

**ATTITUDES OF L2 ENGLISH SPEAKERS IN TURKEY TOWARDS
TURKISH ENGLISH CODE-SWITCHING IN UNIVERSITY AND
BUSINESS SETTING**



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BUSINESS SETTING**

**A THESIS SUBMITTED TO THE
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
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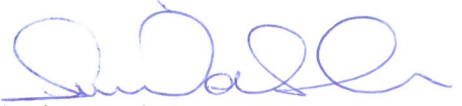
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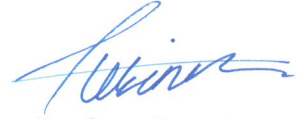
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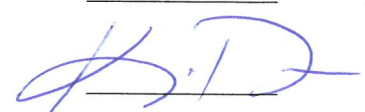
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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

ATTITUDES OF L2 ENGLISH SPEAKERS IN TURKEY TOWARDS TURKISH ENGLISH CODE-SWITCHING IN UNIVERSITY AND BUSINESS SETTING

Akın, Şeyma

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The purpose of this study is to investigate the attitudes of L2 English speaking faculty members, business people and university students towards code-switching (CS) from Turkish to English. The study also aims to explore whether there is a significant difference between groups regarding their attitudes. Additionally, the reasons of CS are also examined. A sample of 164 subjects participated in the study. The data was gathered through an attitude questionnaire, semi-structured interviews, and observations. The findings of the study showed that the participants have mostly positive and neutral attitudes towards CS. It is also revealed that there is a significant difference between groups. While faculty members have the most positive attitudes, undergraduate students is the only group with mostly negative attitudes towards CS. Finally, it is found out that being exposed to English in social and professional environment, the effectiveness of CS and lack of some Turkish expressions are the most prominent reasons regarding performance of CS.

Keywords: Attitudes, Code-switching

ÖZ

TÜRKİYE’DE İKİNCİ DİLİ İNGİLİZCE OLAN KİŞİLERİN ÜNİVERSİTE VE İŞ YAŞAMINDA KARŞILAŞILAN TÜRKÇE’DEN İNGİLİZCE’YE DİL DEĞİŞİMİNE KARŞI TUTUMLARI

Akın, Şeyma

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Bu çalışmanın amacı yabancı dili İngilizce olan üniversite akademik personelinin, beyaz yakalı çalışanların ve lisans öğrencilerinin Türkçe’ den İngilizce’ ye dil değişimine karşı tutumlarını incelemek, aynı zamanda tutumlar açısından gruplar arasında kayda değer bir fark olup olmadığını araştırmaktır. Ayrıca dil değiştirmenin nedenleri de incelenmiştir. Toplamda yüz altmış dört kişi araştırmaya katılmıştır. Veriler, tutum anketi, yarı yapılandırılmış görüşmeler ve gözlemler ile toplanmıştır. Çalışmanın bulguları katılımcıların çoğunlukla olumlu (pozitif) ve tarafsız (nötr) bir tutuma sahip olduklarını göstermiştir. Ayrıca sonuçlar gruplar arasında kayda değer bir fark olduğunu ortaya çıkarmıştır. Bu sonuçlara göre akademik personel en olumlu tutuma sahip grupken, lisans öğrencileri gruplar arasında olumsuz tutuma sahip tek grup olmuştur. Son olarak, iş ve sosyal hayatta yoğun bir şekilde İngilizce kullanımı, dil değişiminin etkenliği, ve bazı kelimelerin Türkçe’ de eksik olması göze çarpan dil değişimi nedenlerindedir.

Anahtar Kelimeler: Tutumlar, Dil Değişimi



To My Parents and My Significant Other

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Chapter 1

Introduction

This chapter gives an overview of this study briefly describing the status of English in Turkey and certain terms related to code-switching (hereafter CS) and language attitude. CS is a common linguistic formation that can be witnessed in the settings where English as a foreign language is frequently used. Naturally, people may perceive that situation in a positive or negative way. The chapter also discusses the theoretical framework where the perspectives related to CS and language attitudes are discussed. Following that, the purpose of the study, research questions and the significance of the study are mentioned. Finally, some key terms that are used in this study are explained in this chapter.

1.1 Overview

Auer and Wei (2007) state that most language users in the world speak more than one language; they are at least bilingual. As a result of this, scientific bilingualism/multilingualism has drawn a great deal of attention in many different areas such as science and education in the last fifty years (Milroy & Muysken, 1995). They claim that the developments leading to bilingualism and/or multilingualism have two aspects. First, modernization and globalization have increased the number of people speaking international languages such as English, French and Spanish. Second, they point out the language revitalization that leads to linguistic diversity in countries such as Canada and most of the African countries. With the four official languages, Switzerland is one of the notable examples of this case. In such contexts, speakers may come up with different solutions for modes of communication. One of them is that speakers speak the language of others in the group. The other one is choosing one language as the medium of communication, which is known as *Lingua Franca* (House, 2003). It can be said that English has already become the global lingua franca by looking at the obvious worldwide shift towards it (Van Herk, 2012). So it has become the leading foreign language in many countries, including Turkey, since the end of World War II (Karahan, 2007). Last but not least, another mode of communication in multilingual communities is CS, which will be the main focus of the study. According to one of the most recent definitions, CS is “the ability on the part of bilinguals to alternate effortlessly between their two languages” (Bullock &

Toribio, 2009, p.1). These switches may happen between turn takings, utterances during a single turn and even in a single utterance. Especially foreign language speakers utilize CS because of some certain reasons such as conforming to the interlocutor or deviating from him/her (Gross, 2006).

As is known, the other aspect of this study is the attitude towards CS. Even though attitude has been defined from different perspectives according to different theories, broadly speaking Eagly and Chaiken (1993) describe it as a “psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor” (p. 1). Another definition, which is adopted for this study, is that an attitude is a summary evaluation of an object or thought (Bohner & Wanke, 2002). Eventually, the strong connection between a language and the evaluation of it results in attitudes towards the language (Perloff, 2003). The term notion of language attitudes, however, is an umbrella term covering various language-related phenomena such as attitude towards language variation, dialect and speech style as well as language preference (Baker, 1992).

This study will try to explore the attitudes towards CS from Turkish to English. As it is stated, CS also draws attention from the society and speakers may build some positive or negative attitudes towards CS and people using it (Van-Herk, 2012). It is widely accepted that the general attitude towards CS is mostly negative in the world (Grosjean, 1982). The same situation may be observed in Turkey too (see the section 2.6 Attitudes Towards English in Turkey for a detailed discussion). However, the role of English in Turkey needs to be defined more accurately. According to the categorization of English speaking countries by Kachru (1985), there are three circles: the ‘*inner circle*’ where English serves as native or official language such as United States; the ‘*outer circle*’ where English is spoken as the second language such as Hong Kong and the ‘*expanding circle*’ where English is used as foreign language such as Turkey. As a country in the expanding circle, CS among English speakers in Turkey may not be a rare case. As a result, people may also develop different kind of attitudes towards this situation. While some people may have strong negative attitudes, others may have a neutral or even positive attitude. In that sense, people from some areas such as universities and professional life see that situation as an advantage and do not develop negative attitudes towards it. Dogancay-Aktuna (2005) argues that there is a positive change towards foreign languages in Turkish life.

Therefore, this study aims to explore the attitudes towards CS among some particular groups and to examine its reasons.

1.2 Theoretical Framework

CS has long been a topic of interest in linguistics. Researchers have been trying to explain the reason why speakers prefer one linguistic form rather than another. The different kinds of methodologies have been developed to describe these switches.

Briefly mentioning, one of the earliest approaches explaining the motive behind the CS is Social Factors approach which states that external factors about speakers (such as gender, ethnicity), and social group membership (such as socio-economic factors) may explain the motives behind the choice of code (Labov, 1966; Fishman, 1965). Another important approach clarifying linguistic choices is Conversational Analysis (CA). CA focuses on the structural organization of a conversation. According to this view, turn taking and sequencing are the key terms (Auer, 1984). However, both approach did not take the internal procedures of the speaker into account (Myer's-Scotton & Bolonyai, 2001). Therefore, the present study is informed by Elster's (1989) Rational Choice (RC) approach (e.g. Damasio 1996, Klein 1998, Lessig 1995) in order to describe the reason of speakers' choice between linguistics forms. Briefly, according to this model, individuals take advantage of their choices, which are rationally based, and CS is seen as a purposive behavior. (Myers-Scotton & Bolonyai, 2001). As the main source of information for the reasons of CS examined in this study, RC argues a mechanism-based model to explain the linguistic switches, which is universally available to all humans. The driving engine of this mechanism for the code choice is rationality, which refers to cognitively based calculations. It is claimed that speakers make their choices according to a cost-benefit analysis of possible options with regard to their own motivations. (Myers-Scotton & Bolonyai, 2001).

As this study aims to explore the attitudes towards Turkish-English CS in different settings in Turkey, while CS forms one aspect of this study, another aspect is the attitudes towards it. Attitudes have always attracted the attention of the researchers of social sciences. In general, attitude studies have been conducted

regarding two main approaches: behaviorist and cognitive (mentalist) approach. Briefly describing, behaviorist approach handles the issue in the stimulus-response perspective. According to them, the attitudes can be inferred from the responses of the speaker so there is no need for self-explanation from actors. Cognitive approach, on the other hand, analyzes attitudes as '*an internal state of readiness*', which will influence the answers of the individual when aroused. It is implied that attitudes are not directly observable as behaviorist approach claims but can only be inferred from respondents' self-analysis (McKenzie, 2010). Because it handles the issue in a more comprehensive way, which includes cognitive, affective and conative components of the process and emphasizes the self-reporting of the speakers about their perceptions instead of just observing their behaviors, cognitive approach is the view adopted as the theoretical base for the attitude part of this study.

1.3 Statement of the Problem

In Turkey, English has been by far the most preferred foreign language and the most common medium of education. As in other countries, English is also the dominant language in Turkish academia and business life. Consequently, the increasing role of English in Turkey has emphasized the significance of the attitudes towards it. It could be claimed that as the domain of English grew, so did the anti-English movement in Turkey (Dogancay-Aktuna, 1998). The supporters of this perspective see English as a threat against society and even 'Turkishness'. They are strongly for 'Turkish-only' procedures in every part of life, including education (Selvi, 2011). That kind of negative approach towards English in Turkey may hold true for different linguistic formations such as lexical borrowing or CS.

As it is aforementioned, there is a widespread negative attitude towards the spread of English in Turkey. However, according to Dogancay-Aktuna (2005), this situation has been changing towards neutral concerning English in some specific settings in Turkey. Turkish people seem ready to accept these sociolinguistic happenings such as borrowing, which they think as a requirement for modernisation and development. Dogancay-Aktuna (2005) claims that they are not as concerned about words as they used to be when the number of borrowed words and expressions used in daily life and professional life taken into consideration. However, CS is a different linguistic phenomenon than borrowed words and they are not as commonly used as borrowed ones in the society. The various studies in Turkish literature

focusing on attitudes towards CS are conducted in school settings (Atas, 2012; Bilgin & Rahimi, 2013; Elridge, 1996; Karahan, 2007; Yataganbaba, 2014). Therefore, the attitudes towards CS from Turkish to English in different settings need to be investigated too. When the areas that English is mostly used in Turkey, are taken into consideration, possible attitude change should be observed in academia (faculty members, university students) and professional life (business people). Hence all these claims mentioned above should be examined for a more comprehensive understanding of the attitude towards English in Turkey. In order to do so, this study focuses on the attitudes of L2 English speakers in university and business settings (faculty members, business people and university students) towards Turkish-English CS.

1.4 Purpose of the Study

The main purpose of this study is to find out the attitude of L2 English speakers in Turkey towards CS from Turkish to English in two different settings: faculty members and undergraduate students at English-medium universities and business people at international companies in Turkey. The study also aims to investigate if there is a significant difference between groups in terms of their level of attitudes. Finally, in consideration of the data, the reasons behind CS from Turkish to English performed by the participants of this study are investigated.

1.5 Research Questions

The purpose of this study is to seek answers to the following questions:

1. What are the attitudes of English-speaking faculty members, undergraduate students and business people in Turkey on CS from Turkish to English?
 - a. Is there any significant difference between the attitudes of faculty members and business people?
 - b. Is there any significant difference between the attitudes of faculty members and undergraduate students?
 - c. Is there any significant difference between the attitudes of business people and undergraduate students?
2. What are the reasons for CS among English speaking academicians, university students and business people in Turkey?

1.6 Significance of the Study

The majority of studies about language attitudes have been related to the field of the social psychology of language. In this perspective, the issue of how people evaluate language and phenomena related to it is also an essential area in sociolinguistics. Although language attitude studies have mainly focused on perceptions of native speakers of languages and varieties, the perceptions of non-native speakers have a significant importance in sociolinguistics. Therefore, the importance of the language attitude studies including non-native speakers has always been pointed out by the researchers (McKenzie, 2010).

As in other monolingual European countries, English is preferred for both intra-national and international communication in Turkey. Besides this function, English has important roles in areas such as education and professional life. In this respect, English, the most important and most common foreign language of the country, has become a sociolinguistic phenomenon in Turkish context (McKenzie, 2010). Therefore, there are various studies investigating the attitudes towards language related phenomena such as CS (Atas, 2012; Bilgin & Rahimi, 2013; Elridge, 1996; Karahan, 2007; Yataganbaba, 2014). However, they mainly focus on CS from English to Turkish and mostly in preparation class settings of the universities. Therefore, there is a gap in the literature in terms of the attitudes towards CS from Turkish to English and in settings other than schools. Hence, this study will try to provide an in-depth understanding of attitudes towards CS from Turkish to English in two different settings that English most commonly used which are English medium university context (students and faculty members) and business context.

1.7 Operational Definitions of Terms

Code-switching (CS): CS is the alternation of two languages within a single discourse or constituent (Poplack, 1980).

Language attitudes: The Longman Dictionary of Applied Linguistics (1992) defines 'language attitudes' as follows:

The attitude which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language (p.199).

Chapter 2: Literature Review

2.1 Overview

In this chapter, several aspects relevant to the scope of the study will be discussed through previous literature. These include the definition of CS and the terminology related to it. Additionally, approaches and functions of CS and language attitude phenomenon will be reviewed. Hence, this chapter will develop our view and knowledge related to CS and language attitudes up to date.

2.2 Code-switching: Terminology and Definition

CS has always aroused interest among researchers in the field of linguistics (Bullock & Toribio, 2010). Broadly defined, CS is a phenomenon of switching from one language to another in the same discourse (Numan & Carter, 2001). However, it could be suggested that researchers have not reached an agreement on the definition of CS and related terminology about it. In the following parts different definitions of CS and related terminology will be discussed.

Before defining CS, the term code should be explained. Although code is employed as an umbrella term for languages and related phenomena, it was not originally a term totally related to 'language' but was used in different areas of disciplines (Ataş, 2012). The notion of linguistic codes was first introduced by Bernstein in 1962. Code in this study is an all-purpose term to refer to languages. Bernstein (1971) states that one code is not better or superior than another. Society, however, may assign values according to their experiences maintained and CS can be broadly defined as the ability of bilinguals to alternate effortlessly between their two languages (Bullock & Toribio, 2010). For many people, bilingualism or even multilingualism is becoming a standard rather than unilingualism and they choose any particular language they speak accordingly. That is, speakers may switch between these codes or mix them according to their intentions, needs and conversational settings. Even monolinguals can shift between linguistic registers and dialects (Wardhaugh, 2010). If this holds true for monolingual speakers, it would be unusual for bilinguals to use only one code or system (Bullock & Toribio, 2010). They have access to two different languages to exploit in different domains and contexts such as home, school, work, etc. Hence, bilinguals may prefer to alternate

between languages in unchanged settings or within the same utterance and this process is called code-switching (Bullock & Toribio, 2010).

One of the early definitions of CS belongs to Hymes (1977). He states that CS is the alternation of two or more languages, varieties or even speech styles. Then, Poplack (1980) limits this definition by mentioning that CS is the change of two languages within a single discourse or constituent. Following this, Gumperz (1982) highlights the grammatical aspect of CS. He defines it as “the combination of languages within the same utterance belonging to two different grammatical systems or subsystems” (p.59). Recently Nilep (2006) draws attention to CS as a practice of parties in a discourse to signal the changes in context by alternating codes. In the present study, the Poplack’s definition of CS is adopted as an alternation of linguistic items, more specifically lexical items in a single discourse or constituent.

Although it can be roughly described as the ability to shift effortlessly between two languages, CS is hard to narrow down to a single definition because it contains a broad range of linguistic phenomena. According to Bullock and Toribio (2010) the first reason is that it shows a wide range of linguistic acts from the insertion of single words to change of languages for larger parts of discourse. Second, speakers with different proficiency levels perform CS; and thus their CS patterns may not be similar. Finally, CS may serve numerous different functions such as marking emphasis, parentheticals, reported speech, and formulaic phrases (Gumperz, 1976; Montes-Alcalá, 2001; Zentella, 1997) or solidarity with listeners, choice of topic and perceived social and cultural distance (Wardhaugh, 2010). The following section will analyze these terminological differences as a result of the points aforementioned.

2.3 Code-switching: Terminological Jungle

Generally *switching* as a linguistic term refers to alternation and/or mixing (Atas, 2012). However, some researchers distinguish between code-mixing and code-switching. According to Wardhaugh (2010), while CS is the change between languages, code-mixing is the blend of languages within the same utterance without an associated topic change. On the other hand, Myers-Scotton (1992) handles the issue from a different perspective. She states that switches could be intersentential (switching happens when a sentence has been completed in the first language and the

next sentence starts with a different language) or intrasentential (switching happens between the boundaries of the same sentence, it can be single morpheme level or higher levels). Intersentential switching is the one that demands the least integration because it happens at the sentence level. A well-known example of intersentential switching is *Sometimes I'll start a sentence in Spanish y terminó en Español* (Sometimes I'll start a sentence in Spanish and finish it in Spanish). Intrasentential switching, on the other hand, requires more integration and more advanced level of related language. It happens within the boundaries of a sentence (e.g. *Why make Carol sentarse atras pa'que everybody has to move pa'que se salga?*). In other words, linguistic forms of another language are inserted into the base language within one sentence or utterance. So it has some syntactic risks. It is stated that speakers must adjust the underlying syntactic rules of the two languages to codeswitch intrasententially (Poplack, 1980). Finally, intrasentential CS can also occur within word boundaries (Romaine, 1995) as in this example “likelar” which is an English word with a Turkish plural inflection *-lar*.

The third type Poplack (1980) introduces is the term tag switching. Milroy and Muysken (1995), on the other hand, use the term extrasentential switching, which refers to switches such as tag questions or sentence fillers. Poplack also employs extrasentential switching by referring both tag switching and intersentential switching in order to distinguish them from intrasentential switching.

Another categorization of CS was presented by Blom and Gumperz (1972). They divide CS as *metaphorical* and *situational CS*. Metaphorical CS requires a topic change during a conversation according to some social values. Holmes's (1992) excerpt below represents a proper example for metaphorical CS. Alf, the speaker, is a Samoan-English bilingual and talks about his weight problem. (Samoan parts are in italics):

[...] My doctor told me to go on a diet. She said I was overweight. So I tried. *But it was so hard, I'd keep thinking about food all the time.* Even when I was at work. And in bed and at night *I'd get desperate. I couldn't get to sleep. So I'd get up and raid the fridge. Then I'd feel guilty and sick.* (p. 49-50)

According to Van Herk (2012), Alf prefers English in this example when ideas

are hard express emotionally and Samoan for when he is indecisive about his feelings related to his diet, finds it difficult to deal with his guilt and would like to draw listener's sympathy".

Situational CS, also known as *domain-based CS*, occurs when speaker change the language from situation to situation. However, this may interfere with *diglossia* in which two distinctly different language varieties co-exist in a speech community but serve different social roles (Van Herk, 2012).

Finally, in addition to the distinctions mentioned above, Myers-Scotton (1983) differentiates between unmarked and marked CS. According to her, an unmarked choice is "an expected rights and obligations set between participants" that follows the community norms. Marked code, on the other hand, is the unexpected way causing a change from the anticipated relationship to readapting the social distance. As it is presented in section 2.4 more comprehensively, this study bases its assumptions on Markedness Model (MM) reframed as an RC model by Myers-Scotton & Bolonyai (2001). This interpretation of MM explains the decision process behind CS with a cognitive architecture, named 'markedness evaluator' that all speakers have. Briefly describing, this is a deductive system dealing with the cost-benefit analyses among different options. The key factor in this system is rationality, which acts both as a mechanism and as an explanation.

2.3.1 Code-switching vs Borrowing. In order to understand the scope of this study better, the difference between these CS and borrowing should be mentioned. Bullock and Toribio (2010) defines lexical borrowing as "the morphological and phonological integration of single lexeme which is fully established in language". In other words, these words and phrases are assimilated into the grammatical system of the borrowing language (Gumperz, 1982). So speakers may not perceive them as negatively as CS. Some researchers like Myers-Scotton (1992) state that borrowing forms are first CS forms and they become borrowed forms by repeated gradually (e.g. the word *program* in Turkish).

The first difference between them is that borrowed words usually adapt to phonological rules of the recipient language (also known as the Matrix Language). CS forms rarely integrate into phonological rules of the Matrix Language (Poplack,

1980). Myers-Scotton (1992) also claims that morphological integration is more incomplete on CS than borrowing forms. Because, whereas borrowed forms are the part of the Matrix Language lexicon, CS forms are still open to the morphological processes of the donor language (also known as Embedded Language). Last but not least, frequency of occurrence is another different feature between them. Borrowed words are long established forms in the Matrix Language but CS forms do not have any frequency of occurrence. So it can be claimed that while borrowed forms are open to monolinguals, CS forms are not (Myers-Scotton, 1992).

In the present study, all these differences were taken into consideration while choosing the authentic CS examples that were used in the attitude questionnaire of this study because it was essential not to confuse CS examples with the borrowed words. Otherwise, this may have affected the internal consistency of the study.

2.4 Approaches to the Study of Code-switching

Toribio and Bullock (2012) defines three main strands regarding the CS: structural, psycholinguistic and sociolinguistic approaches. Briefly, structural approach is about language structures like lexicon, phonology, morphology, syntax, semantics; the psycholinguistic approach is related with cognitive mechanisms responsible with bilingual production, perception and acquisition and finally sociolinguistic approach, which provides the basis for the assumptions of this study, investigates the social factors leading to CS.

As stated, sociolinguistic approaches to the study of CS go beyond the question of how CS emerges towards the reason behind those code-switches. One of the major sociolinguistic approaches is Markedness Model offered by Myers-Scotton (1993). The model suggests that speakers make their choices between marked (unexpected) and unmarked (expected or minimum-effort) codes according to their different wants, goals, and social forces in their community. This study bases its assumptions on Markedness Model (MM) by Myers-Scotton and Bolonyai (2001) determined by Elster's (1989) RC (Rational Choice) model, which is explained in detail in section 1.2. As stated, RC assumes that speakers intend their actions to reveal goals or attitudes in line with their rational choices. Theorists of this MM mention a cognitive architecture, named 'markedness evaluator' which all speakers are claimed have it

universally. Markedness evaluator is a deductive device managing the cost-benefit analyses among different options to make the most convenient choice for the speaker. The key factor in this system is rationality, which acts both as a mechanism and as an explanation.

Myers-Scotton and Bolonyai (2001) suggest some premises related to MM. Among them, the ones that explain why MM was chosen as the basis of the assumptions of this study will be discussed. First of all, in order to enable the markedness evaluator, speakers need to expose to both marked and unmarked options in an actual discourse. These choices, made according to markedness evaluator, form a 'Rights and Obligations' (RO) set between participants. RO sets are the index of the unmarked choices speakers make. The markedness of an RO set changes according to different settings, discourses and participants' negotiation. The aim of the speakers is generally to select the more unmarked RO set. However, there is no universally unmarked RO set among different setting. One RO setting that is marked for the majority of the society could be unmarked in another specific group of people in the same society. It is true that speakers choose between their options as individuals, but they act like group members in terms of similar linguistic choices (Myers-Scotton, 1998). As it is stated, this study deals with three different groups of participants, in other words three different settings or discourses. Therefore, their settings may form different RO sets and may accordingly lead to different attitudes towards the same CS utterances. Thus, in order to evaluate their attitudes towards CS, the different settings, which they belong to, should be taken into consideration.

To sum up, there are three major perspectives framing the approaches of CS; structural, psycholinguistic and sociolinguistic approaches. One of the sociolinguistic approaches, MM, was adopted as the basis for the assumptions in this study because it focuses on rationality to explain the choices and the attitudes of the speakers. Additionally, it considers the different markedness levels among individuals and groups. Because of all these reasons, MM provides the necessary framework for the assumptions of this study.

2.5 Functions of Code-switching

To have a better understanding of what kind of purposes CS serves, this section presents the main functions of it briefly. First, conversational functions of CS by Gumperz (1982) will be discussed and then Auer's (1995) discourse-related and participant related CS will be presented.

2.5.1 Conversational functions of code-switching. According to Beebe (1981) CS primarily functions as a sign of group identity and solidarity among the speech community members. Within the frame of that aim, Gumperz (1982) provides six different typologies of functions of conversational CS: quotations, addressee specification, interjections, reiteration, message qualification and personalization versus objectivization.

These functions of CS may not seem compatible with the classical model of language functions suggested by Hymes¹ (1962) and Muhleisen (2002). Table 1 shows the link between Gumperz's function of CS and Hymes's functional typology.

First of all, the function of quotation type of switch can be defined as

Table 1
Types and functions of CS

Type of switch by Gumperz	Functions by Hymes
Quotation	Expressive
Addressee specification	Directive
Interjections	Phatic
Reiteration	Referential or metalinguistic
Message qualification	Referential or metalinguistic
Personalization vs. objectivization	Expressive vs referential

expressive (Muhleisen, 2002) in terms of direct and reported speech. Quotation is used when, for example, a person wants to report what somebody else has said. In other words, the reporter talks in English but uses the reported words in German (Yletyinen, 2004). Second, CS can also be employed to direct the message to the possible addressees. Addressee specification is related to the directive function by inviting the addressee to participate or exclude them from the conversation (e.g.

¹ See Mühleisen, S. (2002). *Creole discourse: Exploring prestige formation and change across Caribbean English-lexicon Creoles* (Vol. 24), p.119. John Benjamins Publishing.

Parents argues about kids and they change the language when kids enter the room). Third, interjections serve as phatic expressions like sentence fillers. This type of switching is similar to tag switching (Romaine, 1995) as in this example from Turkish and English context” ‘Nope! Bugun gelmedi (Nope! He didn’t come today). Fourth, reiteration can be used for referential or metalinguistic aims such as clarifying or emphasizing the message. For example, a message in target language can be repeated in native language through which the learner tries to clarify the meaning by making use of a repetition technique (Yletyinen, 2004). Similarly, message qualification has referential or metalinguistic functions to qualify a previously said message (Yletyinen, 2004). Gumperz (1982) gives an example of this in a Spanish and English context. The speaker says: “We’ve got all...all these kids here right now. Los que estan ya criados aquí, no los que estan recién venidos de México (those that have been born here, not the ones that have just arrived from Mexico)”. In this example, the introduction was made in English, and then a clarification was made in Spanish before going on with English. Finally, personalization vs. objectivization directly relates to expressive vs. referential functions that can be observed in the difference between the level of speaker participation in a conversation, or distance from it or whether a statement indicates a personal opinion or knowledge, whether it denotes specific examples or commonly known fact (Gumperz, 1982). For instance, he gives an example where person A is talking about quitting smoking to person B; person A switches between Spanish and English (p. 81). As it is stated, the CS symbolizes different degrees of speaker involvement. While Spanish statements, which are preferred to act out her problem (how the cigarettes run out in the night), are personalized, English ones, which, are just preferred to talk about her problem (how to quit smoking), to reflect more distance.

2.5.2 Discourse-related and participant-related code-switching. According to Auer (1995), ‘sequential environment’ is essential to explain the meaning of CS. In other words, in order to interpret CS meaningfully, preceding and following utterances should be taken into consideration (Auer, 1995). In this perspective, he suggests two functions of CS: discourse-related CS and participant-related CS. Discourse related CS is described as the utilization of CS to arrange the conversation by contributing to the interactional meaning of a specific statement such as

sequences, topic change, exit from a topic, introduction of a side sequence or a comment etc. Participant-related CS is, on the other hand, hearer-oriented, which means that hearer's linguistic preferences or competences should be taken into account. Participant related CS is likely to occur more frequently especially in some specific contexts like ESL learning environments, because the learners have different language abilities and communicative repertoires (Martin-Jones, 1995).

2.6 Language Attitudes

In the Longman Dictionary of Applied Linguistics (1992) defines language attitudes as follows:

The attitude, which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language (p.199).

In general, attitude studies have been conducted in regard to two main approaches; behaviorist and cognitive (mentalist) approach. Behaviorist approach handles the issue in the stimulus-response perspective. According to them, the attitudes can be inferred from the responses of the speaker so there is no need for self-explanation from actors. This point of view assumes a perfect correlation between attitude and behavior and sees the attitude as the only cause of the behavior (McKenzie, 2010). However, there could be many more factors such as group membership, language background affecting behaviors of the speakers. Hence, approaching the attitudes by evaluating the behaviors could not a reliable point of view and may lead to end up with completely wrong assumptions (Baker, 1992).

On the other hand, cognitive approach, which is a more widely accepted among researchers, is the view adopted as the theoretical base for the attitude part of this study. As stated, cognitive approach views attitudes as an internal state of readiness, which will have an influence on the answers of the people when aroused. It is implied that attitudes are not directly observable as behaviorist approach claims but can only be inferred from respondents' self-analysis. Therefore, the present study

relies on the individuals themselves to report their attitudes towards CS. Cognitive approach supports tripartite model for attitude formation, which includes cognitive, affective and conative components (McKenzie, 2010). First, attitudes may have cognitive factors, which result in stereotyping. Stereotypes are not purely negative concepts. They can be used as a filter to set the balance between different social groups (Garret et al., 2003). Second, affective component deals with the emotional reasons behind the attitude such as love of English literature. Sometimes attitudes mainly result from affective components but not from cognitive ones (McKenzie, 2010). Finally, speakers' tendencies to behave in a certain way compose the conative component of an attitude. As cognitive approach deals with attitudinal issues from a more comprehensive perspective than behaviorist approach, this study bases its assumptions about the language attitude according to cognitive view.

2.7 Studies on Language Attitudes

As stated previously, this study focuses on the attitudes of L2 English speakers towards CS from Turkish to English. Therefore, it is crucial to review and understand the studies related to language attitudes to inform the present study in many aspects.

One of the first language attitude studies in bilingual settings belongs Lambert et al. (1960). The attitudes towards French and English between both the French-speaking and English-speaking communities in Canada were examined. The matched-guise technique² was used for the study because researchers thought that direct questionnaire would not be effective because informants could be reluctant to talk about their prejudices. The results showed that both the English-speaking Canadians and the French-speaking Canadians found English guises more favorable than the French guises.

The big majority of the studies in language attitude studies have also investigated the difference between attitudes towards standard and non-standard varieties among native speakers. According to McKenzie (2010) standard varieties tend to have a more positive evaluation in terms of status and to be rated highly in

² The matched-guise technique utilizes recorded voices speaking first in one language or variety, then in another. Listeners do not know that samples are read by the same person, and evaluate the two guises of the same speaker as two separate speakers (Gaies & Beebe, 1991)

terms of traits such as ambition, intelligence and confidence. The attitudes of native speakers towards non-standard varieties of English have been investigated by a number of researchers and in the countries where English is spoken as L1, for example in the USA by Labov, (2001), in Scotland by McKenzie (1996), and in England by Coupland and Bishop (2007). These studies showed that standard varieties are evaluated as more legitimate among both native and non-native speakers.

As it is emphasized by Jenkins (2007) too, language attitude studies have mostly focused on native speaker contexts and comparatively few studies have been conducted regarding the attitudes of non-native speakers towards varieties of English. Additionally, the ones regarding attitudes of non-native speakers towards English handle the English language as a single formation (McKenzie, 1996). However, the interest in the attitudes of non-native speakers towards English has gained importance in recent years and a number of studies have been conducted regarding this issue.

First, Eisenstein (1982) did one of the earliest researches related to non-native speakers of English, which examined the attitudes of L2 English learners in an inner circle place, New York, regarding three varieties of American English: Standard American English, New Yorkese (a non-standard variety of English which is spoken in New York) and Black American English (in other words, African American Vernacular English or AAVE). According to the results, L2 English learners were aware of the differences between the dialects from the beginning. Additionally, as they become more advanced, they adopted manners, which is more similar to native speakers' manners such as preferring Standard American English.

In the same perspective, Flaitz (1993) analyzed the attitudes of 145 French people towards American and British English by utilizing both qualitative and quantitative methods. Results showed that participants had a positive attitude towards both American and British English. However, British English had more favorable scores for each items. Therefore, this verified the idea claiming that European people think British English is superior to other varieties of English.

Ladegaard (1998) also conducted a study to examine the attitudes of 96 secondary and university students towards five varieties of English in Denmark. Both qualitative and quantitative methods were adopted in the study. Results indicated Received Pronunciation (RP: the accent of standard English in the United Kingdom) was perceived as the prestige variety and the mostly preferred variety in pronunciation even though they were not native speakers of English. Ladegaard claimed that participants had these attitudes about different varieties of English through the stereotypes shown in the media.

Finally, El-Dash and Busnardo (2001) studied with 800 adolescents to investigate attitudes towards English and Portuguese. Matched guise technique and a direct questionnaire were utilized to examine the perceptions of the participants. According to the results, both English and Portuguese were evaluated highly on the items related to status and more surprisingly solidarity.

As studies aforementioned shows, there is a common tendency among non-native speakers towards varieties of English especially in European contexts. RP was perceived as the ideal variety among English learners. Inner circle English varieties also had a high status among English learners as prestigious varieties.

2.8. Studies on Code-switching

As stated before this study investigates the attitudes of L2 English speakers towards CS from Turkish to English. Therefore, it is essential to review previous studies regarding attitudes towards CS. Some researches indicate negativity towards CS and it is referred as a sign of lack of competence in the language. Especially in educational context, a number of studies revealed that kind of an attitude towards CS. However, some researchers claim that CS is a linguistic skill that requires high level of proficiency. There are also numerous studies supporting this idea.

One of studies indicating positive attitude towards CS belongs to Montes-Alcalá (2000). The attitudes of Spanish-English bilinguals in the US towards written and spoken CS were examined. There were 10 participants randomly chosen out of 50 subjects. First participants filled out a background questionnaire about their language attitudes. Then, they were asked to record a fairy tale of their choice between two options in mixed speech for the oral part. For the written part, they were

given two excerpts of fairy tales written in mixed speech as an example, and asked to write a different fairy tale mixing the two languages. According to the results, participants were code-switching in both speech and writing. They also did not have a negative attitude towards CS in opposition to the traditional view and did not consider CS as a sign of lack of proficiency. On the contrary, they stated that oral CS reflected their identity and written CS helped them relate better to the author of the text.

One of the few studies investigating attitudes towards English in Turkey was conducted by Karahan (2007). There were 190 eighth grade students of a private primary school in Turkey. A questionnaire, which includes two parts, was utilized in the study. While the first part was about background information the second part was about their attitudes towards the English language and their attitudes towards the use of English in Turkish context. Results indicated that participants had mildly positive attitudes towards English. Additionally, while they had positive attitudes towards English culture, they did not tolerate Turkish people speaking English with each other. The findings of the study were in accordance with the anti-English movement, which is prevalent among some people in Turkey. It could be anticipated that participants accepted the importance of English in social and professional environment but they still regarded English spoken among Turkish speakers as a threat to Turkish.

Anderson and Toribio (2007) addressed the Spanish-English bilinguals' attitudes towards contact phenomena such as lexical borrowing and CS in Spanish context in the US. Fifty-three Spanish-English bilinguals from a US university participated the study. A three-part battery was utilized in the study including the following instruments: five language texts, an attitudes survey, and a language history questionnaire. According to the results, participants were more positive towards single-noun insertions than CS. It is also indicated that participants recognized appropriate versus inappropriate CS and content versus function words while evaluating the items. Therefore, the study supported the view that lexical borrowing is less noticeable and more widely accepted in the society.

Dewaele and Wei (2014) investigated the attitudes towards CS according to individual differences such as age, gender, multilingualism and personality traits. A

total of 2070 multilingual speakers participated the questionnaire. It was an open access questionnaire emailed to the multilingual colleagues and their students in academic institutions. The first part of the questionnaire was about sociobiographical information such as age, nationality, gender, language history and language use. The second part included tests about personality traits. In the last part, participants answered five closed questions on a 5-point Likert scale. The results showed that emotionally stable people had a more positive attitude towards CS because they had a capacity to empathize with participants from different linguistic backgrounds. In terms of multilingualism level, the lowest and highest groups evaluated more positively than middle groups. The ones who had lived or worked in multilingual environment had a more positive attitude. In terms of sociobiographical variables, female participants had significantly more positive attitudes than the male participants. For the age groups, the youngest ones (teenagers) had the least positive attitudes, while the middle group (forties) had the most positive attitudes. All in all, the study was conducted with a large number of participants and provided significant amount of information about attitudes towards CS regarding the personal differences.

Bilgin and Rahimi (2013) examined the CS from the perspective of instructors in two different Turkish universities. They investigated if the teachers utilize CS from English to Turkish, if so what their reasons are and what their attitudes are towards CS. Twenty teachers participated the study from two Turkish universities. A semi-structured interview was utilized as the data instrument. In both universities, instructors resort to CS and they had a positive attitude towards performing CS during class time. They also stated that it functions as a facilitator and provide a more relaxing environment for the students by reducing the affective filter. Hence, they see no harm in performing CS to Turkish in classroom because of its advantages in terms of ESL teaching.

Jingxia (2010) focuses on revealing the attitudes of teachers and students towards teachers' CS to L1 and investigates the prevailing CS pattern, factors leading to CS and its practical functions. From three different universities in China 261 undergraduate students and 60 teachers were involved in the study. Both qualitative and quantitative techniques were utilized in the research, including two

questionnaires and classroom recordings. The questionnaire had three parts: background information, guidance about CS and questions about the attitude towards teachers' CS to Chinese, and the opinions about the patterns, roles, reasons and the effect of teachers' CS. The vast majority of the teachers (%91.7) and students (%93) had either positive or neutral attitude towards CS. Also the leading pattern used by the teachers was inter-sentential CS. Teachers performed CS in order to teach grammar, explain unknown vocabulary items, manage the class, introduce background information and check comprehension. Besides these functions, the teachers stated other ones e.g. to underline some points, to excerpt, to alternate subject and to catch attention of students. Teachers also stated that, students' proficiency level was the most significant factor in CS to L1. The recordings were utilized to examine the patterns and functions of CS to Chinese. The results of the records were in accordance with the results of questionnaire. Overall, the study supported the idea that CS to L1 is an efficient strategy in EFL classrooms.

Olmo-Catillo (2014) also investigated the attitude of the teachers towards CS performances of students to L1, in the classroom. The research was conducted in an elementary school in the US implementing a dual language program. Therefore, half of the participants were native speakers of English while the other half were native speakers of Spanish. There were 12 language classrooms including approximately 22 students. A five-item survey was utilized in the study. Results indicated a different attitude from other studies aforementioned. Overall, the majority of the teachers found it as a problem within students' language abilities and they believed students needed to be promoted to use L2 as much as possible in the classroom. They also stated that frequent CS might hinder true bilingualism. In that sense, the teachers in this study had a negative attitude towards CS performances by the students.

Samar Rukh (2014) referred the issue in terms of the students. Rukh analyzed the students' attitudes towards CS/code-mixing to L1 which is Urdu by their EFL teachers using a close-ended questionnaire. Participants were from two different departments: commerce and English. A four-point Likert Scale questionnaire was utilized to fulfill the aims of the study. The questionnaire consists of two parts: the first part consists of background information questions while the second part includes 8 items measuring participants' feedback. The results showed a remarkable

difference between the departments. While commerce students had a totally positive attitude towards CS to L1 in the classroom. English students had a negative attitude towards it. They thought that teachers should minimum L1 usage in the classroom. However, one of the limitations of the study is the English level of the groups. All in all, English department students may not need CS to L1 because of their higher English levels.

Yao (2011) looked at the issue from two perspectives. First, the attitudes of the teachers towards teachers' CS to L1 (Chinese) were investigated. Second, the attitudes of the students towards their teachers' CS to L1 were examined. The subjects were 52 English teachers and 100 students from two senior classes of those teachers in a local secondary school in China. A four-part 20-item Likert Scale questionnaire was utilized. Also, each teacher was interviewed about their educational history, teaching philosophy, some views regarding CS to Chinese in EFL classroom, and school rules and strategies. In general teachers had a positive attitude towards CS. They thought that teachers who performed CS could express themselves freely and clearly. This supports the general statement about CS which suggests that CS is a verbal skill that requires a high level of linguistic proficiency in more than one language, rather than a deficiency resulting from lack of knowledge of one or the other (Poplack, 1980). Finally, more than half of the teachers also disagreed with the statement that CS leads to language deviation. With regard to students' attitudes, they have the similar attitude with the teachers towards their teachers' CS to L1 in the classroom.

Ariffin and Hussin (2011) conducted a research to highlight the frequency of CS, and both the instructors' and students' attitudes towards it. Six instructors and 163 students from different departments in a public university in Malaysia were involved in the study. Questionnaires and interviews were utilized to gather the data. The results revealed that CS was a common practice in the classrooms and mostly depended on the instructors' and students' level of proficiency in English. Not only less proficient instructors utilized CS, but also proficient ones performed CS in their classes because they thought students might not be proficient enough to understand some concepts. Moreover, they claimed that English was not the absolute aim but a tool, thus, comprehension was more important than the medium of the class. In terms

of the students, the less proficient one had more favorable attitudes towards CS than the more proficient ones. They stated that CS facilitates the lectures by supporting the comprehension of the key concept. On the other hand, the more proficient students suggested minimizing CS in classes. They claimed that CS is not a long-term solution for comprehension problems and they could not learn the correct way of explaining the concepts in English.

As seen, attitudes towards CS show difference according to groups and contexts. Even the same groups of participants do not reach a consensus. As stated, there are not many studies focusing on attitudes towards CS to L2 and a number of CS studies were conducted only in school environment, especially in Turkey. Thus, literature review revealed the necessity of a study regarding the attitudes towards CS to L2, in the present case English, in different contexts. Therefore, the present study investigates attitudes of L2 English speakers in Turkey towards CS from Turkish to English.

Chapter 3

Methodology

3.1 Overview

This chapter first provides the philosophical paradigm for the study, research design and information on the setting and participants. Later, it presents the data collection instruments and data analysis procedures, which are used to answer the following research questions in this study:

1. What are the attitudes of English-speaking faculty members, undergraduate students and business people in Turkey on CS from Turkish to English?
 - a. Is there any significant difference between the attitudes of faculty members and business people?
 - b. Is there any significant difference between the attitudes of faculty members and undergraduate students?
 - c. Is there any significant difference between the attitudes of business people and undergraduate students?
2. What are the reasons for CS among English speaking academicians, university students and business people?

3.2 Philosophical Paradigm

In his book *The Structure of Scientific Revolutions*, Kuhn (1970) defines the scientific paradigm as the specific collection of questions, perspectives and models that explain how the science should be viewed and approached by the authors, publishers, and theorists adopting that paradigm. Therefore, it is essential for researchers to describe their philosophical paradigm providing the necessary framework to base the research planning design and action. When the research questions and design of this study are taken into consideration, the underlying assumptions were based on the realist paradigm. It assumes that aside from the human as the source of the knowledge, there are real world objects. Put differently, there is an objective reality. However, as human knower, we can only reach this reality from our own perspective, which is imperfect. Therefore, objectivity is the ideal to be reached through the accurate use of qualitative and quantitative methods.

In order to fulfill that aim, realist perspective tends to adopt a combination of

qualitative and quantitative approaches. It integrates different methods to obtain the data related to participants. Additionally, the data collected in the studies with a realist paradigm is more situational and contextual.

Using mixed method design to gather the data and utilizing triangulation to interpret the results support the paradigm of inquiry that realist paradigm defends. In order to answer the research questions of the present study objectively, questionnaire, interviews and the observations were used.

3.3 Research Design

As stated, this study utilized a mixed method research design in order to investigate the attitudes of L2 English speakers towards CS in university and business context. In order to proceed, the participants were first given a questionnaire (see Appendix A). Then the interviews and observations were conducted.

Creswell (2013) explains the mixed method research design as a method with various types of data, which offers a more comprehensive understanding of a research problem than using only a qualitative or a quantitative method. The study using a mixed method utilizes a survey to be able to generalize results to a larger population, and then a qualitative method is used for more detailed analysis of the initial quantitative data.

Accepting the limitations of all methods, researchers found that subsistent biases of any specific method could nullify the biases of other methods. Therefore, triangulating data sources as a way to obtain convergence across qualitative and quantitative methods emerged (Jick, 1979). Denzin (1970) describes triangulation as a way to ensure the reliability of results gained by different data collection methods. It has been common to have both qualitative and quantitative data in a research. Therefore, a mixed method design is convenient to gain the best of both quantitative and qualitative data for the present study.

As it is stated above, both quantitative and qualitative approaches, namely mixed method, were adopted in this study. Quantitative approach is defined by Creswell (2013) as an approach in which the researcher primarily uses experiments, surveys and data collection methods on predetermined instruments that produce

statistical data. In the present study, the questionnaire including a 5-item Likert scale attitude questionnaire was used as a quantitative research instrument to investigate the participants' attitudes. On the other hand, Mason (2002) defines qualitative research as a research methodology that focuses on descriptive, holistic and natural data. In terms of the qualitative approach, this study explored the attitudes of participants towards CS through the interviews and observations. Additionally, open-ended questions were asked to learn about the reasons of CS. Hence the study utilized several data sources to the attitudes of L2 English speakers towards CS in university and business context.

3.4 Universe and Participants

The study was administrated in two different settings in general terms. The first setting includes three different foundation (non-profit) English medium universities (henceforth University A, B and C), in northwest of Turkey. The second one includes two different corporate companies working internationally in northwest of Turkey.

The universities provided two groups of participants for this research. First, undergraduate students studying in different departments and years at University A and B participated in the study. Second, faculty members working at different departments of university B and C participated in the study. In both universities the medium of teaching is English. Therefore, students have to get enough score from the proficiency exam of the university in order to start their departments (Pass grade for proficiency exam of the university A, B and C: 60/100), while faculty members should provide the documents proving the necessary level of English (TOEFL: 96/120) in order to be recruited. Additionally, faculty members were evaluated by the students in terms of the use of English in the classroom.

As it is aforementioned, the second setting is two different corporate companies, which work internationally, in northwest of Turkey. One of them was serving in the area of telecommunication technologies headquartered in the US, while the other one was an Internet company headquartered in Berlin. They recruit both Turkish and foreigner employees and require certain level of English from their employees (TOEFL: 80/120). Besides conducting the job interviews in English, they ask their employees to provide the necessary documents verifying the necessary level

of English. Because the headquarters of the companies are not in Turkey, the administrative level of their centers in Turkey consisted mainly foreigner employees who could not speak Turkish. Therefore, in both settings, Turkish employees participating in this study have to use English in every aspect of their professional life. As it is seen, the employees that took part in this study achieved a certain level of English, which requires a certain level of proficiency in reading, writing, speaking and grammar.

Regarding the participants, there are three different groups in this study. In total, 164 subjects participated in the study. Ninety-eight of them were male and 55 of them were female participants. The age range of all participants is between 18 and 58 and the average is 26.1 years. Table 2 shows the background information related to 164 participants.

Table 2

Background information of the Participants

Categories	Faculty Members	Business People	Undergraduate Students
Age Range	24-58	21-35	18-27
Gender	38 Female 17 Male	15 Female 40 Male	13 Female 41 Male
Years of field experience In Total	1-5 years: 35 6-9 years: 8 10 or more: 12	1-5 years: 38 6-9 years: 11 10 or more: 3	1 year: 22 2 years: 16 3 years: 11 4 years: 4
Self-reported Proficiency	Very Advanced: 21 Advanced: 31 Pre-Advanced: 2 Upper-Intermediate: 1	Very Advanced: 15 Advanced: 21 Pre-Advanced: 2 Upper-Intermediate: 5 Intermediate: 5	Very Advanced: 5 Advanced: 13 Pre-Advanced: 16 Upper-Intermediate: 9 Intermediate: 9 Low-Intermediate: 2

The first group is faculty members working in different departments in two different English medium universities (University B and C) in northwest of Turkey. Fifty-five faculty members participated in the questionnaire. Seventeen of them were male, 38 were female. Age of participants ranged from 24 to 58. The average age of the faculty members in this study is 29.8. Most participants are between 24-30, which constituted the largest group with 42 participants. Forty-eight of them have a

position at the university as an instructor/lecturer while 7 of them are graduate students working as a research or teaching assistant. Thirty-five of the faculty members who participated in the study had up to 5 years of total working experience, whereas, 8 of them had 6 to 9 years and 12 of them had more than 10 years of experience in their fields. In terms of their self-reported English levels, 31 of them describe their English level as advanced speakers while 21 of them as very advanced speakers. Two of them rate themselves as pre-advanced speakers and only 1 of them as upper-intermediate speaker (see Appendix A for the explanation of the levels). The average time that has been allocated to learn English among faculty members is 10.4 years. Finally, 39 of the participants stated that they have lived/worked or studied abroad lives at some point in their lives.

The second group involves business people working in two different international companies in northwest of Turkey. This group of participants can be defined as 'white collar' employees. Fifty-five employees participated in the questionnaire. Forty of them were male, 15 were female. Age of the participants from business world ranged from 21 to 35. The average is 27.7. The big majority of the participants are between 24-28, which constituted the largest group with 38 participants. Fourteen of them are having a graduate degree at the same time. The average work experience is 4.7 years in parallel with the young ages of the participants. The majority of the employees (38 of them) describe their English level as advanced and very advanced. Ten of them rate themselves as pre-advanced speakers while 2 of them as upper-intermediate speaker and 5 of them as intermediate speakers. The average time that has been allocated to learn English among the participants of the business world is 6.3 years. Finally, 30 of the participants stated that they have lived/worked or studied abroad lives at some point in their lives.

The last group is undergraduate students studying at two different foundation universities (University A and B) in Istanbul, Turkey. Fifty-four undergraduate students participated in the questionnaire. Forty-one of them were male, 13 were female. The age of the students ranged from 18 to 27. The average is 20.9. The big majority of the participants are between 20 and 22, which constituted the largest group with 39 participants. Twenty-two of them are in their first years in the

university, 16 are in the second year, 11 are in the third year, and finally 4 of them are in their fourth year. Only 18 of the students describe their English level as advanced and very advanced. Sixteen of them rate themselves as pre-advanced speakers, 18 of them as upper-intermediate speaker and intermediate speakers. Only 2 of them describe themselves as lower intermediate speakers. The average time that has been allocated to learn English among university students is 5.5 years. Finally, 16 of the participants stated that they have lived/worked or studied abroad lives at some point in their lives.

3.5 Procedure

This section presents the information about sampling type that was employed in this study, data collection instruments, data analysis procedures and finally validity and reliability and supposed limitations of the study.

3.5.1 Sampling. Sampling is a process employed to provide a description of a population by studying a smaller sample of that population (Creswell 2009). Generally, the sample size (n) represents some characteristics of the whole population (N) on a small scale (Trobia, 2008).

It has two categories, which are probability sampling (use of different forms of random selection from the population) and non-probability sampling (choosing participants at researcher's convenience). Convenience sampling is a type of nonprobability sampling in which people are selected just because they are convenient data sources for researchers (Battaglia, 2008). In this study, convenience sampling was utilized. The questionnaires were given to the students and faculty members in English medium universities that researcher was able to reach by means of the researcher's professional connections. For the business people, the questionnaire was emailed to a group of employees working in two international companies in Turkey. The researcher reached those two companies by means of friends working in those companies.

After completing the questionnaire, participants of three groups were asked for their permissions to be a volunteer in semi-structured interviews. Among the ones who accepted to be the volunteer, interviewees were chosen by random sampling. Nineteen volunteers participated in the interviews. Seven of them were chosen from

faculty members. Seven of them were chosen from business people. Finally, five of them were chosen from university students. Interviews were conducted at a time and location of their choice.

Finally, the groups for observation sessions were also arranged according to convenience sampling among the participants who had taken the questionnaire. The faculty members observed were the group of preparatory school lecturers who had already participated in the questionnaire at University B. The students observed were also freshmen students from different departments, who had already participated in the questionnaire, at university B. Finally, for the business people, a group of employees, who had already participated in the questionnaire, in the product management department of the Internet company were observed during their weekly meetings.

3.5.2 Sources of data. This section presents a description and rationale for each of the research tools utilized in the study. The research instruments employed in the present study include a questionnaire, semi-structured interview and observation sessions. The questionnaire, which constitutes the major data source in the study, contains three parts with Turkish translations of each item. As it is mentioned before, methodological triangulation was utilized in this study in order to increase the reliability of the research. Therefore, in addition to questionnaire, semi-structured interviews and observations were also employed as the sources of data in this study. These will be introduced in the following sections.

3.5.2.1 Questionnaire. As stated before, the questionnaire includes three parts. The first part of the questionnaire contains the questions about demographic information and language history of participants (Part 1). Part 1 of the questionnaire (see in Appendix A) provided to classify the participants into various demographic categories. Demographic information data from the participants was collected through seven-item information form. These items included participants' age, gender, employment status, years of experience in their fields, self-perceived proficiency, their abroad experiences, and total number of years spent to learn English.

The second part of the questionnaire includes the questions about participants' CS experiences (Part 2). In Part 2, participants were asked to answer 7 questions,

which include both open-ended and close-ended ones, regarding their general attitudes towards CS from Turkish to English. Close-ended questions, such as yes-no or multiple choice questions, require a short answer with no requirement to expand (Wray & Bloomer, 2006). The open-ended questions, in the form of wh-questions, were also involved in the questionnaire to collect more comprehensive data related to the potential reasons for participants' attitudes towards CS from English to Turkish. It also supplies an insight about the haziness related to attitude phenomenon.

Finally, Part 3 (Attitude Scale) contains the questions about specific CS examples. It includes 5-point Likert Scale test with common CS examples used by target groups of this study. Allen and Seaman (2007) defines Likert scale as scales ranging from a group of categories—least to most—asking people to state how much they agree or disagree, approve or disapprove about a certain topic. The attitude scale was adapted from a study analyzing the attitudes towards English and Fil-English CS amongst high school students in Ormoc City, Philippines by Farahlexis (2009). In this study, each participant was asked about their opinions on a scale from 1 (very positive) to 5 (very negative) about 16 specific examples of CS from Turkish to English. In order to choose the appropriate CS examples, participants of each group were observed during real life interactions in their fields and the most common CS utterances were noted to be used in the questionnaire. During the observations, a great deal of attention was paid not to choose borrowed words instead of CS examples. Additionally, the examples that contradict with borrowed words were eliminated after discussing fellow researchers.

3.5.2.2 *Semi-structured interviews.* The semi-structured interviews in person were applied to randomly selected interviewees among the volunteers from the questionnaire. This kind of interviewing, according to Bernard (1988), is an open type, allowing interviewee to bring up new ideas according to a framework set by the interviewer. He states that it is best used when the researcher will not get more than one chance to interview the participants. In the present study, the interviews were carried out to get more detailed information on participants' attitudes towards CS. There were 3 guiding questions (see Appendix E) regarding the appropriateness and necessity of CS utterances from English to Turkish. Additionally, participants'

feelings related to CS were investigated. When necessary, researcher also asked additional questions about participants' comments.

3.5.2.3 Observation. In order to support the findings from the questionnaire and the interview, participants were observed in their natural settings. Mason (2002) defines observation as “methods of generating data which entail the researcher immersing herself or himself in a research setting so that they can experience and observe at first hand a range of dimensions in and of that setting” (p.80). In the present study, the researcher was not able to record the observation sessions because of the privacy demanded by the participants. Therefore, sessions were conducted by taking notes. First, the undergraduate students were observed. The group of 12 freshmen students that had already participated the questionnaire was observed during one of their lessons at the end of the spring semester in 2015 at University B. There was no lecturing during the class time. The teacher and the students were sharing their comments about their semester. Therefore, it was like a feedback session and most of the time participants preferred to speak in Turkish. Then, for the employees, one of the weekly meetings of the product management department with 8 employees, who had already participated to the questionnaire, was observed. Finally, for faculty members, one of the weekly meetings including the prep-school instructors, who had already participated to the questionnaire, was observed at university B in May.

3.5.2.4 Pilot study. The pilot study, which is an important component of any research project, is utilized for the questionnaire in the present study. In general, the aims of the pilot study are to collect feedback about how the instrument works and to decide whether it serves the goal it was planned for (Cohen et al., 2000). The questionnaire was applied with 3 participants from each group for the pilot study. Cronbach's alpha score for the pilot study is $\alpha = .972$, which indicates a high consistency (Gliem & Gliem, 2003). Then, in accordance with the participants' comments, necessary arrangements were done in the format of the questionnaire for practical purposes. While one question was removed from the demographic information part of the questionnaire, no changes have been made in CS examples.

3.5.3 Data collection procedures. As it is mentioned in detail in settings section, three foundation universities and two international companies were included

in this study. First of all, the questionnaire was sent to the faculty members and business people via Google Forms and collected anonymously. However, the questionnaires were printed for undergraduate students and distributed them before their classes started. Students were asked to complete the questionnaire in the first 15 minutes of their lessons and collected by the lecturer anonymously.

At the end of the questionnaires, there was a consent form asking participants if they would like to participate in the interviews. The participants that agreed to conduct the interview filled in their personal contact information (email or phone number). Among the ones who volunteered for the interviews, a random selection was applied and participants were interviewed at a time and location of their choice. Interviews took 15-20 minutes.

Finally, observation groups were arranged among the participants who had participated the questionnaire. Each group was observed for approximately 40 minutes in their settings, which was explained in detail in settings section. The undergraduate students at University B were observed during one of their classes. For the faculty members, one of their weekly meetings was observed at University B. However, for the business people, it had not been easy to arrange a session to observe. Finally, the head of the product management department agreed for an observation session in one of their weekly meetings.

3.5.4 Data analysis procedures. As it is aforementioned, the mixed approach was utilized in the present study to answer the research questions. The first stage of this process is to analyze the attitude scale questionnaire, which provides the quantitative data for the study. The statistical analysis of attitude scale questionnaire included:

- a. Descriptive Statistics Analysis
- b. Analysis of Variance (ANOVA)
- c. Linear Discriminant Analysis (LDA)

The analysis of Likert scale items in the attitude questionnaire was utilized to answer the first research question. The research question 1 investigates two aspects:

the attitudes of English-speaking faculty members, undergraduate students and business people in Turkey towards Turkish-English CS and the difference between the attitudes of these groups.

In order to analyze the first aspect of the research question 1, descriptive statistics analysis of the data collected in the attitude questionnaire, which includes mean, mode, median and standard deviation for each group and for 16 items separately, was made. Additionally, the attitudes of the participants were also investigated through the findings of the Part 2 of the questionnaire, which includes questions regarding their attitudes towards CS. Finally, in order to have a more comprehensive knowledge about their attitudes, interviews and observations, which constitute the qualitative data part of the study, were utilized. The data gathered through interviews were analyzed through pattern coding to “identify an emergent theme, configuration and explanation” (Miles & Huberman 1995, p.69) by keeping identities confidential. Interviews were audio-recorded and were partially transcribed. Observations, on the other hand could not be recorded. Therefore, the notes of the researcher, which were kept according to the criteria defined beforehand, were utilized in order to analyze the findings.

The second aspect of the research question 1 is about the statistical differences between the groups participated in this study in terms of their attitudes towards items in the attitude scale questionnaire. In order to investigate that, the analyses were conducted with the use of SPSS (version 23.0) and Python (version 2.7). Although there is a wide range of parametric tests of significance, Analysis of Variance (ANOVA) was used in this study. To identify the significance of differences between groups ANOVA is used to compare two or more means in order to determine the significance of the differences between them. ANOVA does this by “comparing the variance within samples (believed to be due to the effect of the independent variable) and between samples (believed to be due to random factors)”. Unlike t-test, ANOVA enables the “simultaneous comparison of more than two conditions (sets of means)” (McKenzie, 2010). Because the present study investigates the attitudes of three different groups, ANOVA was considered as useful and convenient to analyze the data of these three groups.

Additionally, because ANOVA does not show which groups (or sample means)

differ, a post-hoc multiple comparison test (such as the Tukey test or the Bonferroni test for pairwise comparisons) should be utilized to determine which sets of scores are creating the difference. A Tukey test was utilized to decide in what way groups differ from each other.

In the case of the present study, there is also a requirement to employ a suitable statistical tool which allows the researcher to detect any relationships among different groups for each 16 items in the five item Likert scale, if possible, to subsequently reduce 16 items to a smaller set of underlying dimensions which can explain the difference in the group evaluations. To reach this aim, a 'data reduction' technique which is called Linear Discriminant Analysis (LDA) was employed. It is a form of factor analysis to find a linear pattern of features describing or distinguishing two or more groups of samples. It also visualizes the difference among different groups of data. Thus it provides a better and more practical understanding of them. That's why it was preferred to analyze the data gathered in this research.

Finally, the research question 2 investigates the reasons for the CS among English speakers in Turkey. An open-ended question regarding the reasons of CS performances was asked the participants in Part 2 of the questionnaire. The data gathered through this question was analyzed through pattern coding.

3.5.5 Reliability and validity. Validity and reliability have an important role to evaluate the worth of a research. Guba (1981) defines four criteria that affect a research:

- Internal validity: to be confident about the truth of the findings.
- External validity: to be able to ensure that findings can be applied in other contexts.
- Reliability: to be able to show that findings are consistent in each try in the same context with the same methods and participants.
- Objectivity: to be able to ensure that the findings are free of researcher bias, motivation or interest.

To establish the internal validity, peer debriefing was utilized in the present study. It is a process of working with an impartial peer to examine the process in an

analytical way otherwise it could remain only implicit within the researcher's mind (Lincoln & Guba, 1985). Two peers were asked to check the guiding questions in the semi-structured interviews and the criteria for the observations. Additionally, triangulation method was adopted to increase the internal validity.

To establish external validity, thick description was sustained through detailed background information about the institutions and the participants of this study.

To establish reliability, an external audit, a researcher not involved research process examined both the process and the findings of the study. Moreover, the research process was reported in detail: the research design, its implementation and the data gathering processes were described comprehensively.

Finally, to establish objectivity, methodological triangulation was utilized. Data was gathered through a questionnaire which consists of three parts: first the background information, second, the open ended questions about CS experiences and third the 5-item Likert scale attitude questionnaire. Additionally, semi-structured interviews and observation sessions were also utilized.

3.5.5.1 Test of reliability and validity. The questionnaire includes 16 five-item Likert scale questions and it needs to be determined if the scale is reliable. Cronbach's Alpha is the most common way to evaluate internal consistency and reliability for such data. As seen in Table 3, Cronbach's alpha score for the items in the attitude questionnaire is $\alpha = .958$.

Table 3

Test Of Reliability For The Items Of The Attitude Questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.958	.958	16

Additionally, the one-way analysis of variance (ANOVA) was utilized to determine whether there are significant differences between the means of two or more independent groups. In order to be able to employ ANOVA, data should be normally distributed. Therefore, Shapiro-Wilk and Levene Tests were applied to evaluate the normality and homogeneity of variance assumptions.

Table 4

Testing for Normality Assumption

Groups	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Faculty Members	.090	55	.200*	.964	55	.104
Business People	.114	55	.071	.981	55	.525
Undergraduate Students	.056	54	.200*	.987	54	.834

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

As seen in Table 4, sig. values for faculty members (.104), business people (.525) and undergraduate students (.834) in Shapiro-Wilk's test ($p > .05$) (Shapiro & Wilk, 1965; Razali & Wah, 2011) and a visual inspection of their histograms (see Appendix B), normal Q-Q plots (see Appendix C) showed that group attitudes were approximately normally distributed for faculty members (skewness of .149 and kurtosis of -.770), business people (skewness of -.319 and a kurtosis of -.065) and undergraduate students (skewness of -.218 and kurtosis of -.286).

Table 5

Table of Homogeneity Variances

Levene Statistic	df1	df2	Sig.
1.756	2	161	.176

Finally, Table 5 shows that, Levene's test also verified the equality of variances (homogeneity of variance) in the samples (Sig= .176, $p > .05$) (Martin & Bridgmon, 2012). Hence, it shows us that data can be analyzed with ANOVA.

Considering the results of the tests abovementioned, the items in the attitude questionnaire have a high internal consistency. They are also normally distributed and the variances between groups are equal. As it is seen, the data does not violate any assumptions related to one-way ANOVA; therefore, it could be applied to analyze the significance of the differences between groups.

3.6. Limitations. It is worth pointing out that our research design is not without its limitations. The first limitation is that the number of participants can

affect the results. If this study is conducted with more participants from more diverse settings, the results can be more representative. The second one is that, choosing a score on a Likert scale to reflect a complex concept like attitude requires a certain level of abstraction because, attitudes are closely related to who is having it in what context (Berthele, 2012). The third is limited number of groups, which have similar highly educated backgrounds. As Pena (2004) states educated bilinguals are inclined to be more aware and right-minded about CS and its role in practices. In sum, in spite of its limitations, this study has significant advantages such as filling the gap in literature by investigating CS from Turkish to English in three different contexts (undergraduate students, faculty members and business people), which were not examined so far.

3.7 Delimitations. There have also been some delimitations in the frame of the purpose of the study.

First, The study was narrowed down in terms of the participants. To be able to have more elaborate information about the attitude towards CS, monolingual people speaking only Turkish were not involved in the study. As it is stated, it is commonly known that the general attitude towards CS is negative in the society (Grosjean, 1982). Therefore, in order to have a different perspective from the common knowledge we already have, participants were chosen from the people who engage with English on their daily life.

Second, the matched-guise technique, which is a commonly used one in language studies, were not utilized in this study, because this technique has been widely used to find out the attitudes towards languages or language varieties. It helps researchers overcome the participant bias factor. However, in our case, the person who performs the CS does not have any significant effect on the attitude towards it unlike the studies utilizing the matched-guise technique.

Chapter 4

Results

4.1 Overview

This study aims to investigate the attitudes of L2 English speakers towards CS from Turkish to English at universities and business life in Turkey. Additionally, the study explores the reasons of the CS performed by the participants. To shed light on the aforementioned issues, the following research questions are addressed: the first research question aimed to explore the attitudes of three different groups of participants (faculty members, business people, undergraduate students) towards Turkish-English CS. The sub-points of the first research question aimed to find out if there is a significant difference between those groups. Finally, the second question discovers the reasons behind any CS performance uttered by the participants. Therefore, this section provides the results with regard to the research questions in this study.

4.2 Results Related to Research Question 1

As presented earlier, the first research question explored the attitudes of faculty members, business people and undergraduate students towards Turkish-English CS at two different types of settings.

4.2.1 Descriptive statistics analysis (within groups). The first stage of the analysis for the data collected in the attitude questionnaire was to calculate descriptive statistics (mean, mode, median and standard deviation) for each group separately. The results in Table 6 below, where 5 means the most positive evaluation and 1 means the least positive, show the average scores of each groups.

As can be seen, the results in the Table 6 showed that no group has negative (4) or very negative (5) attitude towards CS. The total mean of participants for the attitude questionnaire is $M=2.99$, which indicates a positive attitude towards neutral. The mean of the faculty members is $M=2.7$ as the most positive when compared with other groups. For the business people, the mean is $M = 2.9$, which also shows an attitude towards neutral. Finally, undergraduate students have the most negative attitude with the mean of $M=3.36$ in comparison with other groups. To sum up,

undergraduate students with a mean of $M=3.36$ have a relatively more negative attitude than faculty members and business people. The group that has the most positive attitude towards CS is faculty members with the mean of $M =2.7$.

Table 6

Descriptive Statistics of Groups on Their Attitudes Towards CS

Groups	<i>n</i>	<i>M</i>	SD	Std. Error	95% Confidence Interval for Mean			
					Lower Bound	Upper Bound	Min.	Max.
Faculty Members	55	2.7	1.00	.13	2.42	2.97	1.12	5.00
Business People	55	2.9	.85	.11	2.70	3.16	1.00	4.81
Undergraduate Students	54	3.36	.85	.11	3.13	3.60	1.31	5.00
Total	164	2.99	.94	.07	2.85	3.14	1.00	5.00

In addition to descriptive statistics analysis of attitude of participants towards CS, their attitudes towards code-switchers were also examined. In this regard, the fourth item in the open-ended questions part of the questionnaire (Part 2) aims to determine the attitude of the participants regarding the people who frequently codeswitch from Turkish to English.

Table 7 shows that the groups in this study have a remarkable tendency. Only 13 of all participants (7%) have a positive or very positive perception about the frequent code-switchers. However, this may reveal a contradiction between the attitudes towards CS utterances and attitude towards frequent code-switchers. While the total mean of the attitude questionnaire is 2.99, which indicates a tendency through neutral towards CS itself, the average score for the attitude towards frequent code-switchers is 3.34 which implies a more negative attitude than the attitude towards CS. On the other hand, more than half of the faculty members and business people (52.7%) and 40.7% of the undergraduate students ($n=22$) have a neutral attitude towards people frequently CS. Finally, 32% of faculty members ($n=18$) and 41% of the business people ($n=23$) have a negative attitude about the people frequently CS. In accordance with the results of the attitude questionnaire, undergraduate students have the highest negative attitude percentage. 55% of them perceive the frequent code-switchers negatively ($n=30$).

Table 7

The Numbers and Frequencies of the Attitudes of the Participants Towards Frequent Code-switchers

Groups	Very Positive (1) - Positive (2)		Neutral (3)		Negative(4)- Very Negative (5)	
	<i>n</i>	<i>f</i>	<i>n</i>	<i>f</i>	<i>n</i>	<i>f</i>
Faculty members	8	14	29	52.7	18	32
Business people	3	5	29	52.7	23	41
Undergraduate students	2	3	22	40.7	30	55

All in all, as seen in Table 7, participants' attitude towards frequent code-switchers is inclined to be more negative than their attitudes towards CS itself.

4.2.2 Group comparison of attitudes (between groups). The second part of the descriptive statistics analysis of the data gathered in attitude scale questionnaire is utilized for the examination of their attitudes towards items between groups. Table 8 shows the mean, mode, median and standard deviation of each item according to three groups.

Among those three groups, the items having the most negative attitude are Item 3 and Item 5. Item 3, "*Son model cok user friendly bir interface'e sahip*" (The interface of the last model is really user-friendly), has a mean of $M=3.27$ for faculty members, $M=3.3$ for business people and $M=3.81$ for undergraduate students. Another salient item among all groups is item 5, "*By the way, toplantı iptal oldu*" (By the way, the meeting has been cancelled). It has a mean of $M=3.3$ for faculty members, $M=4$ for business people and $M=4.09$ for undergraduate students. As it is seen, these two items had the most negative attitude by the participants when compared with other items.

Table 8

Descriptive Statistics of The Items in The Attitude Questionnaire

Items	Faculty members			Business People			Undergraduate Students		
	Mean	Mode	Std	Mean	Mode	Std	Mean	Mode	Std
Item 1	2.94	3	1.26	3.16	3	1.08	3.25	4	1.05
Item 2	2.83	3	1.25	2.92	3	1.11	3.51	3	0.91
Item 3	3.27	3	1.27	3.3	3	1.19	3.81	5	1.07
Item 4	2.94	3	1.31	3.18	3	1.16	3.57	4	0.95
Item 5	3.3	3	1.26	4	5	1.11	4.09	5	0.88
Item 6	2.43	3	1.16	3.12	3	1.26	3.74	4	0.92
Item 7	2.38	1	1.22	2.67	3	1.11	3.03	3	1.03
Item 8	2.85	3	1.23	2.61	3	1.27	3.05	3	1.35
Item 9	2.32	1	1.19	2.1	3	0.97	2.88	3	1.11
Item 10	2.41	3	1.15	2.23	3	1.07	3.01	3	1.13
Item 11	2.49	3	1.27	2.69	3	1.21	3.7	4	0.95
Item 12	2.45	3	1.19	2.52	3	1.16	3.12	3	1.18
Item 13	2.49	1	1.24	3.56	4	1.02	3.9	4	0.92
Item 14	2.69	3	1.3	2.83	3	1.32	3.03	3	1.05
Item 15	2.49	1	1.24	2.5	3	1.08	2.7	3	1.19
Item 16	2.38	3	1.04	2.36	3	1.14	3.4	4	1.19

On the other hand, the items that had the most positively attitude by three groups are listed below:

Item 7: "*Pazartesiye deadline var, bugün cikamam*" (I have a deadline for Monday. I can't go out.)

Item 9: "*Bu maili bana da forward'lar misin?*" (Could you forward that email to me too?)

Item 10: "*Interstellar'in soundtrack'ini cok begendim*" (I really liked the soundtrack of Interstellar)

Item 15: "*Telefona update gelmis yine.*" (There is a new update for the phone)

Among the items above, item 9 has the most positive approach by the faculty members ($M=2.32$) and business people ($M=2.1$) but not for undergraduate students ($M=2.88$). For the undergraduate students, the item with the most positive attitude is Item 15 ($M=2.7$). Item 7 has a mean of $M=2.38$ for faculty members, $M=2.67$ for business people and 3.03 for undergraduate students. Item 10 has a mean of $M=2.41$

for faculty members, $M=2.23$ for business people and 3.01 for undergraduate students. Finally, Item 15 has a mean of $M=2.49$ for faculty members, $M=2.5$ for business people and 2.7 for undergraduate students.

As stated earlier, the research question 1 also aims to explore if there is a statistically significant difference among groups in terms of their results in the attitude questionnaire. In the present case, a one-way repeated measures analysis of variance (ANOVA) was utilized in order to compare the overall mean evaluations of three different groups on the average of their attitude scores.

Table 9 shows whether there is a statistically significant difference between the group means. It can be seen that the significance level is .001 ($F=7.558$, $p = .001$), which is below 0.05. In other words, there is a statistically significant difference among groups in the mean attitude towards CS. However, it is still not known which of the specific groups differed. This can be found out in the Multiple Comparisons Table (see Appendix D), which contains the results of three different post-hoc tests.

Table 9
Analysis of Variance (ANOVA)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.491	2	6.246	7.588	.001
Within Groups	132.516	161	.823		
Total	145.007	163			

As it is stated, it is also necessary to know which specific groups create difference. Three different post hoc tests were employed to compare the groups. However, Tukey test is generally the mostly preferred post-hoc test conducted on one-way ANOVA. Therefore, Table 10 presents the results of Tukey post hoc test.

Table 10

Tukey HSD Post Hoc Test

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Faculty Members	Business People	-.22	.17	.382	-.63	.17
	Undergraduate Students	-.66*	.17	.001	-1.07	-.25
Business People	Faculty Members	.22	.17	.382	-.17	.63
	Undergraduate Students	-.43*	.17	.034	-.84	-.02
Undergraduate Students	Faculty Members	.66*	.17	.001	.25	1.07
	Business People	.43*	.17	.034	.02	.84

*. The mean difference is significant at the 0.05 level.

Post hoc comparisons using the Tukey HSD test indicated that the mean score for faculty members ($M = 2.7$, $SD = 1.00$) was significantly different from undergraduate students ($M = 3.36$, $SD = 0.85$). Additionally, the business people ($M = 2.9$, $SD = 0.85$) also differ significantly from undergraduate students. However, there was no significant difference between business people and faculty members ($p = .382$).

As a summary, there was a statistically significant difference between groups as determined by one-way ANOVA ($F(2,161) = 7.588$, $p = .001$). A Tukey post-hoc test revealed that the attitude of undergraduate students (3.36 ± 0.94) towards CS was statistically more negative than faculty members (2.7 ± 1.00 , $p = .001$) and business people (2.93 ± 0.85 , $p = .034$). However, there are no statistically significant differences between the faculty members and business people ($p = .382$).

4.2.3 Visualizing results of the attitude questionnaire. As presented in the previous section, the results of ANOVA showed the difference among groups. However, it is also necessary to visualize the difference between the participants. That's why, in order to see the distribution of the items, LDA was utilized. Figure 1 presents the results of LDA.

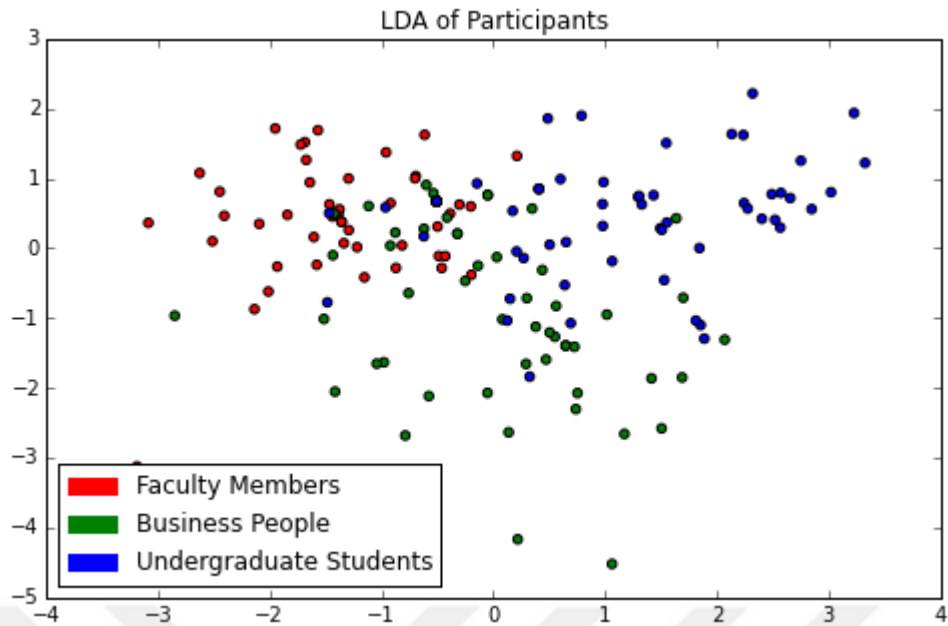


Figure 1. LDA of the participants

Given these points, it can be clearly observed that in general the groups are condensed in different places in the scatter plot graph (Figure 4.1). In accordance with the results of the Tukey post hoc test, the undergraduate students are grouped more discretely from faculty members and business people while they grouped closer to each other in the graph.

4.2.4 Qualitative data analysis for research question 1. In the present study, besides the quantitative data analysis, qualitative tools, such as interviews and observations, were also utilized to validate the findings of the statistical data.

4.2.4.1 Qualitative data analysis for research question 1 (interviews). In this part, the results of the guiding questions in the interviews regarding the research question 1 will be presented.

The first guiding question examines the feelings of participants related to CS performances. In line with the results of attitude questionnaire, more than half (68.4%) of interviewees ($n=13$) have a neutral or positive feeling towards CS. However, participants suggest some conditions for their attitudes.

First, one of the most remarkable conditions regarding their feelings depends on who performs the CS. If the performers are the participants themselves or a

person who is engaged in English in their social or professional environment, they feel neutral or positive. Otherwise, they do not approve the performance of CS or code-switchers. The extracts below highlight the importance of this condition related to CS performer.

1. [...] I feel discomfort when I heard it from someone else and I try to use it as minimum as possible it. However, sometimes it becomes inevitable. (Undergraduate student, Semi-structured interview, May 12, 2015)

As seen in the first excerpt, the undergraduate student is uncomfortable with the CS utterances performed by other people or in unrelated contexts. The second and the third excerpt also emphasize the importance of the participant and the context for CS utterances. For the interviewees, there is nothing wrong to perform CS, only if it is performed by the people who are already engaged in English or performed CS in English related contexts.

2. [...] When I perform it or someone else who is engaged with English in terms of its profession. I do not feel anything negative. That's just OK for me. However, when I heard it in shopping centre or restaurant, I come up with a prejudiced attitude, and judge them negatively. Maybe these people can be engaged with English, I don't know. (Faculty member, Semi-structured interview, May 12, 2015)

3. [...] Most of the time I find it weird. I do not think that I perform CS so much that I don't feel awkward when I perform it. When I heard it from my co-workers or classmates I do not feel weird either. (Employee, Semi-structured interview, May 1, 2015)

Second, some of the interviewees point out the importance of the number of CS items in a single utterance. They think that it is acceptable for them as long as it is not excessive. In the fourth example below, employee feels comfortable when CS is in lexical level but not in sentential level. However even if it is in sentential level, CS utterances should be limited to a few words (one or two) words.

4. [...] My feelings change depending on the amount of the CS. To exemplify, if there are few, like one or maybe two words in an utterance.

That's OK for me. However, when it sounds like speaking English... I mean fewer Turkish words than English ones. It makes me uncomfortable and I don't like it. (Employee, Semi-structured interview, May 1, 2015)

Finally, there are also some participants, especially faculty members, stating that they have a neutral or positive attitude towards CS without any condition.

5. [...] I don't feel anything particular at all. I am neutral; it is an unconscious process for me. I used to think that CS is funny when my teachers did it in my undergraduate years. Later when I started to do same thing. I realized that this is something natural. (Faculty member, May 12, Semi-structured interview, 2015)

As can be seen in the fifth excerpt, Cs is an unconscious process that does not require any attention. Therefore, they have a neutral attitude towards CS. Some participants on the other hand, especially the ones who are knowledgeable about CS, have a positive attitude towards it.

6. [...] I find it as diversity. So I feel nice and positive when I heard it. I think CS is like a brain exercise because we access two languages at the same time. (Faculty member, Semi-structured interview, May 12, 2015)

The second guiding question of the interview investigates if participants realize when they perform CS. In line with the results of attitude scale questionnaire, only one undergraduate student stated CS as a conscious process "*I realize it because I do not prefer to perform it so much. So when other people do it, it attracts my attention*" (Undergraduate student, Semi-structured interview, May 12, 2015). For all other 18 participants, this situation is context and participant related. They state that they do not realize it and it happens naturally in English related contexts such as workplace or school. Otherwise they find it unnatural. The extracts below show some of the prominent statements of the interviewees regarding this issue.

7. [...] I do not realize that I am CS but when other people perform it I notice it immediately. However, I do not pay any attention while using borrowed words. (Faculty member, Semi-structured interview, May 12, 2015)

As can be seen in the seventh excerpt CS becomes noticeable for the participants when performed by the people other than participants themselves.

8. [...] Most of the time I do not realize it. Actually when I realize it, it is because that's a disturbing kind of CS. (Employee, Semi-structured interview, May 1, 2015)

In the eighth excerpt, "disturbing kind a CS" refers to CS utterances performed out of English related context. Hence participants do not realize it in English related environments.

9. [...] I used to realize but I did not use to feel anything positive or negative. I just used to think that's ok, they codeswitched. Since I started working. It has been 4 years. I do not pay any attention at all. Because I started using and hearing it a lot. (Faculty member, Semi-structured interview, May 12, 2015)

In the ninth excerpt participants drew attention to the period of time spent in English related context. In the beginning, even if participants were neutral towards CS, it was a conscious process for them. As they exposed English longer, they realized CS utterances less.

Finally, the third guiding question investigates the necessity of the CS in terms of interviewees. In parallel with the reasons of the CS, (presented in detail in the section 4.2.2) 16 of the interviewees find CS necessary because of the practical reasons such as time saving, compensating lack of Turkish equivalent, explaining some expressions better and remembering English word faster. However, some needed to emphasize that other than these practical situations they define CS as unnecessary: *"It could be necessary only when there is no Turkish equivalent, or English equivalent is more commonly used than Turkish one. Otherwise there is no need to use it. It may feel like show off"* (Employee, May 1, 2015).

10. [...] It is necessary because of practical reasons. Sometimes, I can express my ideas easily without any further explanations. (Faculty member, May 12, 2015)

As can be seen in excerpt 10, the faculty member describes CS as necessary because it helps them express more precisely with fewer words. To put differently, it is more economic.

11. [...] That's not about being necessary or not. It just happens because it helps me a lot and I remember it faster. (Undergraduate student, May 12, 2015)

12. [...] I do not think that we perform it out of necessity. It just happens naturally. I use whichever word comes to my mind first. I do not pay attention to choose Turkish word. If I can make my point it is not important which language I use. (Faculty member, May 12, 2015)

In the excerpt 11 and 12, interviewees highlight the feature of CS as a time saver.

13. [...] It is necessary. Because we are exposed to English a lot and many words do not have any Turkish equivalents. Instead of spending time trying to explain it I can use an English word with a person who understands English. (Employee, May 1, 2015)

Finally, participants find CS necessary when there is not an exact Turkish equivalent of an expression. Therefore, as the employee stated in excerpt 13, participants may prefer English expressions in appropriate contexts, instead of trying to explain it in Turkish with more words.

Last but not least, the reasons of the participants finding CS unnecessary could be summarized as seeing it as a danger for Turkish or thinking it as a mean to show off.

14. [...] There are some times when it is necessary and some it is not. I think it is unnecessary when performed on purpose not unconsciously. It feels like this people show off his language skills. This may also cause the listener to lose its concentration. (Faculty member, May 12, 2015)

15. [...] I do not think that it is something necessary. We can always find a way to explain it in Turkish. As I said maybe for some scientific terms,

when there is no Turkish equivalent it could be acceptable. Otherwise it could be harmful for Turkish. (Undergraduate student, May 12, 2015)

4.2.4.2 Qualitative data analysis for research question 1 (observations). The observations, the other qualitative research tool in the present study, were utilized in order to validate the findings related to research question 1. One of the aims of the observation was to notice if any of the participants showed any kind of reaction (correction, warning and so forth) towards the CS examples when performed.

In terms of faculty members, no type of reaction against CS utterances was observed during the meeting. On the contrary, nobody used the Turkish equivalent of the CS utterances or warned to use the Turkish equivalent of them. Everybody was so natural while they were using CS examples in their sentences; they did not even hesitate or tried to remember the word.

University students were the second group that was observed. Even if they did not show any type of reactions towards CS examples during their observation session, they did not perform CS as frequently as other groups. Additionally, one question about teacher's Instagram account led to some laughs in the classroom. However, most probably this situation did not stem from the CS utterance but from the content of the question asked to their teacher. All participants seemed comfortable with using and hearing those CS examples. While this situation contrasts with the results of the attitude questionnaire, it is consistent with their explanations related to context and participant in the interviews. Moreover, they gave the impression that they all knew the meanings of the CS utterances because they requested no further explanation.

Finally, the last group observed was the business people. During the meeting no one showed any kind of reaction against CS utterances. Each participant kept using the CS examples in a very natural manner. No Turkish equivalent of the CS utterances were also preferred during the meeting. Additionally, it was worthy of note that no CS examples other than the area specific ones were observed during the meeting.

In summary, both interviews and observations showed us participants mainly

had a neutral or positive attitude towards CS, which is consistent with the results of attitude questionnaire. However, they suggested some conditions for their attitudes. The most prominent conditions were about the CS performer, the context in which CS was performed and number of the CS examples in a single utterance. Additionally, majority of the participants also find CS necessary due to its practical features. Finally, participants adopted an attitude, which is in alignment with their statements in the questionnaire and interviews. Thus they did not show any reaction such as correction or hesitation towards CS utterances during the observation sessions.

4.3. Results Related to Research Question 2

Research question 2 investigates the motives for CS as well as the attitudes towards it and its performers. As it is stated beforehand, the questionnaire, the main research tool of this study, includes three parts: background information, open-ended questions about participants' CS experiences and 5 item Likert scale about their attitudes towards some common Turkish-English CS examples. In order to answer the research question 2, Part 2 of the questionnaire (Open-Ended Questions About Participants' CS Experiences) was analyzed. It contains 4 questions intended to find out the reasons of CS, the attitudes towards it and its performers.

4.3.1 Reasons for attitudes towards CS. First, in order to understand the place of CS in participants' daily lives, two questions were asked to the participants. While the first question of this part aims to determine how common CS is among the target groups, the second question investigates what kind of CS is more common among them.

Table 11 shows that most frequent CS utterances happen in faculty members. Forty of them state that they mix Turkish and English on daily basis (72.7%). Thirty-four of the business people indicate that they perform CS on daily basis (61.8%). On the other hand, more than half of the undergraduate students (53.7%) remark they pay attention to use only Turkish. As a matter of fact, this result is consistent with the average attitude of the undergraduate students towards CS.

Table 11

Numbers and Percentages of the Implementation of The CS Among Participants

Groups	“I mix English and Turkish”		“I pay attention to use only Turkish”	
	<i>n</i>	%	<i>n</i>	%
Faculty members	40	72.7	15	27.3
Business people	34	61.8	21	38.2
Undergraduate students	25	46.2	29	53.7
Total	99	60.3	65	39.6

As stated before, the second question in the open-ended part of the questionnaire investigates what kind of CS, intrasentential or intersentential, is mostly performed among participants. Thirty-eight (69.1%) business people and 41 (74.5%) faculty members stated that they codeswitch intrasententially, in other words at lexical and phrasal level, more than intersententially (at sentential level). As being different from business people and faculty members, only 20 of the undergraduate students (37%) codewitch intrasententially. As a result, the most common CS type among groups is intrasentential CS. In total, 99 of all participants (60.3%) mix languages intrasententially.

Besides the first and second items in the open-ended part of the questionnaire, observations were also utilized in order to support the findings related to participants' CS experiences. As aforementioned, while one of the aims of the observation was to observe if any of the participants showed any kind of reaction towards the CS examples when performed, the second aim was to detect whether participants performed any CS utterances; and if they did so what kind of CS they were and how many utterances were performed. This second aim of the observation validated the findings of the first and second items in the open-ended part of the questionnaire.

First group was faculty members. As stated before, one of the weekly meetings of prep-school instructors was observed. During the meeting, they were talking about their final exam procedure so they performed many intrasentential CS examples related to this topic. In 40 minutes, 10 intrasentential CS examples were

performed by many speakers for many times. The CS utterances produced by them were:

[...] First check'lerin deadline'i sali, second checklerin persembe gunu. (The deadline for the first check is on Tuesday and for the second check is on Monday)

[...] Cuma gunu hepsinin testing ofise teslim edilmesi gerekiyor. (All of them should be handled to the testing office on Friday)

[...] Invigilation list'ler bugun mail atilacak. (The invigilation lists is going to be emailed today)

[...] Attendance'lari tukenmez kalemle imzalatiyoruz. (Attendance sheets should be signed with pens)

[...] Sinavdan once ID check yapmayi unutmayin. (Do not forget to check IDs)

[...] Sinavin ikinci session'i 13:30'da baslayacak. (The second session of the exam is going to start at 13:30)

[...] Proof-reading yapmasi gereken arkadaslarin ismi panoda asili. (The names of the instructors that are responsible for the proof-reading is on the board)

[...] Syllabus ve pacing'ler cuma gunu mail atilacak. (Syllabi and pacings is going to be emailed on Friday)

[...] Timetable'lariniz hazir bugun gonderebilirim. (Timetables are ready, I can send them today)

[...] Bu cuma off gunu olanlar kimler? (Who has off-day on Friday?)

The second group observed was the undergraduate students. They produced fewer CS examples, which were all intrasentential, than other groups during the observation session. It was their last week. So their focus was about the exam and the

projects. They uttered 6 CS examples, which were mainly about these subjects with some exceptions. The CS utterances performed by them were:

[...] Hoca'm midterm'deki konular finale dahil mi? (Are the subjects of midterm included in the final exam?)

[...] Projelerin deadline'ini sinavdan sonraya alabilir miyiz? (Is it possible to postpone the deadline of the project after until the end of the exams?)

[...] O tarihten daha gec submit etmeyin ama. (Do not submit them later than that date)

[...] Hoca'm sizing Instagram account'unuz var mi? Kac follower'iniz var? (Hoca'm, are you on the Instagram? How many followers do you have?)

[...] Onu registration office'e sormaniz lazim. (You should ask the registration office that issue)

The third group to be observed was the business people. It was a meeting of product management department. The participants performed 11 CS examples, which were all intrasentential CS utterances. As it can be seen from the examples, business people were the group, by whom CS was most frequently and intensely performed. The CS utterances performed by them were:

[...] User testlerini yapmadan launch etmeyelim. (Let's not launch before completing the user tests)

[...] MVP'miz hazır mi? (Are MVPs ready?)

[...] Uygulamayı cloud'a deploy edeceğiz. (We are going to deploy the application to the cloud)

[...] Testleri en gec bu aksam run etmen gerekiyor. (You should run the test tonight at the latest)

[...] Arkadaslar haftalik sprintleri ihmal etmeyelim. (Guys, please do not slight the weekly sprints)

[...] Database'i son versiyonuna upgrade etmemiz lazim. (You should upgrade the database to its latest version)

[...] Bu teknolojinin know-how'inin third party'lerle paylasilmamasi lazim. (Please do not share the know-how of this technology with the third parties)

After presenting the place of CS in the lives of the participants, the reasons of the CS utterances performed by them were examined. The third question in the open-ended part of the questionnaire was asked participants to fulfill that aim. It tries to find out the reasons of CS implemented by the speakers. As it is stated in the theoretical framework section, this study bases its assumptions related to the reasons of CS on Rational Choice (RC) approach (e.g. Damasio 1996, Klein 1998, Lessig 1995). According to this model, individuals take advantage of their choices. Their decisions are rationally based and CS is seen as a purposive behavior. (Myers-Scotton & Bolonyai, 2001). This study reveals that the most prominent reasons of the CS suggested by the participants, can be defined as the practical and rational reasons, which adapt the theoretical framework suggested by RC approach. Those reasons will be presented afterwards.

As the first reason, big majority of the participants in all groups (41.4%) suggest that the leading motive behind CS is related to their social and workplace/school environment. Being exposed to English in their social lives, workplace and schools induces to perform CS. Participants also state that they remember the English words faster, sometimes they cannot even recall the English equivalent because of the same reason. Some explanations that fall under this reason are listed below:

For instance, these three extracts below highlight the importance of being exposed to English for a long time in their workplace, schools and social life.

1. [...] During my university education, I learned some words and some phrases in English and I don't know the Turkish version of these words or phrases. Even I know it; it's sometimes hard to recall Turkish word. (An undergraduate student)

In the first excerpt, the undergraduate student highlights the influence of school environment on his mental lexicon. They stated to have difficulty in remembering the Turkish equivalent because of the medium of their education.

2. [...] I speak English a lot while performing my job and I get exposed to English very much. Therefore, my brain sometimes gets English oriented and I sometimes find it more difficult to recall the Turkish equivalents of English words. That is the reason why I use English word in my Turkish sentences. (An employee)

In the second excerpt, the employee indicated the importance of the workplace too. As a result of being exposed to English more than Turkish in the company, they could not remember the Turkish equivalents easily. The rest of the extracts below are the statements of the participants underlining the effect of exposure to English in their workplace, schools and social life.

3. [...] Because of my job, sometimes it hard to remember the Turkish equivalents of the English phrases in Turkish. When there are a lot of stimuli about the other language it becomes inevitable. (A faculty member)

4. [...] My university education is in English. So I remember English of the words faster. (An undergraduate student)

5. [...] If you are exposed to English a lot, it is normal that you can forget some of the words in Turkish and English so you can mix them. (A Faculty member)

As the second reason, the effectiveness of CS is suggested by the participants in all groups (20.1% of all participants). According to some participants, CS is efficient because English sometimes gives a more precise meaning when compared to Turkish. The excerpt 6, 7 and 8 related to this reason are listed below:

6. [...] Because some English words give the perfect meaning of a situation or feeling better than Turkish. Thus, easier to define what I want to say. (A faculty member)

7. [...] When Turkish is not 'enough' to express some expressions I prefer English. (An undergraduate student)

8. [...] Some English words produce a more powerful and meaningful expressions. (An employee)

As can be seen in Excerpts 9 and 10, some participants claim that CS is efficient because it helps them express themselves better and more precisely.

9. [...] It is sometimes faster to find proper words and expressions in English. (An undergraduate student)

10. [...] CS is sometimes better than focusing only on one single language when you want to describe a situation which includes some bicultural elements. (A faculty member)

As in Excerpts 11 and 12, some participants indicate that they use the first expression that comes to their mind so it is often time saving for them.

11. [...] I do not want to waste time trying to remember the exact equivalent in Turkish. (An employee)

12. [...] I use which one I remember first. (An undergraduate student)

As the third reason of CS, the lack of Turkish equivalence of some specific words is suggested by 10.9% of the participants. According to them, this leads to mixing Turkish and English as can be seen in excerpt 13, 14 and 15.

13. [...] I cannot remember the equivalents of some Turkish words or there are no equivalents of those at all. (An employee)

14. [...] Another reason is that we don't have any other word to give the exact meaning. (A faculty member)

15. [...] Turkish equivalents of some words sound ridiculous. (An undergraduate student)

When the Excerpts 16, 17, 18 and 19 below are examined, the participants perform CS from Turkish to English especially when some technical and terminological discourse is a matter of discussion.

16. [...] Some words related to my area do not have any equivalent in Turkish. (A faculty member)

17. [...] The requirement of studying in science world. (A faculty member)

18. [...] When I talk about my job, a lot of terms do not have a Turkish equivalent. (An employee)

19. [...] For technical terms, Turkish fails to satisfy. (An undergraduate student)

On the other hand, 42 participants (25.6%) did not state any reasons for their CS experiences. Eighteen of them describe CS as a naturally occurring unconscious phenomenon. So they did not come up with any reasons for their actions. Twenty-four of them, on the other hand, did not remark any motives because they clearly indicated that they never mix languages. Another salient point about the participants who is against CS is 16 of them (66% of the non-switchers) belong to undergraduate students group.

Finally, even if they cannot be mentioned as major motives, other reasons to perform CS could be summarized as looking intellectual, attracting attention and checking comprehension. Participants do not specify any category, which they prefer for CS, like verbs, nouns, adjectives, and adverbs. However, 2 of the participants indicated that they use CS for some phrasal expressions like *Oh my god!* In other words, they perform tag-switching. Although it is rare among them it is worth to mention for the analysis of the items in the questionnaire.

4.3.2 Reasons for attitudes towards code-switchers. After finding out the reasons of the participants' attitudes towards CS, the fourth question in the open-ended questions part of the questionnaire explores the reasons behind the attitudes towards frequent code-switchers. As it is aforementioned, participants had a more negative attitude towards code-switchers, which is in contrast with their attitudes

towards CS itself. The motives for that kind of attitude adopted towards frequent code-switchers were analyzed afterwards.

The most common motive for having a positive/neutral attitude towards code-switchers among groups is that because participants themselves also perform CS, they do not care or it is okay for them. The other reason justifying frequent code-switchers in the eyes of participants is that if a code-switcher is engaged with an English related context there is no harm in performing CS. The last condition for the approval of frequent code-switchers is that CS should not be excessive. They stated that if it happens too often, it turns out to be irritating.

In terms of the reasons for a negative perception, it could be said that participants reached a consensus. The leading reason for such a negative attitude is that according to participants, code-switchers are trying to show off. The adjectives used to define the opinions of people with a negative attitude towards code switchers can be summarized as *irritating, unnatural and snobbish*. There is only one opinion related to nationalist motives, which states that *they shouldn't mix at all, that may lead to 'contamination' in our own language*.

In sum, even if participants have a more positive attitude towards CS itself, this does not hold true for their attitudes towards frequent code-switchers. The rational reasons such as being exposed to CS in workplace, effectiveness of it and lack of Turkish equivalent of some words lead to approval of the CS performances among participants. However, in terms of frequent code-switchers, they are inclined to be more negative than the CS itself. The big majority of them perceive frequent code-switchers as the people trying to show off. Last but not least, even if they are neutral or positive towards them, they suggest some conditions such as English-related context and limited number of CS utterances to approve that kind of a performance of CS.

Chapter 5

Discussion and Conclusions

5.1 Discussion of Findings for Research Questions

The aim of this study was to examine the attitudes of L2 English speakers towards CS from Turkish to English at universities and business setting in Turkey. Additionally, the reasons of the CS performed by the participants were investigated in the study. In this section, the discussion of the findings for each research question will be presented.

5.1.1 Discussion of findings for research question 1. The first question attempted to investigate the attitudes of the participants towards CS from Turkish to English. The significance of the difference between groups was also examined as the subset of the first research question.

According to the scores of the attitude questionnaire, in general the participants had a positive attitude inclined through a neutral attitude with a total mean score of 2.99 on a 5-point Likert scale. They mainly thought that CS was necessary because of its practicality. Additionally, during observation sessions, no reactions were observed against CS utterances in any groups.

Among the three groups, students were the only group having an attitude towards negative comparing to faculty members and business people which both had positive attitudes towards CS. As the result of the Tukey post-hoc test shows, while there was a significant difference between students and faculty members/business people, there was no significant difference between faculty members and business people. This result may indicate that these two groups had some similar features that differ them from the students. The first difference between the students and faculty members-business people regarding this result could be explained by age-related factors or experience. As anticipated, faculty members and business people are older than undergraduate students and accordingly a number of them have higher level of education (MA and PhD). In that sense, they have spent more time engaging in English than students. Therefore, it can be suggested that the longer they are involved in using English, the more positive attitudes they may have. The findings

related to age showed similarity to the Dewaele and Wei's (2014) findings. According to the results of their study, groups of the younger age did not favour CS as much as the group of older age. Additionally, participants with BA degree had the more negative attitude than the participants with higher education.

The second difference between groups could be the functions and frequency of the use of CS. Business people and faculty members use English in a more authentic and real life-related environment. In other words, their environment requires them to use English more often in order to be able to maintain their daily tasks. The students, on the other hands, are learners and they may not practice English out of their classes as frequently as business people and faculty members. Participants' self-reported use of CS also supported this finding. Therefore, it can be indicated that the students had a different kind of motivation from the other two groups: They mainly used English in order to accomplish their tasks required by their courses and they might not perceive English as a requirement to maintain their lives out of school. Therefore, they might not perform CS as much as business people and faculty members. This result was consistent with Karahan's (2007) claim on primary school students' attitudes towards English and its use in Turkey. It is stated that students do not feel the need to use English in their daily life until the professional needs force them. It was also concluded that turning awareness into action is provided for a more positive attitude. Additionally, Dewaele and Li (2013b) also found that multilingual work environment leads to more frequent CS utterances and accordingly more positive attitudes.

In order to have a better understanding of the factors determining their attitudes towards CS, the attitudes towards specific items were also analysed. First of all, two items (Item 3 and Item 5) stood out as the items with the most negative attitude in all groups. When analyzed item 3 (*Son model cok user friendly bir interface'e sahip.*) in detail, it can be seen that this is the only item including two different CS utterances in one sentence. Therefore, it shows that for all participants, having more than one CS example in the same utterance could be identified as a marked choice. This argument was also supported with their statements in the interview. They stated that they adopt a positive or neutral approach as long as CS utterances are not excessive in a statement. Another salient item among all groups is item 5 (*By the way, toplantı*

iptal oldu.). What is different about this item is that it includes a phrasal expression, ‘by the way’. Put differently, it is an example of tag-switching. As can be seen, an expression including tag-switching also turned out to be a marked expression for all participants. This finding could be supported by the results of the studies conducted by Qian, Tian, Wang (2009), Rezvani and Rasekh (2011). In these studies, tag switching was the least preferred type in comparison with other types.

Considering the items with the most positive attitude, item 7 (*Pazartesiye deadline var, bugün cikmam.*), item 9 (*Bu maili bana da forward'lar misin?*), item 10 (*Interstellar'in soundtrack'ini cok begendim.*) and item 15 (*Telefona update gelmis yine.*) were noted. Analyzing the common feature of these four items, it can be concluded that these four items (deadline, forward, soundtrack and update) are the ones that are frequently used in the settings and discourses of all groups. For example, deadline is a CS utterance that exists in professional lives of faculty members and business people, and school environment of undergraduate students. All of them need to catch up deadlines in their projects, papers or homework from time to time. The other two CS utterances (forward and update) are all technology related words. Even if they may be regarded as area specific ones, it is mostly expected that they be used by all target groups of this study when the improvement and the spread of technology in daily life are taken into consideration. Finally, soundtrack is a term about movies, which can be assumed as a common area of interest for the people in general. Therefore, it could be concluded that these items are unmarked for all participants.

The findings mentioned above match with Myers-Scotton’s (1993) claims regarding the Markedness Model. The model suggests that speakers make their choices between marked (unexpected one) and unmarked (expected or minimum-effort one) codes according to their different wants, goals, and social forces in their community. According to this model, in a community, there exists a marked and unmarked language choice, which creates an index of the appropriate RO (Rights and Obligations) set for different contexts. RO sets and the markedness of an RO set may change according to different settings, discourses and participants’ negotiation. However, the items aforementioned did not show any significant changes in three different settings in terms of participants’ attitudes towards them. Hence, these

results indicate that participants of this research had an index of the marked and unmarked language choices for them and the markedness of the item had an observed effect on the attitudes of the participants.

Another point investigated is the participants' attitudes towards code-switchers, the results showed that all groups had an attitude inclined through negative with an average score of 3.45. This result actually contradicts with the attitude of the participants towards CS itself, which was more positive. This may show that participants evaluated CS as a practical tool that facilitated their conversation when they perform it. As they stated, CS was admissible for them because they also performed it. However, when someone else performs it, it may sound intimidating. Their expressions also supported this claim. They found CS utterances performed by other people irritating, unnatural and snobbish. They also thought that other code-switchers looked like they were trying to show off especially when it was performed out of an English-related context. As can be seen, the person performing CS and the context in which CS is performed had an important influence on their attitudes towards code-switchers.

5.1.2 Discussion of findings for research question 2. The second research question investigates the reasons of CS performed by the participants in this study. The first reason was about being exposed to English in their social and workplace/school environment. As a result of this situation, it was observed that CS utterances that were uttered by the participants were mainly area-specific. The second common reason among all groups was the effectiveness of CS. According to some participants, English helped them express themselves better sometimes perfectly with their own expressions. They also stated that CS to be easier and faster, that's why, it is time saving for them. The final reason for participants to perform CS is the lack of Turkish equivalent of some specific words. All these three reasons may indicate that participants mainly perform CS because of its advantages and practicality and they utilize the functions of CS in order to facilitate their conversations. The functions found in this study are similar to the results in Eldridge's (1996) research. In his study, CS utterances observed in the classroom were described as purposeful phenomena, which facilitate both communication and learning. The Rational Choice Model (Myers-Scotton & Bolonyai, 2001) also

supports these findings related to the reasons of CS. According to this model, individuals take advantage of their choices; their decisions are rationally based. In that sense, CS is also perceived as a purposive behavior, not a one formed by the norms of speech community but by the individuals themselves.

5.3 Conclusions

The present study revealed that the overall attitude of faculty members, business people and undergraduate students is a positive attitude very close to be neutral. In addition, it was found out that there is a significant difference between the attitudes of the students and the other two groups. Students had a more negative attitude than faculty members and business people while faculty members had the most positive attitude among them. In contrast with their attitudes towards CS, groups had a negative attitude towards code-switchers.

The findings of the study also indicated that the participants perform CS because of being exposed to English in their social and professional environment, effectiveness of CS and lack of Turkish equivalent of some specific words. Finally, the participant with a negative attitude towards CS mainly thought that CS is a means to show off.

Even though the main objective of the study was to measure the attitudes of English speakers in Turkey towards CS in university and business settings, it was felt that the results may also be worthwhile for students and educators with regard to CS in English language classrooms. As stated before, undergraduate students had a more negative attitude towards CS than the other two groups. Regarding this result, the negative attitude of the students may affect their attitude towards their instructors who perform CS during class time. Furthermore, this may result in having negative attitude towards the lesson. Therefore, it could be necessary to pay attention not to perform CS from Turkish to English frequently until students gain a certain level of metalinguistic awareness about language learning process and CS. Therefore, students may need to be informed about different functions CS as a natural result of multilingualism or requirement of professional life.

In order to create the metalinguistic awareness, teachers can utilize technology to engage students in real life functions of CS. In class, exposure to English is

limited in a mostly monolingual environment. Online tools such as games, mobile apps and TV shows may provide the opportunity to produce the language in real life conditions, which requires to utilize functions related to daily life. This may both decrease textbook dependency and increase the time being exposed to English. In addition, teachers could encourage students to actively take part in situations and activities, such as student exchange programs to practice English out of classes. Finally, teachers, administrators and parents can collaborate to provide students resources to make use of out of classroom.

5.5 Recommendations

This study has several recommendations for further research. It should be noted that this study was conducted with a limited number of participants. Therefore, this study should be replicated with larger number of participants in order to confirm the validity and reliability of the current results. In addition, study should be replicated in different settings besides universities and international companies in order to build more general statements. Alternatively, demographic factors (e.g., gender, education and years of experience) can also be investigated in relation to attitudes towards CS more profoundly. Finally, a longitudinal study might be conducted for the undergraduate students to compare their attitudes towards CS in professional life after graduating the university.

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APPENDICES

A. Attitude Questionnaire

Dear Participants,

This questionnaire is designed as one of the data collection tools of my MA thesis which is about the attitudes of Turkish speakers of English towards code-switching from their first language (Turkish) to their foreign/second language (English). "Code-switching is people's alternating between at least two languages or language varieties in a single conversation (Van Herk, 2012)"

It is assured that your answers will be kept private and confidential. All the information provided will be used for research purposes only. Your sincere answers and efforts are highly appreciated. Many thanks for your participation and contribution.

If you have any questions or concerns, you can email me at seymakara88@gmail.com

Seyma Akin

MA TEFL, Bahcesehir University

Part-1 Background Information

Kisisel bilgiler

1) How old are you? *

Kac yasindasiniz?

2) Please choose one.*

Lutfen birini seciniz.

- Female / Kadin
 Male / Erkek
 Other:

3) What is your occupation? (If so, you can choose more than one

)***Required**Mesleginiz nedir? (Birden fazla meslek secebilirsiniz)

- Undergraduate student / Lisans ogrencisi
 Graduate student / Lisansustu ogrencisi
 Faculty at a university (RA/TA, Instructor, Lecturer, Assist. Prof., etc.) /
Akademisyen (Asistan / Arastirma gorevlisi, Okutman, Ogretim Gorevlisi, Yard.
Doc. vb)
 Employer at a private / corporate company / Ozel / Kurumsal sirket calisani

4) How long have you been working / studying in your field?*

Alaninizda ne kadar suredir calisiyor / okuyorsunuz?

1 2 3 4 5 6 7 8 9 10

1 year or less (1 yil ya da daha az) 10 years or more (10 yil ya da daha fazla)

5) How do you describe your English level?*

Size gore Ingilizce seviyeniz nedir?

- Very Advanced - I speak and understand English completely fluently.
 Advanced - I speak and understand very well but sometimes have problems with unfamiliar situations and vocabulary.
 Pre-advanced - I speak and understand well but still make mistakes and fail to make myself understood occasionally.
 Upper Intermediate - I speak and understand well but still make mistakes and fail to make myself understood occasionally.
 Intermediate - I can speak and understand reasonably well and can use basic tenses but have problems with more complex grammar and vocabulary.
 Low Intermediate - I can make simple sentences and can understand the main points of a conversation but need much more vocabulary.
 Pre-Intermediate - I can communicate simply and understand in familiar situations but only with some difficulty.

- Elementary - I can say and understand a few things in English.
- Beginner - I do not speak any English.

6) Have you ever lived, worked or studied abroad?*
edHic yurtdisinda yasadiniz, calistiniz ya da okudunuz mu?

- Yes
- No

7) How long have you studied English?*
Inglilizce ogrenmek icin ne kadar sure harcadiniz?



Part-2 Questions About Code-switching

Code-switching Hakkında Sorular

You can write your explanations in Turkish when needed. Gerektigi sorularda aciklamalarinizi Turkce yapabilirsiniz.

8) On a daily basis, when you speak Turkish, do you pay attention to use only Turkish or do you mix English and Turkish?*

Gunluk hayatta Turkce konusurken sadece Turkce kullanmaya mi dikkat edersiniz yoksa Ingilizce ve Turkce'yi bir arada kullanir misiniz?

- Only Turkish (Sadece Turkce)
- Mixed (Ingilizce ve Turkce bir arada)

9) On a daily basis, which one of them do you experience more?*

Gunluk hayatta bunlardan hangisini daha cok yasarsiniz?

- I mix English and Turkish on a sentential level more. For example; "Bilmiyorum, I have no idea." (Ingilizce ve Turkce'yi daha cok cumle seviyesinde bir arada kullanirim. Ornegin; "Bilmiyorum, I have no idea")
- I mix languages on a word or phrase level more. For example; "Burasi cok fancy bir yere benziyor." ("Dilleri daha cok kelime seviyesinde bir arada kullanirim. Ornegin; "Burasi cok fancy bir yere benziyor")
- I do not mix at all. (Asla bir arada kullanmam.)

10) Why do you think you mix English and Turkish (codeswitch)?*

Sizce neden Ingilizce ve Turkce'yi bir arada kullaniryorsunuz (codeswitch)?

11) If you talk to someone who frequently codeswitches to English, how do you perceive that person?*

Eger Turkce konusurken cumlelerine sıklıkla Ingilizce karistiran biriyle konustugunuzda, bu kisiyle ilgili izleniminiz ne oluyor?

1 2 3 4 5

Very Positive (Oldukca olumlu) Very Negative (Oldukca olumsuz)

12) Please write the reason of your answer for the previous question.*

Lutfen bir onceki soruya verdiginiz cevabin sebebini aciklayiniz.

Part-3 Questions About Specific Code-switching Examples

Belirli Code-switching Ornekleri Hakkinda Sorular

13) What do you think about the sentence below? (Asagidaki cumle hakkında ne dusunuyorsunuz?)*

“Projeyi save etmeden bilgisayari kapattim”

1 2 3 4 5

Very positive (Oldukca olumlu) Very negative (Oldukca olumsuz)

14) What do you think about the sentence below? (Asagidaki cumle hakkında ne dusunuyorsunuz?)*

“Sample size cok yetersiz”

1 2 3 4 5

Very positive (Oldukca olumlu) Very negative (Oldukca olumsuz)

15)What do you think about the sentence below? (Asagidaki cumle hakkında ne dusunuyorsunuz?)*

“Son model cok user friendly bir interface'e sahip”

1 2 3 4 5

Very positive (Oldukca olumlu) Very negative (Oldukca olumsuz)

16)What do you think about the sentence below? (Asagidaki cumle hakkında ne dusunuyorsunuz?)*

“Onun bu meseleyi cok iyi handle edebildigini dusunmuyorum”

1 2 3 4 5

Very positive (Oldukca olumlu) Very negative (Oldukca olumsuz)

17) What do you think about the sentence below? (Asagidaki cumle hakkında ne dusunuyorsunuz?)*

“By the way, toplanti iptal oldu”

1 2 3 4 5

Very positive (Oldukca olumlu) Very negative (Oldukca olumsuz)

18) What do you think about the sentence below? (Asagidaki cumle hakkında ne dusunuyorsunuz?)*

“Acikcasi burada neye refer ettigini anlayamadim”

1 2 3 4 5

Very positive (Oldukca olumlu) Very negative (Oldukca olumsuz)

19) What do you think about the sentence below? (Asagidaki cumle hakkında ne dusunuyorsunuz?)*R

"Pazartesiye deadline var, bugun cikamam."

1 2 3 4 5

Very positive (Oldukca olumlu) Very negative (Oldukca olumsuz)

20) What do you think about the sentence below? (Asagidaki cumle hakkında ne dusunuyorsunuz?)*

"Fotografin baya bir like almisi."

1 2 3 4 5

Very positive (Oldukca olumlu) Very negative (Oldukca olumsuz)

21) What do you think about the sentence below? (Asagidaki cumle hakkında ne dusunuyorsunuz?)*

"Bu maili bana da forward'lar misin?"

1 2 3 4 5

Very positive (Oldukca olumlu) Very negative (Oldukca olumsuz)

22)What do you think about the sentence below? (Asagidaki cumle hakkında ne dusunuyorsunuz?)*

"Interstellar'in soundtrack'ini cok begendim"

1 2 3 4 5

Very positive (Oldukca olumlu) Very negative (Oldukca olumsuz)

23)What do you think about the sentence below? (Asagidaki cumle hakkında ne dusunuyorsunuz?)*

"Game of Thrones'un son bolumu download ettim, bugun izleriz"

1 2 3 4 5

Very positive (Oldukca olumlu) Very negative (Oldukca olumsuz)

24) What do you think about the sentence below? (Asagidaki cumle hakkında ne dusunuyorsunuz?)*

"Otelden en gec 2'de check out yapmamiz lazim"

1 2 3 4 5

Very positive (Oldukca olumlu) Very negative (Oldukca olumsuz)

25)What do you think about the sentence below? (Asagidaki cumle hakkında ne dusunuyorsunuz?)*

"Ucusta en az 3 saat delay var"

1 2 3 4 5

Very positive (Oldukca olumlu) Very negative (Oldukca olumsuz)

26)What do you think about the sentence below? (Asagidaki cumle hakkında ne dusunuyorsunuz?)*

"Grubun vokalisti gercekten cool'mus"

1 2 3 4 5

Very positive (Oldukca olumlu) Very negative (Oldukca olumsuz)

27)What do you think about the sentence below? (Asagidaki cumle hakkında ne dusunuyorsunuz?)*

"Telefona update gelmis yine."

1 2 3 4 5

Very positive (Oldukca olumlu) Very negative (Oldukca olumsuz)

28) What do you think about the sentence below? (Asagidaki cumle hakkında ne dusunuyorsunuz?)*

"Resmi buraya copy-paste yap."

1 2 3 4 5

Very positive (Oldukca olumlu) Very negative (Oldukca olumsuz)

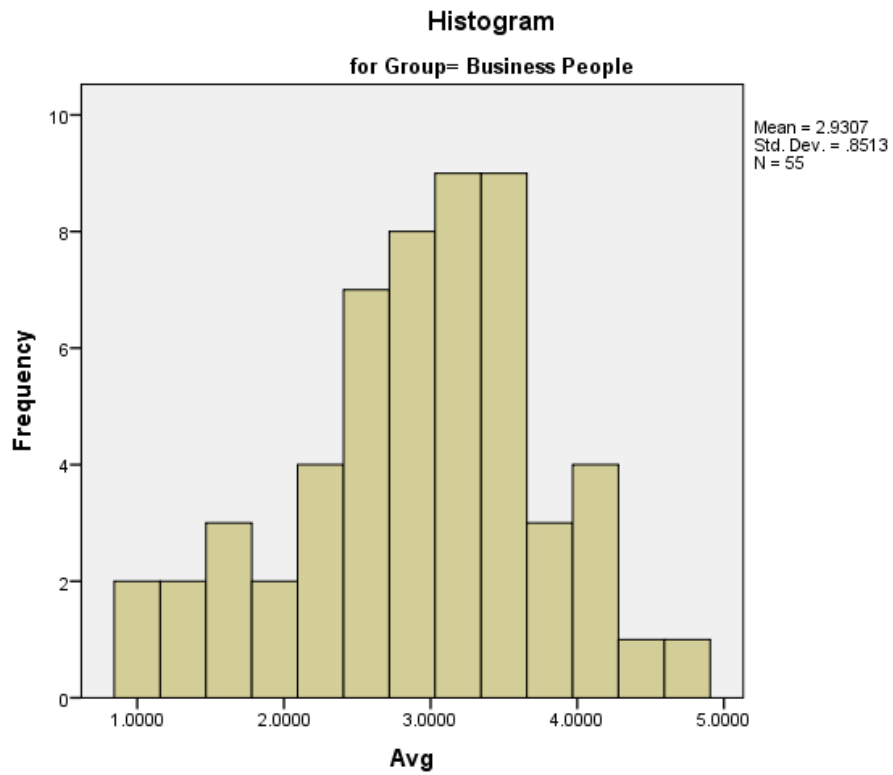
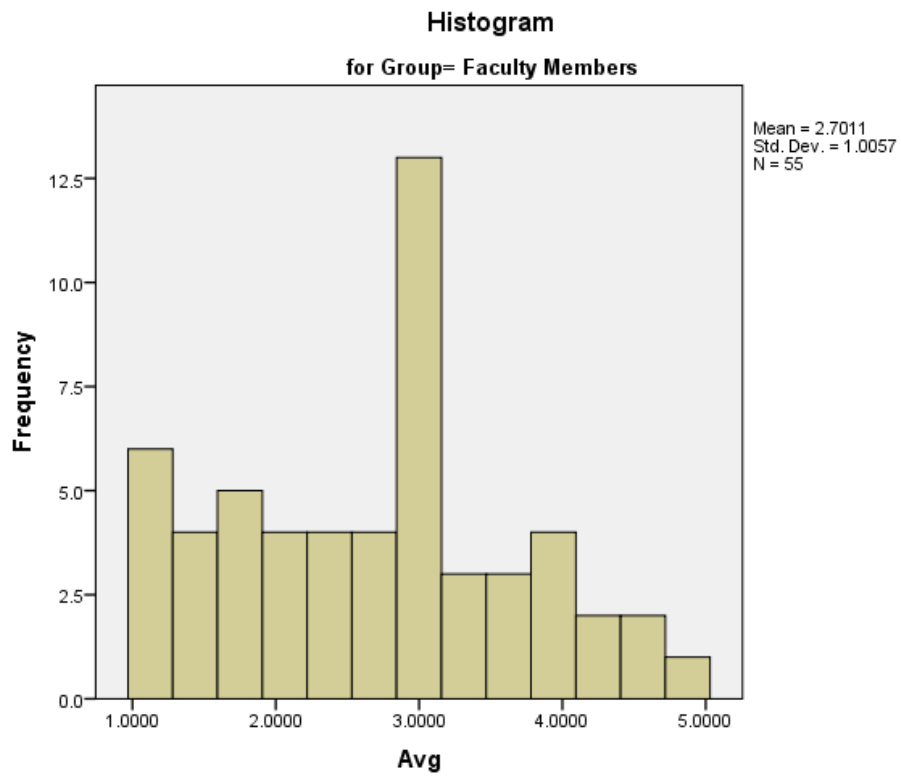
**PART- 4 Would you consider to be a volunteer for an interview?
Mulakat icin gonullu olmak ister misiniz?**

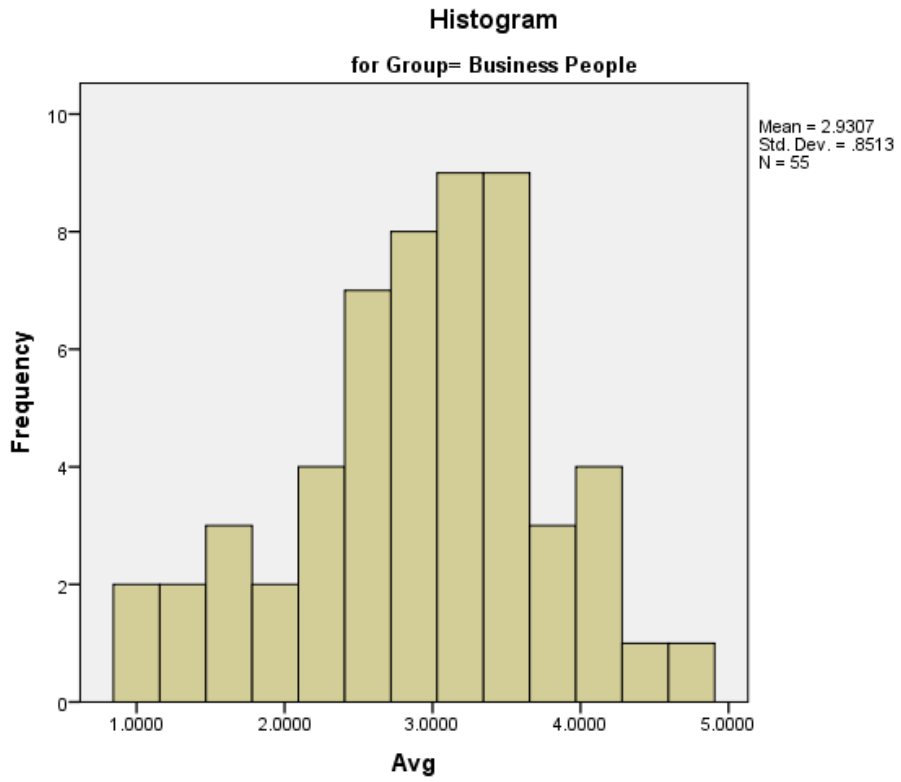
If you would like to be a volunteer for a short interview, can you please write your contact information (email or phone number) below?

Eger arastirmamizin birebir gorusme kismi icin gonullu olmak isterseniz, iletisim bilgilerinizi (e posta ya da telefon numarasi) asagiya yazabilirsiniz.

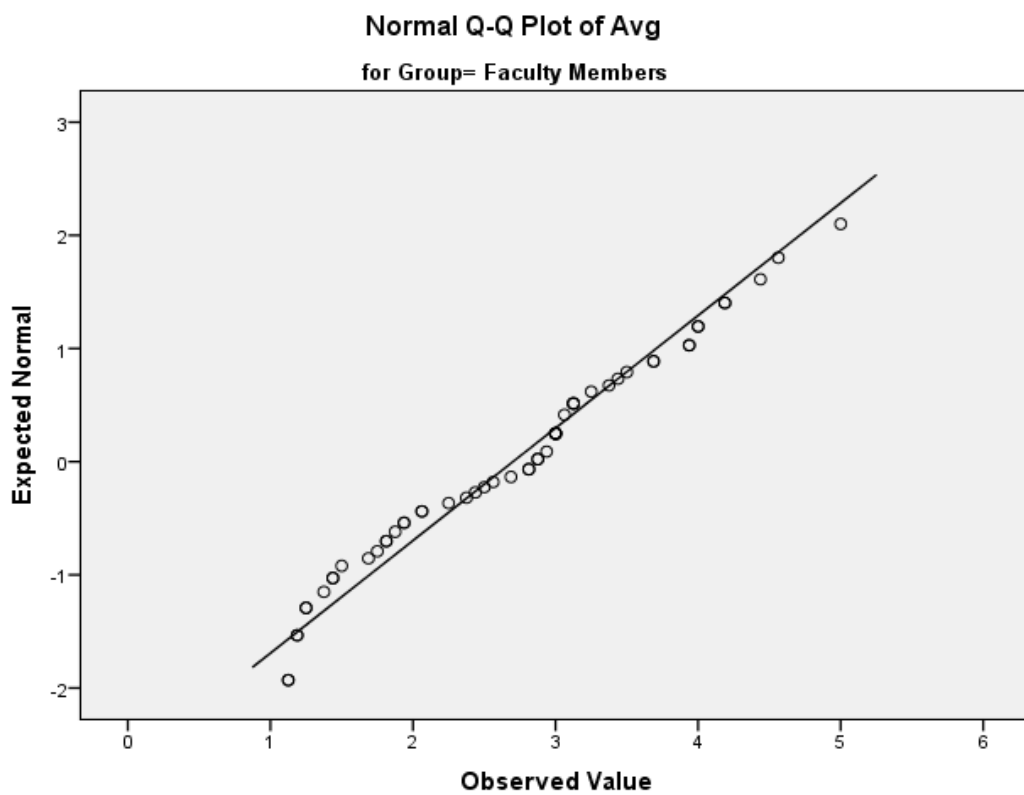
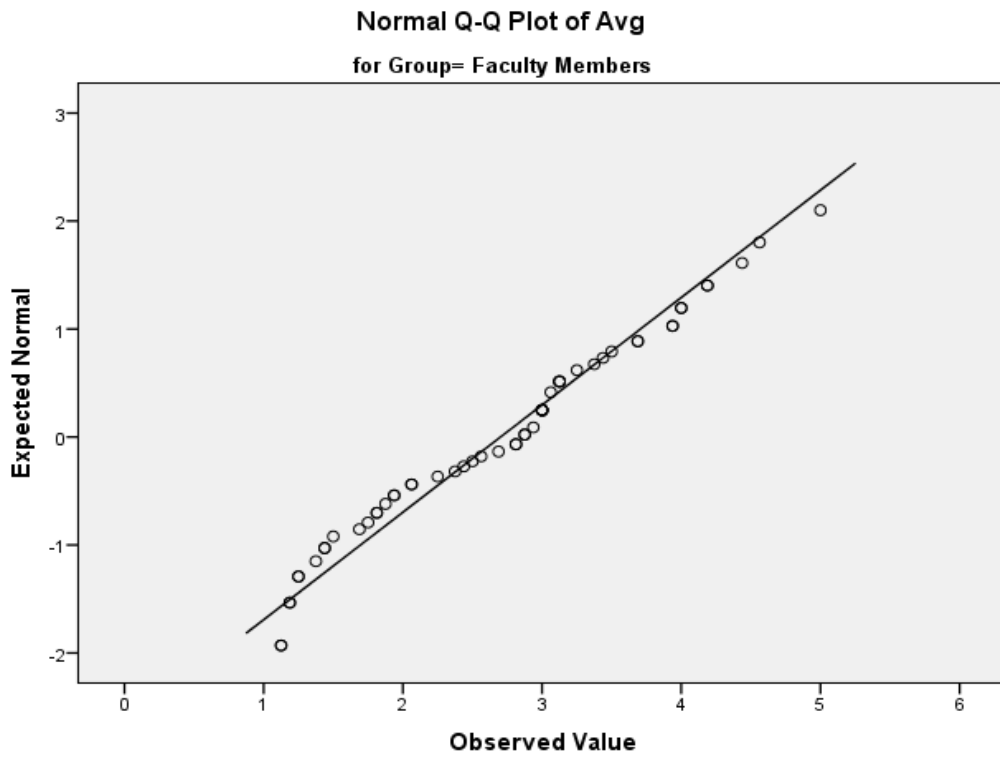
Email: _____ Phone: _____

B. Histograms For Normality of Groups

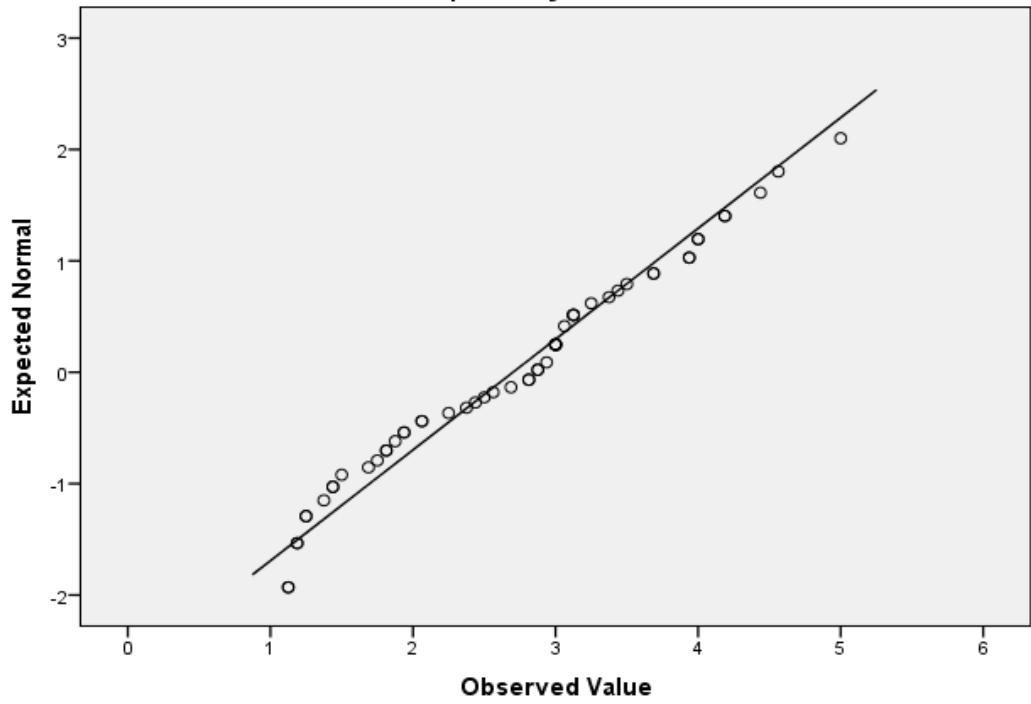




C. Q-Q Plot Analysis For Normality of The Groups



Normal Q-Q Plot of Avg
for Group= Faculty Members



D. Post Hoc Tests: Pairwise Comparison for Groups

		Mean		95% Confidence Interval			
(I) Group	(J) Group	Diff. (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound	
Tukey HSD	Faculty Members	Business People	-.22	.17	.382	-0.64	0.18
		Undergraduate Students	-.66*	.17	.001	-1.08	-0.26
	Business People	Faculty Members	.22	.17	.382	-0.18	0.64
		Undergraduate Students	-.43*	.17	.034	-0.85	-0.03
	Undergrad. Students	Faculty Members	.66*	.17	.001	0.26	1.08
		Business People	.43*	.17	.034	0.03	0.85
LSD	Faculty Members	Business People	-.22	.17	.186	-0.57	0.11
		Undergraduate Students	-.66*	.17	.000	-1.01	-0.32
	Business People	Faculty Members	.22	.17	.186	-0.11	0.57
		Undergraduate Students	-.43*	.17	.013	-0.78	-0.09
	Undergrad. Students	Faculty Members	.66*	.17	.000	0.32	1.01
		Business People	.43*	.17	.013	0.09	0.78
Bonferroni	Faculty Members	Business People	-.22	.17	.559	-0.65	0.19
		Undergraduate Students	-.66*	.17	.001	-1.09	-0.25
	Business People	Faculty Members	.22	.17	.559	-0.19	0.65
		Undergraduate Students	-.43*	.17	.038	-0.86	-0.02
	Undergrad. Students	Faculty Members	.66*	.17	.001	0.25	1.09
		Business People	.43*	.17	.038	0.02	0.86

*. The mean difference is significant at the 0.05 level.

E. The guiding questions for the semi-structured interview

Question 1. What do you feel when you hear or perform CS?

Question 2: Do you realize that you or others perform CS?

Question 3: In general, do you think CS is something necessary?



F. Curriculum Vitae

PERSONAL INFORMATION

Surname, Name: Akın, Şeyma

Nationality: Turkish (T.C.)

Date and Place of Birth: 16 June 1988, Denizli

Marital Status: Married

email: seymakara88@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
MA	Bahçeşehir University	2016
BS	Boğaziçi University	2010

WORK EXPERIENCE

Year	Place	Enrollment
2012-2014	Beykent University	English Instructor
2011-2012	Galatasaray University	English Instructor
2011-2012	İstanbul Aydın Uni.	English Instructor
2010-2011	Dilko English Academy	English Instructor

FOREIGN LANGUAGES

English: Fluent

PUBLICATIONS

Mede, E., Tatal, C., Ayaz, D., Çalışır, K. N., & Akın, Ş. (2014). The effects of language transfer in Turkish EFL learners. *ELT Research Journal*, 3(2), 70-83.