammar, vocabulary, and culture specific concepts. Affective aspect of code-switching and code-mixing was also considered by the participants, such as motivating the students and lowering their anxiety. The study also attempted to find out the possibility of a novel method of language teaching which purposefully integrates code-switching and code-mixing. The participants showed positive reaction to the idea as long as some variables were considered sensitively, such as age, level of proficiency, the amount of use. The study findings showed similarities and dissimilarities with the previous studies in the field.

The results of the present study can be used as a source by researchers who are interested in developing new methods and designing curricula in foreign language education in Turkish context. By considering the responses of language instructors and opinions of teacher trainers participating this research provide the researchers an opportunity to see the skills that CS/CM can be integrated to the classrooms practices. So, if one intends to work on a CS/CM based language education model, this study can be added to the current literature as a background needs analysis.

Besides, teacher trainers in Turkey can use the findings of the study to inform their students, teacher candidates, about the advantages and disadvantages of using L1 in

foreign language education and thus, these students can plan their lessons accordingly. Also, language instructors and teachers from different levels of formal and informal education can learn the key factors related to the use of CS/CM in foreign language education from the results of the study and can remodel their practices.

This study also has some limitations, though. For example, the scope and methods used by the researcher can be expanded and varied. Repeating the study with higher number of participants would provide larger and more reliable data. Moreover, a study consisting of observations in real foreign language classrooms can support and validate the responses given by language instructors. Another suggestion for the further studies is that all parties in language education, i.e. policy makers, students from different ages and proficiency levels, teachers from different levels, families, and teacher trainer, can be selected as the participant group. Although it seems a little bit utopic, a research maintaining to gather all stakeholders in the same study will release valuable data for the future of language education in Turkey.

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APPENDICES

Appendix a: Code-switching and Code-mixing Interview Questions for Teacher Trainers

Code-Switching and Code-Mixing Interview Questions

Dear Professor,

I am a master student at Süleyman Demirel University Department of Foreign Language Education English Language Teaching program and conducting a research investigating language instructors' and teacher trainers' perceptions of code-switching and code-mixing in foreign language classrooms. This will help make contributions to the existing literature and provide database for future researches and applications in English language education.

The questions below are only related to the perceptions of teacher trainers, and your responses are completely anonymous.

Thank you for your participation and support.

Ibrahim UZ
ibrahim.uz@usak.edu.tr

Definition of terms:

Code-switching: "a phenomenon of switching from one language to another in the same discourse" Nunan, D. & Carter, D. (2001).

Code-mixing: "the transition from using linguistic units (words, phrases, clauses, etc.) of one language to using those of another within a single sentence" Sridhar, S. N. & Sridhar K. K. (1980)

* Gerekli

I. Demographic Information

1. **1. Age** *
   Uygun olanların tümünü işaretleyin.

   ☐ 25- 30
   ☐ 31-40
   ☐ 41-50
   ☐ 51+

2. **2. Gender** *
   Yalnızca bir şıkkı işaretleyin.

   ◯ Male
   ◯ Female

3. **3. Year of teaching experience at higher education** *
   Yalnızca bir şıkkı işaretleyin.

   ◯ 1-5
   ◯ 6-10
   ◯ 11-15
   ◯ 16+

4. **4. Academic Title** *

Uygun olanların tümünü işaretleyin.

☐ Professor

☐ Associate Professor

☐ Assistant Professor

☐ Diğer: _____

5. **5. Field of Study** *

Uygun olanların tümünü işaretleyin.

☐ English Language Teaching

☐ English Language and Literature

☐ American Language and Literature

☐ Translation and Interpreting

☐ English Linguistics

☐ Diğer: _____

II. Interview Questions

6. **1. What do you think about code-switching/code-mixing in terms of teachers' use, functions, pros and cons in EFL classrooms?** *

_____

_____

_____

_____

_____

7. **2. Do teachers use L1 in a planned or unplanned way? Why do you think so?** *

_____

_____

_____

_____

_____

8. **3. Do you encourage teacher candidates to use L1 in their own classrooms? Why? Why not?** *

_____

_____

_____

_____

_____

9. **4. What do you think about the possibility of developing a new foreign language teaching method based on a planned use of code-switching/code-mixing?** *

_____

_____

_____

_____

_____

10. **5. In what ways do you think a method based on planned use of code-switching/code-mixing effects the use of Turkish language?** *

_____

_____

_____

_____

_____

Appendix b: Code-switching and Code-mixing Questionnaire for Language Instructors

CODE-SWITCHING/CODE-MIXING QUESTIONNAIRE

Dear Colleague,

I am a graduate student pursuing a Master's Degree in the English Language Teaching at Süleyman Demirel University. I am studying "language instructors' and teacher trainers' perceptions of code-switching and code-mixing in foreign language classrooms" for my thesis. This will help make contributions to the existing literature and provide database for future researches and applications in English language education.

The questionnaire below is related to the perceptions of language instructors and will take 10 minutes, and your responses are completely anonymous.

Please do not hesitate to contact me if you have any questions.
Thank you for your participation and support.

İbrahim UZ
ibrahim.uz@usak.edu.tr

Definition of terms:

Code-switching: "a phenomenon of switching from one language to another in the same discourse" Nunan, D. & Carter, D. (2001).

Code-mixing: "the transition from using linguistic units (words, phrases, clauses, etc.) of one language to using those of another within a single sentence" Sridhar, S. N. & Sridhar K. K. (1980)

* Gerekli

I. Demographic Information

1. **1. Age** *
   Uygun olanların tümünü işaretleyin.

   ☐ 23-30

   ☐ 31-40

   ☐ 41+

2. **2. Gender** *
   Yalnızca bir şıkkı işaretleyin.

   ◯ Male

   ◯ Female

3. **3. Year of teaching experience at higher education** *
   Yalnızca bir şıkkı işaretleyin.

   ◯ 1-3

   ◯ 4-6

   ◯ 7+

4. **4. Education Level** *

Yalnızca bir şıkkı işaretleyin.

- ◯ Bachelor
- ◯ Master
- ◯ PhD

5. **5. Department you graduated** *

Uygun olanların tümünü işaretleyin.

- ☐ English Language Teaching
- ☐ English Language and Literature
- ☐ American Language and Literature
- ☐ Translation and Interpreting
- ☐ English Linguistics
- ☐ Diğer: _____

II. Frequency of Language Instructors' Code-Switching/Code-Mixing Behaviours

Mark the best option describing your option

6. **I switch/mix code...** *

Her satırda yalnızca bir şıkkı işaretleyin.

	Never	Rarely	Sometimes	Usually	Always
To enliven the atmosphere of the class (make a joke for humour, etc)	◯	◯	◯	◯	◯
To get students' concentration and help them apprehending difficulties	◯	◯	◯	◯	◯
To praise students	◯	◯	◯	◯	◯
To maintain discipline	◯	◯	◯	◯	◯
To build bonds with students	◯	◯	◯	◯	◯
To help students understand abstract ideas better	◯	◯	◯	◯	◯
To describe vocabulary	◯	◯	◯	◯	◯
To qualify a previously mentioned statement by providing alternative explanation in Turkish	◯	◯	◯	◯	◯
To help low proficiency students	◯	◯	◯	◯	◯
To quickly clarify during activities	◯	◯	◯	◯	◯
To express religious and culture specific terms that have no equivalet in English	◯	◯	◯	◯	◯
To give tasks and feedback to students	◯	◯	◯	◯	◯
To interact with students when they come for consulting/problem solving/counselling	◯	◯	◯	◯	◯

III. Language Instructors' Beliefs on Using Code-Switching/Code-Mixing in Language Teaching

Mark the best option describing your option

7. I believe that... *

Her satırda yalnızca bir şıkkı işaretleyin.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Code-switching/code-mixing improves students' receptive skills (e.g. listening and reading)	◯	◯	◯	◯	◯
Code-switching/code-mixing improves students' productive skills (e.g. speaking and writing)	◯	◯	◯	◯	◯
Code-switching/code-mixing improves students' grammar	◯	◯	◯	◯	◯
Code-switching/code-mixing improves students' target culture related knowledge	◯	◯	◯	◯	◯
Code-switching/code-mixing improves students' vocabulary knowledge	◯	◯	◯	◯	◯
Code-switching/code-mixing develops students' confidence in English	◯	◯	◯	◯	◯
Code-switching/code-mixing works positively for developing students' interests in English	◯	◯	◯	◯	◯
Code-switching/code-mixing lowers students' anxiety in English	◯	◯	◯	◯	◯
Teaching the course solely in English is helpful to students	◯	◯	◯	◯	◯
Teaching the course in Turkish and English is fascinating to students	◯	◯	◯	◯	◯
Code-switching/code-mixing helps the students to understand the difficult and compicated topics easily	◯	◯	◯	◯	◯
Code-switching/code-mixing is necessary to maintain discipline in a large class	◯	◯	◯	◯	◯
Code-switching/code-mixing can "build solidarity and intimate relations" with students	◯	◯	◯	◯	◯

IV. Language Instructors' Beliefs about Students' Exhibiting Code-Switching/Code-Mixing Behaviours

Mark the best option describing your opinion

8. **Students' using Turkish in the classroom...** *

Her satırda yalnızca bir şıkkı işaretleyin.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
To discuss content or activities in small group is important	◯	◯	◯	◯	◯
To provide assistance to lower proficient peers during activities is important	◯	◯	◯	◯	◯
To brainstorm during class activities is important	◯	◯	◯	◯	◯
To explain problems not related to content is important	◯	◯	◯	◯	◯
To translate for a lower proficiency student is important	◯	◯	◯	◯	◯
To respond to teacher's question is important	◯	◯	◯	◯	◯
To ask permission is important	◯	◯	◯	◯	◯

Appendix c: Suleyman Demirel University Ethical Commission Approval

T.C.
SÜLEYMAN DEMİREL ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler
Etik Kurul Başkanlığı

Sayı : 87432956/050.99/ *234535*

Konu : Etik Kurul Onayı.

2 8 -12- 2017

Sayın, İbrahim UZ
Sosyal Bilimler Enstitüsü
Yüksek Lisans Öğrencisi

Yürütücüsü olduğunuz **"Dil Okutmanlarının ve Öğretmen Eğitimcilerinin Yabancı Dil Sınıflarında Dil Değiştirme/Karıştırma Algıları** isimli yüksek lisans tez çalışmanız Üniversitemiz Sosyal ve Beşeri Bilimler Etik Kurulunun 27.12.2017 tarihli ve 49/1 sayılı kararı ile uygun bulunmuştur.

Kararın bir sureti yazımız ekinde gönderilmiş olup, ilgi başvurunuza cevaben bilgilerinizi rica ederim.

Prof.D. DULUPÇU
Rektör Yardımcısı
Etik Kurul Başkanı

EKLER:
1- Zarf

Batı Yerleşkesi Rektörlük Binası 32260 ISPARTA
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e-Posta: zuhalbardak@sdu.edu.tr   İnternet Adresi: www.sdu.edu.tr

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Şef
Telefon Nu.: (246) 211 10 67

81

SÜLEYMAN DEMİREL ÜNİVERSİTESİ
Sosyal ve Beşeri Bilimler
Etik Kurul Kararları

TOPLANTI TARİHİ	TOPLANTI SAYISI	KARAR SAYISI
27.12.2017	49	1

1- Üniversitemiz Eğitim Bilimleri Enstitüsü Yabancı Diller Anabilim Dalı İngiliz Dili Eğitimi Bölümü yüksek lisans öğrencisi İbrahim UZ tarafından yürütülen **"Dil Okutmanlarının ve Öğretmen Eğitimcilerinin Yabancı Dil Sınıflarında Dil Değiştirme/Karıştırma Algıları"** konulu yüksek lisans tez çalışması hk.

Üniversitemiz Eğitim Bilimleri Enstitüsü Yabancı Diller Anabilim Dalı İngiliz Dili Eğitimi Bölümü yüksek lisans öğrencisi İbrahim UZ tarafından yürütülen **"Dil Okutmanlarının ve Öğretmen Eğitimcilerinin Yabancı Dil Sınıflarında Dil Değiştirme/Karıştırma Algıları"** konulu yüksek lisans tez çalışmasının kapsam ve uygulama açısından etik ilkelere ve insan haklarına uygun olduğuna,

Mevcudun oybirliği ile karar verildi.

Prof.Dr.Murat Ali DULUPÇU
Başkan

Prof.Dr.Murat OKCU
Üye

(İZİNLİ)
Prof.Dr.Haluk SONGUR
Üye

Prof.Dr.Bilge HÜRMÜZLÜ KORTHOLT

Prof.Dr. Talat SAKALLI
Üye

(İZİNLİ)
Prof.Dr.Yüksel METİN
Üye

Prof.Dr.Nasuh GÜNAY
Üye

27.12.2017
Zuhal BARDAK
Raportör

Appendix d: Voluntary Participation Form

GÖNÜLLÜ KATILIM FORMU

" **Dil Okutmanlarının ve Öğretmen Eğitimcilerinin Yabancı Dil Sınıflarında Dil Değiştirme/ Dil Karıştırma algıları (Language Instructors' and Teacher Trainers' Perceptions of Code-Switching and Code-Mixing in Foreign Language Classrooms)"** başlıklı yüksek lisans tezine veri toplamak amacıyla sizlere soru yöneltilmektedir. Tezimde amaç üniversitelerde hizmet veren İngilizce okutmanlarının ve İngilizce öğretmenliği bölümlerinde görev yapan öğretmen eğitimcilerinin yabancı dil sınıflarında dil değiştirme/dil karıştırma uygulamalarına ilişkin görüşlerini belirlemektir.

Anket uygulanması sırasında tahminen sizden l0 dk istenmektedir. Anket soruları e-posta yoluyla size gönderilecektir. Anket sonrasında sorular ile ilgili açıklayıcı bilgiler sorabilirsiniz.

Bu formu okuyup onaylamanız araştırmaya katılmayı kabul ettiğiniz anlamına gelmektedir.

İşletmeniz ile ilgili verdiğiniz her türlü bilgi gizli kalacaktır. Cevaplar araştırma amaçlı kullanılmaktadır. Bu bilgileri okumanız ve anket sorularını cevaplamanız araştırmaya katılmaya gönüllü olduğunuz anlamına gelmektedir.

Araştırmaya katıldığınız için teşekkürler.

Appendix e: Post-participation Contact Form

KATILIM SONRASI BİLGİLENDİRME FORMU

Süleyman Demirel Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bölümünde İbrahim UZ tarafından yürütülen "Dil Okutmanlarının ve Öğretmen Eğitimcilerinin Yabancı Dil Sınıflarında Dil Değiştirme/ Dil Karıştırma algıları (Language Instructors' and Teacher Trainers' Perceptions of Code-Switching and Code-Mixing in Foreign Language Classrooms)" başlıklı yüksek lisans tezi kapsamında araştırma sorularını cevaplayarak katıldığınız için teşekkür ederiz. Araştırma sonrasında elde edilecek bilgiler sizlerle paylaşılacaktır. Araştırma kapsamında bilgi edinmek için araştırma yürütücüsüne ibrahim.uz@usak.edu.tr e-posta adresi üzerinden ulaşabilirsiniz.

CURRICULUM VITAE

Name Surname : İbrahim UZ

Place/Date of Birth: Burdur, 1984

Marital Status: Married

Foreign Language: English

Education (Institution and Year)

Bachelor's Degree: Süleyman Demirel University Faculty of Art and Science English Language and Literature Department (2009-2013)

Work Experience /Year

Instructor: Uşak University School of Foreign Languages, 2014 –

Contracted Instructor: Süleyman Demirel University School of Foreign languages, 2013-2014