THE ROLE OF CODE SWITCHING IN ENGLISH AS A FOREIGN LANGUAGE CLASSES: A CASE STUDY AT A PRIVATE K-8 SCHOOL

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THE ROLE OF CODE SWITCHING IN ENGLISH AS A FOREIGN LANGUAGE CLASSES: A CASE STUDY AT A PRIVATE K-8 SCHOOL

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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

THE ROLE OF CODE SWITCHING IN ENGLISH AS A FOREIGN LANGUAGE
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Due to the changes in the approaches and methods in English language teaching throughout history, the use of mother tongue (L1) has been one of the most important topics discussed in the foreign language teaching field. Although most of the approaches used nowadays do not support the use of mother tongue, there is a change in the perception towards teachers' code-switching in foreign language (L2) learning classrooms. There are various recent studies suggesting that using mother tongue facilitates foreign language learning. The purpose of this study was to examine the teachers' and students' perceptions towards L1 use in L2 classrooms and under which circumstances they preferred using learners' mother tongue. In addition, learners' preferences of teachers' code switching were also analyzed. Finally, school's administrator's and the teachers perceptions were compared. Both teachers' and students' perceptions and beliefs on code switching were investigated by the questionnaires, classroom observations and interviews. There were also 2 hour-observation periods (90 minutes) in the classrooms of 2nd grade, 4th grade and 7th grade in which the circumstances of L1 use were analyzed to determine if there were any common characteristics of the L1 use. At the end of this study it was revealed that

mother tongue of learners had an important role in teaching and learning and that there were some common circumstances where teachers code-switched to facilitate learning in the classroom and that the administrator and the teachers had different perceptions about using mother tongue.

Keywords: Code Switching, Mother Tongue, Target Language, Foreign Language Teaching

ÖZ

BİR DİLDEN DİĞER BİR DİLE ATLAMANIN YABANCI DİL DERSLERİNDEKİ
ROLÜ: ÖZEL BİR İLKÖĞRETİM OKULUNDA DURUM ÇALIŞMASI

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Tarih boyunca İngilizce dili eğitimindeki yaklaşım ve metot değişiklikleri sebebiyle, anadil kullanımı yabancı dil eğitimi alanında en çok tartışılan konulardan biri olmuştur. Son zamanlardaki yaklaşımların çoğunun anadil kullanımını desteklememesine rağmen öğretmenlerin yabancı dil sınıflarında anadil kullanımına yönelik bakış açısında bir değişim vardır. Anadilin yabancı dil öğrenimini kolaylaştırdığını öneren farklı çalışmalar vardır. Bu çalışmanın amacı öğretmen ve öğrencilerin yabancı dil sınıflarında anadil kullanımına yönelik bakış açılarını ve öğretmenlerin hangi durumlarda dil değişimini tercih ettiklerini incelemektir. Ayrıca öğrencilerin öğretmenlerin dil değişimi yapmalarını tercih ettikleri durumlar da analiz edilmiştir. Son olarak okul yönetimi ile öğretmenlerin bu konudaki bakış açıları karşılaştırılmıştır. Öğretmen ve öğrencilerin dil değişimi üzerindeki inançları anketler, sınıf gözlemleri ve röportajlar ile incelenmiştir. Dil değişim durumlarının herhangi bir ortak kullanım alanı olup olmadığını görebilmek için 2., 4. ve 7. sınıflarda 2 ders saatlik (90 dakika) ders gözlemi yapılmıştır. Bu çalışmanın sonucunda, anadilin yabancı dil öğretiminde ve öğreniminde önemli bir yeri olduğu ve öğretmenlerin öğrenmeyi kolaylaştırmak amacıyla belli ortak durumlarda dil

değişimi uyguladıkları ve okul yönetimi ile öğretmenlerin anadil kullanımında farklı düşüncelere sahip olduğu ortaya çıkmıştır.

Anahtar kelimeler: Dil Değişimi, AnaDil, Hedef Dil, Yabancı Dil Öğretimi

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ELT	English Language Teaching
MT	Mother Tongue
L1	Mother Tongue
L2	Target Language
EFL	English as a Foreign Language
TL	Target Language

Chapter 1: Introduction

This chapter studies mainly the reasons why and how certain study topic and data collection methods are chosen and applied. Firstly, this chapter will give short literature information about the study topic. Moreover, the gap in literature, especially in the Turkish context, which inspired me to begin this study, will be demonstrated. Finally, the reasons why I used certain methods and techniques and how I have decided on the study group will also be mentioned.

1.1 Overview

Learning a foreign language has been an essential need of the global world's citizens. "English language has spread exponentially through Turkey's response to the pressures of globalization and its formal language education policies" (Yal, 2011, p. 3). More and more importance is given to English in time and curriculums are aimed to be designed in such a way that English can be accessible by the majority of learners. She highlights the time as 1997 when Turkish Ministry of National Education, MEB and Higher Education Council, YOK have decided to modify curriculums of English language teaching (ELT) to reach larger groups of people. Similar changes and modifications help us realize the necessity and importance of English in Turkey.

Currently, one of the most important requirements of getting hired or pursue one's education is to have command on at least one foreign language. Yal (2012) mentions in her paper that "A corpus analysis of job advertisements in Turkish newspapers revealed that English knowledge was the most prevalent job requirement" (p. 10). The status or the position and even a salary of a person may change according to his mastery on a foreign language. There are also some people in various sectors such as; engineering, architecture, who get a pay rise if they can demonstrate their English language proficiency by state's Foreign Language Test (YDS) and can get the score of 75. With the quotations and examples given above, it is not difficult to state that English

language is not only an extra point or bonus for the employees but also a necessity when they are being hired.

Moreover, a bilingual person has tendency to be more self-confident than a monolingual one. Richards and Rodgers (1986) state that "Today English is the world's most widely studied foreign language" (p. 1). Thus, it is probable that as long as one has a good command on English, he can travel all around the world without having much difficulty in communication although he is not able to speak that region's language. Thus, it is easy to utter that being able to use one foreign language makes one's life much easier and it is usually seen as an advantage.

Since English has been gaining quite a lot importance day by day, private schools have already elaborated their marketing strategies with English language teaching techniques. People, especially parents, are attracted by the importance and concentration they give towards their English language teaching. In most of the private schools, native English speaker teachers are the most effective elements of their marketing strategy. In other words, to the parents, they are offering classrooms with no mother tongue suggesting that foreign language is learned best without learners' mother tongue.

While real life examples and conditions are demonstrated above in favor of giving much importance to mother tongue free classrooms, we do not know what happens in the classrooms. The objective of this study is to go one step further and examine what is really needed in language classrooms. This research tries to highlight the perceptions of learners and teachers towards the use of mother tongue in language classrooms. In addition, reasons why mother tongue free classrooms are favored a lot especially in private schools will be investigated. By making use of student and teacher interviews, questionnaires and classroom observations, this paper aims to categorize the findings and compare them with the literature.

1.2 Theoretical Framework

As learning has a long history, teaching methods and approaches have also spread over years and changed in time. The changes "have (also) reflected changes in theories of the nature of language and language learning" (Richards & Rodgers, 1986, p.1). Each approach or method has its own unique principles in terms of its goals, teacher roles, interaction patterns, role of learners' mother tongue etc. This study aims to illuminate the use of mother tongue in each approach and link them with the literature studies in the further chapters.

In the previous century, Grammar-Translation Method (GTM) was based on translation of literary texts; thus, mother tongue of the learners was welcomed any time. The focus was on writing and reading rather than speaking and listening. As Richards and Rodgers (1986) acknowledge that teaching words relies on bilingual word lists, dictionary study, and memorization (p. 4). Accuracy had more significance than fluency. However, this approach was not successful as learners were able to translate the texts easily but they were unable to speak fluent English. As oral production gained more importance rather than written ones, GTM was no longer used intensely. Therefore, "translation has been thought as uncommunicative, boring and irrelevant" (Kavaliauskienė, 2009, p.1).

After having lost its dominance on language teaching area, it was inevitable that some other teaching methods and techniques succeeded GTM such as Direct Method and Community Language Learning which have intended to ignore learners' mother tongue as much as possible. In Communicative Language Teaching, as Larsen-Freeman (2000) states, target language is used as "a vehicle for communication, not just an object to be studied" (p. 132). Hence, judicious use of the target language is encouraged in classrooms. These approaches and more will be discussed in the following chapter in detail.

1.3 Statement of the Problem

One of the reasons why I desired to work on this specific research topic is to have a deeper look at the real reasons why mother tongue is not welcomed in foreign language classes. Since I have worked in different private schools with different levels of students, I have realized that school principals and heads of language department are trying to make the teachers use as much L2 as possible. Even yet, in the beginning of the academic year, an oral reminder is given in general meetings to ensure that using mother tongue is completely forbidden in any age and proficiency level.

Moreover, this perception has also developed into a way of marketing strategy. Parents of the students think that the most efficient and ideal schools are the ones which have many native English teachers whose native language is learners' target language. School founders and principals are proud to announce that English is taught only or mostly by native English speakers. In other words, what I aim to emphasize is whether this belief reflects the truth in language teaching both pedagogically and scientifically.

Cook (2008) has a similar belief that native speakers are not always the best teachers and non-native teachers are less valued by the school administration. He mentions that "around the world, non-native language teachers find it harder to get permanent or full-time positions and are paid less than native speaker teachers" (p. 186). In Turkey, the situation is almost the same as non-native teachers are underrated and native teachers are regarded more qualified in language teaching than the local ones. However, not all the native teachers are "teachers"; in other words, they do not graduate from language teaching or some similar educational fields or departments. They are people who are quite fluent in their own languages. Cook (2008) also argues that "In many instances the expat native speaker is less trained than the local non-native teacher, or has been trained in an educational system with different values and goals" (p. 187). However, non-native teachers are more aware of the culture and the context in which they are teaching.

One step further, in our context, Turkey, in some of the private schools, native speaker teachers of English are mostly among the ones who have difficulty in terms of

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classroom management. The reason seems to be that they do not or pretend not to understand students' problems or needs when they are not capable enough to express themselves. Thus, an interaction or communication may not occur between the teacher and the student and this situation creates an atmosphere in which learners do not participate in lessons efficiently. Despite the classroom management problems, L2 continues to be the only way of communication between the instructor and learners.

However, as an English teacher and learner, I have gone through the same path as my learners and have experienced almost the same language learning process. That's why, I am more aware of the difficulties and problems that may come across. Again, Cook (2008) advocates this belief and he acknowledges that native teachers "…often do not know what it means to learn a second language themselves; their command of the students' own language often betrays their own failings as learners" (p. 187). For instance, a native teacher may not know that in Turkish we do not have the exact structural equivalence of "The Present Perfect Tense". Thus, Turkish learners are having some difficulties in understanding the concept and the logic of those tenses. As a Turkish English teacher and English learner, I could easily get prepared for the anticipated problems and errors in lessons and encourage learning with materials designed beforehand.

Turkey, which is an EFL (English as a Foreign Language) context, is one of the countries in which teaching and learning English is the primary requirement at schools. However, teaching a language in an EFL (English as a Foreign Language) context is not easy for language teachers as learners' unique input is provided within the classroom and they are expected to expose their learners to as much target language as possible. Considering this interpretation, would it be better for the teachers to use only target language without any reference or assistance of learners' mother tongue? Or, is it possible or better for them to include their L1 in certain circumstances with maximum use of L2? This study will focus on teachers' use of L1 and their functions in different grades and proficiency levels.

1.4 Purpose

The overall objective of this study is to focus on the learners' and teachers' perceptions towards code switching in class and the functions of implementing it in different levels. The study is carried with anticipation of demonstrating and categorizing teachers' code switching functions and their learners' perceptions towards its application. In order to investigate teachers' perceptions and beliefs on code switching in L2 classrooms, interviews and questionnaires were applied and they were supported by interviewees' classroom observations. Students' perceptions were also evaluated via questionnaires.

As the first purpose of the present study, it seeks to investigate learners' perceptions towards code switching in language classrooms via questionnaire which is one of the tools of qualitative research methods. The questionnaire aims to see if learners welcome their mother tongue or not in their English classes, if they do, where exactly do they need assistance of their L1?

Second purpose is to examine teachers' perspectives and opinions about code switching while teaching language. Thus, in order to analyze the reflection of their beliefs into practice, 2 hours of their lessons were observed and audio-recorded. This is an attempt to investigate the exact circumstances where they are in need of switching to their mother tongue.

As it is widely accepted, sometimes what people believe theoretically does not match with what they do in practice. Hence, finally, a further interview was arranged with the teachers who were observed. Its aim was to compare their beliefs with their own classroom practice investigate the functions of L1 use in depth.

1.5 Research Questions

This study aims to illuminate this overarching question and the following sub questions:

Overarching question: What is the role of code switching in English as a foreign language classes at a private K-8 school?

Sub questions:

1. What are the teachers' perceptions towards code switching in class?
2. What are the common functions of teacher's code switching in class?
3. How do teachers' perceptions and administrator's perceptions towards code switching in class compare to each other?
4. What are the students' perceptions towards code switching in class?
5. For which functions do students prefer teacher code switching?

1.6 Significance of the Study

According to Butzkamm (2003), last century was under the influence of a metaphor highlighting how necessary and important it is to ignore mother tongue in language classrooms by claiming that language teachers "build islands that are in constant danger of being flooded by the sea of the mother tongue. They have to fight back this sea, build dams against it, and stem its tide" (p. 30). This quotation points out how it is perceived when we incorporate with learners L1 and the common false beliefs in terms of integrating mother tongue in language classrooms.

This study is noteworthy for both its pedagogical and theoretical implications. Considering theoretical background of the study, it is necessary to highlight that code switching is mostly studied with high school or university students around the world (Bista, 2010; Bismilla, 2010; Schweers, 1999; Büyükyazı & Solhi, 2011; Alenezi, 2010; Meij & Zhao, 2010; Storch & Wigglesworth, 2003). The focus of mentioned literature was on the perceptions towards L1 use in L2 classrooms of high school and university students. In Turkish context, target groups were secondary schools, which corresponded to high school level when the research was conducted, and university groups (Kayaoğlu, 2012; Moran, 2009; Şevik, 2007). Only when Eldridge (1996) conducted his research on code switching in Turkish context, secondary school consisted of sixth, seventh and eighth grades. Thus, it involves one of the three grades that I have studied with. Overall,

this study is significant because of its participants as it focuses on primary school students' perceptions towards use of mother tongue in language classrooms.

In terms of its pedagogical implication, this study aims to help language instructors and teacher trainers be aware of the purposes when they switch to learners' mother tongue. Moreover, with the help of this study, teachers will be more conscious about using code switching in their classrooms despite the possible pressure deriving from the school authorities and parents. Such study is critical to enhance their self-confidence as they will be able to find some real life examples and experiences that they can easily relate with their own teaching experiences.

1.7 Operational Definition of Key Terms

Code switching: Myers-Scotton (2006) offers a general definition of the term by stating "the use of two language varieties in the same conversation" (p. 239). In this study, we will refer to this term mainly when the teacher switches from target language to learners' mother tongue.

Learning Style: This term refers to different tendencies that people have and use to get and store the information. Berry and Settle (2009) gives a definition in his article by stating "Learning styles refers to the different ways that people process and retain information".

Teaching Approach: According to Richards and Rodgers (1986) "approach" refers to "theories about the nature of language and language learning that serve as the source of practices and principles in language teaching" (p. 16). Harmer (2007) adds another statement to this definition as "an approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning" (p. 78).

Teaching Method: Harmer (2007) defines "method" as "practical realization of an approach" (p. 78). In other words, it is the application of an approach in the classroom with its lesson procedure and teaching techniques.

Chapter 2: Literature Review

2.1 Overview

Code switching has been a popular area of research for researcher recently. The most recent literature deals with the solely perceptions of learners (Al Sharaeai, 2012; Kavaliauskiene, 2009), of teachers' perceptions (Floris, 2013; Kayra, 2013; McMillan & Rivers, 2011; Ford, 2009), of both teachers' and learners' perceptions (Taşkın, 2011; Carless, 2008) and of functions of switching to mother tongue (Forman, 2012; De La Campa & Nassaji, 2009; Meyer, 2008). Research on code switching aims to illuminate its methodological value in language classrooms.

Non-native instructors do not hold clear ideas about the functions of code switching, thus, they use their pedagogic instincts in terms of using learners' mother tongue and they need to be more aware of the functions and circumstances of L1 use (Moran, 2009). On one side there is their pedagogic knowledge about ignoring learners' mother tongue and create an L1 free learning environment (Cook, 2008; Macdonald, 1993); on the other side a huge literature suggesting that mother tongue can be used as a facilitating tool to teach a language (Rayati, Yaqubi, & Harseisani, 2012; Al-Harbi, 2010; Osswald 2010; Eldridge, 1996).

The purpose of this chapter is to demonstrate different definitions of code and switching as well as their functions in language learning classrooms. In order to better understand the historical process and current situation, teaching methods and the use of L1 in these methods are underlined. The chapter finally highlights the existing studies in the educational field; either advocating or rejecting the use of L1 in language learning settings.

2.2 L1 Use in Language Teaching Methods

Grammar Translation Method focused mainly on learners' mother tongue as the aim was based on translation activities between the target language and mother tongue. As Larsen-Freeman (2000) points out, the message of the target language is provided directly by the mother tongue and mostly the mother tongue is used in the classroom

whereas learners are expected to produce language in the target language. However, this method was criticized because learners were unable to use the language when they needed. In other words, as Brown (2000) points out, this method was rejected for doing "virtually nothing to enhance students' communication ability in the language" (p. 16).

With the disappearance of Grammar Translation Method, methods in which L1 was completely rejected, Direct Method and Audio Lingual Method appeared. Especially Direct Method was totally against using L1 in classrooms. Learners were expected to think and produce in the target language. According to Larsen − Freeman (2000), the two different language systems were not compared or contrasted as it was believed that this would cost L1 interference. Therefore, learners' native language was ignored in the classroom.

Bilinguals and English monolinguals believed that using L1 would prevent learners from thinking in the target language and interfere with the language production (Lee, 2010). On the contrary, Contrastive Analysis Hypothesis (CAH) rejects the fact that integrating L1 into classroom causes interference and makes learning difficult for learners. Instead, it supports that the problems that learners have during the learning process can be predicted and the curriculum can be designed accordingly. It was accepted that CAH helped learners figuring out the problematic parts of the target language. However, contrary to the expectation, what was expected the areas predicted to be problematic for students to learn were not difficult.

In his book, Krashen (1982) suggested the term "comprehensible input" which involves language forms and structures just beyond the learner's level of competence. He calls this $i + 1$, where "i" represents attainment level of the student and "1" represents the material just "beyond his competence level" (p. 66). This term supported the idea that learners could get the message even without their mother tongue as long as it is comprehensible. However, we need to underline the term "comprehensible". As long as teachers insist on using the target language without considering whether it is comprehensible or not, learning may not occur in such a context. Therefore, teachers' priority should be to make the input comprehensible either in L1 or L2. Similarly, Krashen (1981) brought the terms learning and acquisition to the literature and argued

that language should be acquired naturally and non-consciously rather than being learned consciously and in a more artificial way. Naturally, these new terms and views also ignored the use of mother tongue in language classrooms.

Cook (2001) proposed that "this anti –L1 perception was clearly a mainstream element in twentieth – century language teaching methodology" and it was quite normal and expected to integrate L1 in recent and latest teaching methods (p. 405). In time, views supporting "only-English" in classrooms began to be more flexible with Task-Based Approach and Community Language learning. Task- Based Approach aims to make students be exposed to maximum amount of target language without forbidding their mother tongue. Also, Larsen-Freeman (2000) mentions the mother tongue in Community Language Learning by stating that "The purpose of using the native language is to provide a bridge from the familiar to the unfamiliar."(p. 101). As the feelings of the learners are quite important in this approach, mother tongue is welcomed when they are expressing their feelings. Regarding Communicative Language Teaching, she supports that judicious use of learners' L1 is allowed in order to give learners the message that the target language is a tool for communication and it should be used in any circumstance that occurs in the classroom.

Pachler and Field (2001) state that there is not a certain link between the amount of target language used in teaching and learning the language successfully. They say "teaching in the TL (Target Language) does not automatically lead to learning the TL" and add that "There are occasions when TL use can become a barrier to understanding and, therefore, to learning" (p. 85-86). They argue that the language used in the classroom should be understood by the learners; otherwise, the amount of the TL makes no sense for them. Phillipson (1992) supports this view by suggesting that there are more important factors to make learning to occur such as text material, trained teachers, and sound methods of teaching than the amount of L2 used in classrooms. In other words, using only L2 in teaching does not guarantee learning target language.

Recently, "only-L1" perception has started to lose its significance and more importance is given to mother tongue and its benefits. According to Faltis (1990), New Concurrent Method in which balanced L1 and L2 use is the recent trend in language

teaching (cited in Jadallah & Hasan, 2001). Similarly, Nation (2003) suggests another approach named "The Balanced Approach". According to Nazary (2008), this approach accepts the importance of L1 but tries to maximize L2 in the classroom. In other words, the fact that L1 facilitates L2 learning has been recognized by recent approaches which give a balanced importance to both languages.

It is also important to state here that there is no best method in teaching a language, which "means that no single method is best for everyone." (Prabhu, 1990, p. 162). Prabhu (1990) explains this issue with several factors:

> The variations are of several kinds, relating to social situation (language policy, language environment, linguistic and cultural perceptions, economic and ideological factors, etc.), educational organization (instructional objectives, constraints of time and resources, administrative efficiency, class-site, classroom ethos, etc.), teacher-related factors (status, training, belief, autonomy, skill etc.), and learner-related factors (age, aspirations, previous learning experience, perceptions to learning etc.) (p. 162)

In addition to these numerous factors affecting classroom dynamics, Freeman and Johnson (1998) discuss the teacher-related factors:

> Teachers are not empty vessels waiting to be filled with theoretical and pedagogical skills; they are individuals who enter teacher education programs with prior experiences, personal values and beliefs that inform their knowledge about teaching and shape what they do in their classrooms. (p. 401)

To sum up, this part of the chapter displayed how the importance of the mother tongue emerged, disappeared and recently has started to have contributions in language teaching with the approaches balancing the use of L1 and L2. It is clear that neither neglecting the mother tongue completely nor integrating it totally in language classrooms has been then ultimate way of language teaching.

2.2.1 Reasons why L1 is rejected in Classrooms. Auerbach (1993) reviews the periodic change of L1 use in L2 classrooms. The main reason why classrooms changed into monolingual (English-only) from bilingual (target language with mother tongue) is that GTM was quite well at written works with translation when the importance was given to written forms of the language. However, things changed when more importance was given to listening and speaking, and it was recognized that GTM was not sufficient at improving these communicative skills.

Atkinson (1987) discusses why mother tongue is rejected completely. One of the reasons is that associates people translation with the Grammar Translation Method and total rejection of the mother tongue was "a case in which the baby was indeed thrown out with the bathwater" (p. 242). Second reason is about the influence of Krashen's (1981) learning and acquisition differentiation in which learning is not favored much but acquisition (L1 free environment) is encouraged. Third reason is a backwash effect of the native speaker teachers who have been trained by the native speakers and the teacher models what he/she has in his/her mind. Last point about the present situation of code switching is "the truism that you can only learn English by speaking English" (Atkinson, 1987, p.242). Atkinson (1987) believes that L1 should not be rejected completely in the language classrooms. In 1987, Atkinson is an example of the first attempts of integrating mother tongue in language classrooms with a little percentage like "5%".

There is one more reason uttered by Miles (2004) about the change of the language of instruction in classrooms. The Makerere report in 1961 further reinforced the idea of using only English at schools. From this report, Phillipson (1992) identified five basic beliefs which were not only practiced but also taken as the "truth":

1. That English should be taught in a monolingual classroom.

2. The ideal teacher should be a native English speaker.

3. The earlier English is taught, the better.

4. The more English used in the classroom during lessons, the better.

5. If other languages are used, English standards will drop. (p. 185)

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First tenet accepts English as a sole means of communication in English classrooms. It also gives the message that English is only learnt through English. It puts pressure on the teacher that using L1 in a language classroom is something shameful. In other words, first tenet totally ignores the learners' background as well as their mother tongue and aims to create such an artificial atmosphere implying that each individual is the same in terms of their culture and background. Second tenet emphasizes the importance of learning the language from its first source, a native speaker of English. Native speakers serve a modal for language learners; they show how they are supposed to use the language. Native-like accent, pronunciation and target culture gain importance thus, language teachers are expected to meet mentioned needs in the teaching field. Third one reinforces the idea of providing learners L1 free classrooms by going one step further and adding that they become better language speakers when they start learning it in their early years. Phillipson (1992) mentions some consequences of beginning to learn English in the early years. He discusses that this tenet is acknowledged in the Makerere Report (1961) to "…consolidate English at the expense of other languages" and "…creating more jobs for teachers of English, and fewer for those who might specialize in other language" (p. 209).

Fourth point of the report focuses on the quantity of the language used in classroom. This tenet suggests that the more the learners are exposed to the language, the easier they will learn the language. However, Phillipson (1992) asserts that there is not a scientifically proven link between the quantity of the language and learning. Last tenet highlighted above again focuses on the extensive use of English with the aim of not letting the other languages gain importance so that the dependence to English will continue.

Tenets that are mentioned above may sound weird now in such a global world. However, during those days, overvaluing English was the main focus of that report. As we consider the tenets argued above, it is easy to recognize that it is aimed to create a superiority of English globally over other languages and to ignore the place of leaners' mother tongue in the classroom. Accordingly, the objective is to create "mother tongue free" classrooms by limiting or eliminating the possibility of communication in learners'

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mother tongue. Phillipson (1992) uses the expression "anglocentric" to the perceptions and beliefs that created the list above (p. 215). Moreover, via this report, native English speakers are more valued than English teachers of any other languages.

Another reason of this change is the mass migration and colonization of people. Teachers were not the only people not sharing leaners' mother tongue, but also students did not share each other's L1 in a classroom. According to Hawks (2001), classrooms are no longer full of people sharing the same mother tongue after the mass migration and colonization; they were in classrooms with classmates with different mother tongues and backgrounds. Thus, for teachers, L2 is the only way of teaching and communicating with learners.

Harmer (2007) adds another reason of ignoring mother tongue in classrooms which is related to colonization and mass migration. He states that the views encouraging L1 free classrooms stem from the training of native teachers who have to teach the language before they are competent enough to communicate in the classroom's or that region's mother tongue.

Cook (2001) puts forward three reasons why mother tongue has been avoided in language classrooms. First reason is to expect L2 learning to occur just like L1. In other words, since L1 learners have no other language while learning, L2 learners should not rely on any other language. Second reason is the language compartmentalization which means keeping the two language systems apart from each other. In short, "L2 learning should happen solely through the L2 rather than being linked to L1" (p. 407). Last reason is the second language use in the classroom. According to this principle, learners should be exposed to as much L2 input as possible by avoiding the L1 and using the target language as the only tool for communication. He concludes by arguing that we need to differentiate L1 and L2 learning processes since L2 learning is not the same as L1 acquisition process and does not follow the same path.

As the last reason, it can be stated that target language was encouraged in learning environments; the teacher could be the person of the authority (Phillipson, 1992, p.188). Besides, for teachers, using only the target language reduces the risk of

having the same means of discussion and conversation with the learners. Thus, the teachers would still be the only person who controls the conversation and communication in class.

2.3 Definition of Code and Code switching

Before defining code switching, it is necessary that we define "code" with its sole use in the literature. According to Wardhaugh (2010), code is a "neutral" term and it can be used "to refer to any kind of system that two or more people employ for communication" (p. 84). He defines code switching as "switching from one code to another or to mix codes even within sometimes very short utterances and thereby creating a new code" (p. 98).

According to Gumperz (1982) code switching is defined as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems of subsystems" (p. 239). Similarly, Muysken (2000) defines code switching as "rapid succession of several languages in a single speech event." (p. 1). With a brief definition, code switching is an "alternation between two (or more) languages" (Eldridge 1996, p.303).

However, in language teaching field, definitions can be narrowed down to only learners' L1 and the target language. In parallel with this view, Arnfast and Jorgensen (2003) give a definition related to language teaching and limit code switching with L1 and L2: "Code switching is a term that covers the learner's conscious use of mother tongue material in L2 context" (p. 25). In other words, it is the action that learners switch to L1 when they are speaking in L2 and then they surely switch back to their L2. Cook (2008) also has a clear definition of code switching in terms of "Code switching by second language users". He puts forward a similar definition of the term and states that code switching is "going from one language to the other in mid-speech when both speakers know the same two languages" (p. 174).

In order to explain the process of code switching in time, Duran (1994) states that CS was not considered as a strategy. She states that "traditionally code-switching was seen and still is seen by many as a random process that could be explained by

interference" (p. 4). However, recently, it is regarded as one of the main strategies used in language classrooms (Sert, 2005) As long as learners and the teacher share the same mother tongue, it is difficult to conduct an L1-free lesson, thus, instead of trying to ban the mother tongue use in classrooms, its functions need to be examined deeper and necessary suggestion for application should be provided..

2.4 Reasons and Functions of Code switching of L1 Use

Cook (2008) argues that it is normal to accept the existence of the two languages in the classroom and there is nothing wrong in switching between the two. He claims that code switching has a significant role in language learning and banning it means restricting the learners. On the contrary, teachers need to widen learners' horizons by using code switching strategies so that they become fluent bilingual speakers. He also emphasizes that code switching is not about lack of proficiency in language but is one of the communication strategies. According to Cook (2008) the reasons for code switching are as follows:

1. Reporting someone else's speech
2. Interjecting
3. Highlighting particular information
4. Switching to a topic more suitable for one language
5. Changing the speaker's role
6. Qualifying the speech
7. Singling out one person to direct speech at
8. Ignorance of a form in one language (p. 176)

Ferguson (2009) also lists the functions of code switching:

a) Constructing and transmitting knowledge: This function refers to the aim to make sure whether learners got the message or not. It can also be used to clarify the meaning of L2 via L1.

b) Classroom management: Teachers express their feelings and ideas better in learners' mother tongue when there is a management problem or a praise. Here,

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the aim is not to assess if the learner can understand L1 or not, but it is to transfer the intended message via L1.

c) Interpersonal relations: Language learning is not a formal context as learners need to trust the instructor and feel self-confident in the classroom to be ready to learn. Learners may not have the necessary amount of language to express their ideas and feeling and they should not feel that they are limited with their proficiency level in terms of building interpersonal relations. When teachers and learners try to build a rapport with each other, it is quite expected that they switch to L1.

Cook (2001) is among the ones suggesting some uses of the mother tongue. He, with the ideas below, stresses the importance of teachers' ability to integrate L1 in their lessons and to use it systematically with a purpose:

a) To provide a short-cut for giving instructions and explanations where the cost of the L2 is too great.
b) To build up interlinked L1 and L2 knowledge in the students' minds
c) To carry out learning tasks through collaborative dialogue with fellow students
d) To develop L2 activities such as code-switching for later real-life use (p. 418)

Another list which focuses on functions of L1 use is provided by Polio and Duff (1994). They identify eight common areas where mother tongue is used: classroom administrative vocabulary, grammar instruction, classroom management, empathy/solidarity, practicing English, unknown vocabulary/translation, lack of comprehension, interactive effect involving students' use of English. Classroom administrative vocabulary use was the most frequently used situation in their study. For instance, important school or classroom issues such as; an upcoming exam or worksheets are usually crucial for learners. Thus, teacher code switches because it is vital to convey such important messages to learners.

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After observing language teachers in England, Macaro (1997) lists the functions of L1 use during the teaching process. He witnessed switching to mother tongue:

a) to give instructions related to activities: When teachers realize that they are trying in vain to explain an activity in the target language, they switched to learners' mother tongue to guarantee the transfer of message.

b) to translate and check comprehension: Some teachers used L1 to save time as explaining things in the target language took lots of time and effort.

c) to give individual comments to students: While learners were on task in pairs, teachers walked among the desks and gave individual comments.

d) to give feedback: Teachers gave feedback in students' own language as giving feedback in the target language to learners who are not competent enough to understand it is not realistic.

e) to maintain discipline: Usually, when the teacher uses MT (Mother Tongue)in classrooms to warn learners, it makes students realize and feel that something really serious is going around. That's why; teacher used MT to warn their students.

Cook (2001) has a similar list explaining in which circumstances L1 use is acceptable: to convey and check meaning of words or sentences, to explain grammar, to organize tasks, to maintain discipline, to gain contact with individual students and to test learners. However his research does not only investigate teachers' perspective, but also looks deeper at where learners need MT most. From learners' perspective, translation is needed a lot. However, as long as translation is not regarded as sole translation, it is welcomed for communicative purposes.

In this sense, translation has other functions as Kavaliauskiene (2009) points out. She quotes from Ross (2000) that it develops three qualities in language learning: accuracy, clarity and flexibility. Hence, it is possible to use translation as a teaching tool in classrooms. It can reveal the similarities and differences between L1 and L2 easily. According to Ross (2000), when learners can identify the similarities and differences between the two languages, then interference is more likely to be decreased.

Kavaliauskiene (2009) advises teachers to be careful and critical about L1 use and expose learners as much English as possible.

Nation (2003) also argues that L1 use is a quick and familiar way of conveying the message, and its facilitating role and benefits should be recognized.

Butzkamm (2003) puts forward some reasons why L1 should be used as a tool in classrooms and lists ten reasons. One of the reasons argues that sometimes it may not be enough to use visual aids, board work or picture cards. They may prevent learners from making the correct associations in their minds. He provides an example with a textbook sentence "Look at the sky, it's going to rain" (p. 31). Although teachers feel that there is no problem in understanding the word "sky", half the class associated "sky" with "cloud" in their mind as "cloud" also fits in the context perfectly. Especially in contexts where more than one concept is possible, misunderstanding is inevitable. In such cases, code switching can maintain lesson flow; prevent misunderstanding and loss of self-confidence as a consequence.

The study of Low and Lu (2006) investigated the use of code switching in the home setting, school setting and leisure activities. They conducted their research with 160 teachers and students from some secondary schools in Hong Kong via a questionnaire and personal interviews. The results showed that there are numerous communicative purposes of code switching in bilingual contexts. As expected, despite the fact that the Hong Kong SAR government forbids the use of mother tongue in schools, teachers and students continue to use it with a minimum amount in classrooms as they feel the need of it and as it facilitates communication. Last but not least, code switching can also integrate some humor and save embarrassment in a society.

In a Turkish context, Üstünel and Seedhouse (2005) examined the relationship between the pedagogical focus and language choice in the environment of language teaching and learning. The data were collected from six lessons of beginner classes at a Turkish university. Both video and audio recorders were used to record non-verbal communication patterns as well. The findings of this study were quite specific in terms of functions of code switching. First, the teachers switched to L1 when there was no

response from the students after a pause of more than one second. In that case, the teacher had to use L1 to continue the conversation. Second, the instructor code switched to encourage learners to produce the target language. Last, the teachers used learners' mother tongue when there was a procedural trouble or difficulty in understanding the instructions.

In the Chinese context, Jingxia (2010) examined the perceptions of the teachers and the functions and influence of code switching to L1 in language classrooms. Sixty teachers and 261 students from three Chinese universities were involved in the study. Classroom recordings and two questionnaires were used. The study reveals that L1 exists in L2 classrooms. In addition, most of the teachers (80%) and students (66%) have a positive perception towards the instructor's use of L1. Learners' proficiency level is also a determinant in code switching as well as lesson contents and objectives and department policy. Some other functions of L1 are translating vocabulary, explaining grammar, managing class and building close relation with learners. The author emphasizes that this findings are parallel with the ones of Levine (2003).

Auerbach (1993) also has a positive perception towards systematic and purposeful use of the mother tongue. She criticizes giving the message that only target language is allowed in language classrooms with some signals and penalty systems. She provides an example for one of the penalty systems that is also published in a TESOL publication. The author of that article from which the example is given suggests a fining system in which learners pay 25 cents whenever they use their mother tongue. Auerbach (1993) states that "L1 reduces anxiety and enhances the affective environment for environment for learning, takes into account sociocultural factors, facilitates incorporation of learners' life experiences, and allows for learner-centered curriculum development" (p. 8)

In order to investigate the functions of teachers' code switching within class and their perceptions towards it, Ibrahim, Haliza, Ahamad and Armia (2013) observed two English teachers during 2-hour lessons at an English medium public university in Malaysia. They interviewed the teachers and used questionnaires. The results of the study show that subject teachers are positive about code switching and more importantly

they code use some expressions such as, "lah" or "Insya Allah" subconsciously and they could not avoid using them in their speech. These markers made the speech more authentic for sides, teachers and learners. This finding supports one of the reasons for code switching mentioned by Cook (2008), "Switching to a topic more suitable for one language" (p. 176) and also overlaps with one of the functions mentioned by Ferguson (2009): interpersonal relations. Although, "Insya Allah" means "If God wills it" in English, they do not prefer to use it in the target language, as it sounds more appropriate in their own language.

Eldridge (1996) studied the functions of code switching in the Turkish context and supported that it is a tool to facilitate language learning when it serves to some pedagogical purposes. According to Eldridge (1996), students code switch due to one or some of the motivations as follows: equivalence, floor-holding, metalanguage, reiteration, group membership, conflict control and alignment and disalignment (p. 305-307). He identified teachers' goals and purposes of code switching. First, L1 use provides some short-term benefits but may hinder long term acquisition of learners. Second, if the teacher strictly forbids its use and ignores it completely, there may be some problems in second language learning process. Third, teachers should pay attention to their learners' needs as students' learning styles are different from one another: some strong learners may not need any code switching while some weaker ones need it. In each case, the teachers should consider their learners' needs and apply code switching accordingly.

In their study, Villamil and Guerrero (1996) examine what takes place between two L2 learners in revision of written texts with 54 intermediate ESL students. In terms of L1 use, it suggests that L1 helped students for making meaning of the text, retrieving language from memory, explaining and expanding content, guiding their action through the task, and maintaining dialogue (p. 60).

With its study investigating perceptions of learners and teachers and function of L1 use in a Chinese EFL context, Tang (2002) found that both students and teachers had positive perception towards integrating L1 in their lessons. The teachers suggested in the study that translation could be used for some words, complex ideas or even for whole

passages. It is also concluded that Chinese has a supportive and facilitating role in English learning classrooms.

A quite interesting study was conducted by Çelik (2003) with Turkish learners and it discussed how code switching was used to teach vocabulary as well as some techniques and benefits of it. He told a story in which there were some chosen vocabulary presumed to be unknown by the learners. A short example of the story is shown below so that we can understand its application easier:

OK, you know, every day so many people are killed on the roads. There are many reasons for this, of course. One of the reasons may be that the laws are very gevşek. Yes, that's right. We know that laws are really lax. This laxity is hard to overcome for many reasons. So this situation is a problem for yetkililer too. What can they do? I mean the authorities. Not much really. Because the authorities can only bring solutions using mevcut laws. But you see the existing laws are very lax… (p. 364)

By integrating them in the story in L1, he told a story about traffic accidents and asked the learners to discuss the causes of traffic accidents in pairs and write what they had discussed with their partners. Findings revealed that using L1 vocabulary in teaching L2 vocabulary did not hinder learning of new vocabulary as they never used L1 lexis during their tasks although they had some difficulties in spelling, syntax and usage. Although they were not told to use the new vocabulary in their tasks, they utilized them in their speech and writing pieces with correct use.

In his paper, Atkinson (1987) provided a list including the uses of code switching in language classrooms. Some uses of the mother tongue were eliciting language, checking comprehension, giving instructions, co-operation among learners, discussion of classroom methodology, presentation and reinforcement of language, checking for sense, testing, and development of useful learning strategies. However, he felt the necessity to underline the fact that overuse of L1 might have some discouraging results such as:

a. The teacher and/or the students begin to feel that they have not "really" understood any item of language until it has been translated.

b. The teacher and/or the students may oversimplify to the point of using crude and inaccurate translation.

c. Students speak to the teacher in their mother tongue when they are quite capable of expressing what they mean in the target language.

d. Students fail to realize that during many activities in the classroom it is crucial that they use only English. (pp. 243-246)

Supporting Atkinson (1987), Harmer (2007) also underlines the judicious use of L1 in L2 classrooms. He underlines the importance of providing the necessary amount of L1 for those who feel the need of it in some stages. He insists on using the target language during oral fluency activities but adds that the teachers can be more flexible in other pedagogical situations. In order to be able to keep the use of L2 at maximum, he provides some suggestions to the teachers:

Set clear guidelines: The learners need to know under which circumstances L1 is tolerable and accepted. For instance, the teacher and the learners can have a code of conduct and highlighting that L2 is more preferred during oral fluency activities while L1 can be permissible during other activities.

Choose appropriate tasks: The teachers are the ones who can observe their learners' proficiency level and their capacity. If the task is far beyond their proficiency level, it is unrealistic to expect them to use the target language.

Create an English atmosphere: In this context, English is suggested to be the classroom language as well as anglicizing the learners' names being influenced by Suggestopedia.

Use persuasion and other inducements: If especially in speaking activities, in which a large amount of L2 is expected, L1 is used intensely, the teacher can

stop the activity and underline the importance of code of conduct or create another persuasive approach to have them switch to L2.

Overall, the studies reviewed provide functions of L1 use, its benefits, and restrictions. Moon (2000) summarizes the advantages and disadvantages of using code switching in class as seen in Table 1.

Table 1

The Advantages and Disadvantages of Using English to Teach English (Moon, 2000, p.63)

Advantages	Disadvantages
It increases the amount of exposure pupils get to English	It can take a long time to explain things, even using gestures, etc. Pupils who are anxious to do the activity may lose interest or lose concentration.
It develops pupils' confidence in the language	Weaker or slower pupils may lack the confidence to believe they can learn through English, they may be frightened or put off to English.
It provides real reasons for using English to communicate, e.g. in giving instructions, getting information from pupils.	Teachers may have limited English or insufficient fluency in the language. They may give pupils incorrect models.
Much classroom language e.g. instructions, has a simple and repetitive pattern which can be picked up by pupils without them being aware that they are learning.	It may be very difficult to do any reflection on learning or discuss pupils' opinions about their learning in English because pupils have limited English.

It can motivate pupils to want to learn	For pupils who are not highly motivated, it may involve too much effort to try to understand.
It develops greater fluency, as pupils are encouraged to think in English from the early stages.	It may take longer to cover the syllabus.

Moon's (2000) summary shows that L1 free lessons may not be perfect contrary to what some school administrations or teachers think and believe. Both approaches have advantages and disadvantages. Therefore, it is teacher's task to analyze his/her classroom and balance the amounts of language, either in L1 or L2, to use in language classrooms. Teachers should consider both strong and weaker learners with their different learning styles and use both mother and target languages accordingly.

2.5 Views about Integrating or Rejecting the L1

Liu, Ahn, Baek and Han(2004) group the views on L1 use under two main groups: one advocating exclusive or maximal use of L2 and one opposing the L1 use. The following section will demonstrate various opinions and findings about the two mentioned views about language teaching.

2.5.1 Views against Integrating Mother Tongue in Classrooms. Although there is widely accepted positive perception towards bilingual education for language rights, a large number of ESL educators still encourage only-English view in language classrooms. Auerbach (1993) argues that it is "neither conclusive nor pedagogically sound" (p. 5). She also lists reasons why language used in foreign language classrooms should be L2 First, using language requires internalization and in order to help learners internalize the language, we need to create learning environments in which they will be exposed to English.

She argues that there is no sense in using mother tongue of learners as grammar-translation method was "widely discredited" (p.13). In addition, she stresses the effect of immersion programs on learner's becoming bilingual: If it is possible to have bilingual

speakers where they talk and hear in the target language, then why should we integrate mother tongue in classrooms?

In literature reviewed, some of the supporters of using intense amount of L2 and avoiding the use of mother tongue as much as possible in language classrooms are, Duff and Polio (1990), Krashen and Terrell (1988), and Gouin (1892). In his book, Gouin (1892) advocates the acquisition process of the target language with his following words:

"The child in the family only does and only hears exercises in the language he is studying. Does he succeed or no in learning the language there spoken? If yes, it is because the process is a good one: we must preserve it" (p. 142).

With this quotation, it is clear that only L2 is encouraged for successful language learning. L1 is regarded as a barrier that blocks L2 acquisition. According to him, a good command of the target language can be gained through excessive and continuous exposure to it. Cook (2001) agrees with him by stating that if a child acquires his or her mother tongue perfectly without any other language assistance only by being exposed to it, then classrooms should be designed by taking the characteristics of L1 acquisition into consideration. He adds two more arguments about insisting on having L1 free classrooms. He argues that as languages are distinct systems, two language systems should be kept apart and should not be linked to each other. Last argument is to insist on the use of target language so that learners will hear enough language, thus learning will occur. Even using L2 for social interactions about the weather or experience or the previous day's game will be beneficial for learners and they will think that it is not only a language to teach or learn, but also a tool for communication.

In their book *"The Natural Approach"* (1988), Krashen and Terrell point out a similar belief and they discuss that it is necessary to minimize L1 use as much as possible since they acknowledge that learning a foreign language is a natural process just like learning one's mother tongue. According to them, using L1 and thus conscious monitor makes learning "not natural" since language should be acquired non-

consciously. Thus they do not expect early learners to produce the target language (p. 60).

Similar to what Cook (2001) stated above, they also discuss that foreign language is acquired just like one's mother tongue. A learner should have two different language systems to fully acquire both. In order to help learners acquire the language rather than learning, the input should be comprehensible and it should be enriched by various associations such as gestures, Total Physical Response (TPR), visuals and actions. By means of these associations, learners will get the message without any use of mother tongue.

Turnbull (2001) expects learners to be exposed to target language (input) as much as possible since the teacher is the only source of the valuable input while learning a language. He adds that "it is crucial for teachers to use the TL as much as possible in contexts in which students spend only short periods of time in class on a daily basis, and when they have little contact with the TL outside the classroom" (p. 535).

Similarly, Macdonald (1993) supports that overuse of mother tongue may interfere with learners' language learning as there are not many experiences and situations in which they can figure out how the language system works and what the message is. Teachers should give learners some opportunities to help them realize how the language works. Switching to the L1 to explain what the teacher has said to learners is "unnecessary and undermines the learning process" (cited in Üstünel & Seedhouse 2005, p.305)

Correspondingly, Duff and Polio (1990) believe that maximum amount of L2 should be used in the classrooms as classrooms are the only places where learners benefit from in terms of input and the language they are required to acquire adding that "the quantity of L2 input is especially important" (p. 154). They argue that the percentage of FL in classrooms depend on teachers' background and proficiency. The more the teacher uses L1 in lessons, the more learners tend to use it. Other factors that affect the amount of the mother tongue are language type, departmental policy/guidelines, lesson content, materials and formal teacher training (p. 161). They

also state some pedagogical implications to maximize the use of target language. Instructors are advised to use techniques below when they avoid the use of L1. Some of these implications are stated below:

Make input comprehensible through verbal modifications.

Make input comprehensible through nonverbal means.

Have classes videotaped for self-evaluation.

Establish an L2 only policy for the teacher from the start.

Establish a brief period when teacher and students can use L1 to clarify material from lesson.

Let the students speak L1 when necessary.

Stress that all language need not be comprehended.

Explicitly teach and then use grammatical terms in the L2.

Provide supplementary grammatical material in L1 (p. 163-164).

Instead of switching immediately to mother tongue, we need to give the message that they do not need to understand every single word when they are on a listening or reading activity. If they have to understand an unknown part, again, this is not an excuse for switching to MT. It is teacher's responsibility to give more chances to learners to understand the item via paraphrasing or repeating it in different contexts.

In his paper, Cole (1998) mentions the activities during which L1 should be avoided although he supports the use of it in the other areas. According to him, it is improper to switch to L1 during speaking activities unless the learners are too frustrated to be included in the activity. In the same way, listening activities can be conducted in only L2 if the instructions are clear enough and the activity does not include some culturally unfamiliar content. As expected, pronunciation activities are advised to be in the target language if there is no need to explain abstract vocabulary.

Harbord (1992) discusses the rights and wrongs of L1 use in L2 classrooms. He argues that switching to L1 to save time or to make teachers' and students' life easier is not appropriate and it is not what we should understand with the benefits of code switching. Code switching should be used as a strategy to "provoke discussion and

speculation, to develop clarity and flexibility of thinking, and to help us increase our own and our students' awareness of the inevitable interaction between the mother tongue and the target language that occurs during any type of language acquisition" (p. 355)

2.5.2 Views supporting mother tongue in classrooms. Recently, there is a tendency towards integrating mother tongue into classrooms supported by a vast of research in the field. However, this tendency is not widely accepted and applied among language classrooms. Current teaching approach is criticized by Butzkamm (2003) with the following comment: "It looks as though the so called direct method, now operating under the new banner of the communicative approach, has triumphed" (p. 29). He emphasizes that there is nothing new in the way of language teaching, also of using mother tongue in classes even after numerous different teaching approaches. He suggests that with the help of L1, the performance of learners will increase with the help of 10 statements listed below:

1. The FL (Foreign Language) learner must build upon existing skills and knowledge acquired in and through the MT.
2. Ersatz – techniques for meaning conveyance function less well than the MT and can even be harmful.
3. MT aids make it easier to conduct whole lessons in the foreign language. Pupils gain in confidence and, paradoxically, become less dependent on their MT.
4. MT aids can promote more authentic, message – oriented communication than might found in lessons where they are avoided.
5. MT techniques allow teachers to use richer, more authentic texts sooner. This means more comprehensible input and faster acquisition.
6. Bilingual techniques allow teachers to bypass the grammatical progression of textbooks. No postponement of subjunctive.
7. We need to associate the new with the old. To exclude MT links would deprive us of the richest source for building cross – linguistic networks. No quarantine for MT cognates and related works.

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8. It is not possible to avoid interference, but it can be greatly reduced.

9. Paradoxically, the counter – productive haphazard use of the mother tongue may be an unwanted side – effect of the doctrine of monolingualism.

10. All newly – acquired FL items have to sink roots in our minds which are eventually deep enough for the items to function independently of the MT. (pp. 31-36)

Atkinson (1987) demonstrates the importance of mother tongue by stating "I feel that to ignore the mother tongue in a monolingual classroom is almost certainly to teach with less than maximum efficiency" (p. 247). He also supports that using learners' mother tongue is a humanistic approach in classrooms. We need to identify the learners who are stuck at a point in a lesson and cannot move forward as long as the point is not clear in their mind. At that point, teachers can switch to pupils' mother tongue to solve the existing problem.

Cook (2008) states that it is not right to see L1 and L2 learning process identical and adds it is not possible to ignore the existence of L1 while learning L2. Learning a mother tongue is different from learning a foreign language as people already have a language system in their mind when they learn a second one. He continues and points out "Our beliefs about how children learn their first language cannot be transferred automatically to a second language; some may work, some may not" (p. 13).

Nation (2003) identifies three areas in which L1 can be used for teaching purposes. With meaning focused tasks, L1 can be used in small groups for discussion before a writing activity beyond their language level. Therefore, even the weakest learner can be involved in the activity. In language focused tasks, especially in vocabulary teaching, picture and word cards can be accompanied by learners' mother tongue and this can prevent the problems that are likely to occur. Last context is to help students develop fluency. As fluency is difficult to occur with beginner learners, it might be necessary to make learners familiar with the material such as newspaper articles, short texts or TV news reports so that they can try to produce the language.

Investigating L1 use in terms of different tasks –dictogloss and jigsaw – Swain and Lapkin (2000) led a study with 22 pairs of grade 8 French immersion students. There were two classes for two different tasks. Dictogloss activity provided an oral stimulus while jigsaw task was supported with materials. Learners were expected to write a story in pairs after each task. Results showed that learners used more L1 during writing a story after the dictogloss activity as they only listened to it and had to understand in order to write about it. However, learners who are assigned to write a story after jigsaw activity needed less to their mother tongue as the task was accompanied and supported with pictures. Moreover, lower-achieving students needed to use L1 more in dictogloss task than in jigsaw task. This result also suggests that task level is also affects classroom language.

Contrary to opponents, there is much research conducted about learners' perceptions towards teacher's using mother tongue in the classroom and its common functions. Some of the researchers who advocate the beliefs mentioned above are Atkinson (1987), Auerbach (1993), Carless (2008), De la Campa & Nassaji (2009), Forman (2012), Jadallah, and Hasan (2011), Kayaoglu (2012), Kavaliauskiene (2009), Meyer (2008), Schweers (1999), Şevik (2007), Pei-Shi (2012), Timor (2012).

In his research, Schweers (1999) recorded lessons of different levels and questionnaires were given to teachers and students for their perceptions towards using mother tongue in English lessons. Findings of this study shows that 88, 7 % of the student participants felt that their mother tongue, Spanish, should be used in their English classes. 86 percent of the participant students would like Spanish to be used to explain difficult concepts. Also, this research suggests that learners expects teachers to use mother tongue to help them feel more comfortable and confident, to check comprehension and to define new vocabulary items. In brief, this study highlights that mother tongue should be used to some extent.

Furthermore, de la Campa and Nassaji (2009) examined the amount of L1, the purposes of, and the reasons why L1 is used in L2 classrooms with 1 experienced and 1 novice teacher in a German conversation university courses with 12 weeks of video and audio recordings of classroom samples as well as instructor interviews and stimulated

recall sessions. The results of this study demonstrated that both instructors used noticeable amount of L1 in their classrooms. They used learners' mother tongue for both learning purposes and making the learning environment more enjoyable. Only their purposes of using L1 differed from each other. The experienced teacher used L1 for translations, activity instructions and personal comments while novice teacher used L1 intensely for translating words from L2 to L1.

Carless (2008), in his research, focuses on students' use of mother tongue with an interview study with teachers and teacher educators. In his study, he organizes findings under four main themes derived from the interview data: Classroom interaction, perspectives on MT use, strategies for encouraging use of the TL and relevant implications for teaching methodology. He concluded that "Use of the MT does seem to be a humanistic and learner-centered strategy, with potential to support student learning, but at the same time involving a risk of failing to encourage TL practice and communication." (p. 336). He supports that there should be a balanced and flexible way of using mother tongue in classrooms.

Ferrer (2011) conducts a research to investigate students', teachers' and teacher trainers' perceptions on role of L1 in terms of checking comprehension, grammar work, scaffolding of the learner's language production and pair / group work. The participants were in three different proficiency levels: beginner, intermediate and advanced. The results of his study recommend that judicious use of MT is welcomed with grammar work. Most of the teachers were opposed to using L1 in classrooms and supported to use other ways to make the message clear. However, teacher trainers agreed on comparing two language systems when focusing on grammar. From the students' perspective, beginner and intermediate level learners argued that mother tongue was needed in classrooms while dealing with grammar. On the other hand, advanced level learners were reluctant with it.

Miles (2004), in the first part of his study, had Japanese prep class students as participants who were being taught English in England where English-only policy was widely accepted as institution. In the first part of his study, he had three classes. In one of the classes, the teacher could not speak any Japanese and believed that L2 could be

learnt in a monolingual way. Even learners were not allowed to use their mother tongue among themselves. The second class was being instructed by, again, a teacher who did not have a command on Japanese. However in the second classroom, learners were allowed to use their mother tongue although the teacher had no idea about what they were talking about. In the last class, the teacher could speak Japanese and were using it to clarify new vocabulary and grammar as well as to explain instructions. When pre-tests and post-tests were compared, it was obvious that in terms of their oral skills, learners in the third class where the teacher used Japanese in lessons were better than the other two. The learners agreed that L1 use created a relaxed atmosphere in which they felt secure even when they made mistakes because they knew that they could switch to their mother tongue when they needed to.

In the second part of the study, four lessons were conducted, two of them were assisted by learners' L1 and the other two lessons were only taught in English, without any Japanese. When exam results were compared by pre-tests and post-tests, it was obvious that in both lessons where L1 was permitted, learners improved relatively high compared to the mother tongue free lessons. Miles (2004) concludes that L1 use did not hinder L2 learning, on the contrary facilitated learning process.

Timor (2012), in his study, focuses on the examination of English teachers' perceptions and ways of implementing the MT in EFL teaching in elementary and secondary schools in Israel. Findings demonstrate that teachers' perception towards using mother tongue in the classroom is positive. They use mother tongue mainly for structures that do not coincide with structures of English. Another area in which they prefer switching to L1 is vocabulary teaching. They also make use of their mother tongue when they explain the relationship between language and culture (i.e. teaching the idioms). A small number of teachers use Hebrew in their classroom management. He, in his study, demonstrates a figure showing "The continuum of use of MT in foreign language (FL) teaching.
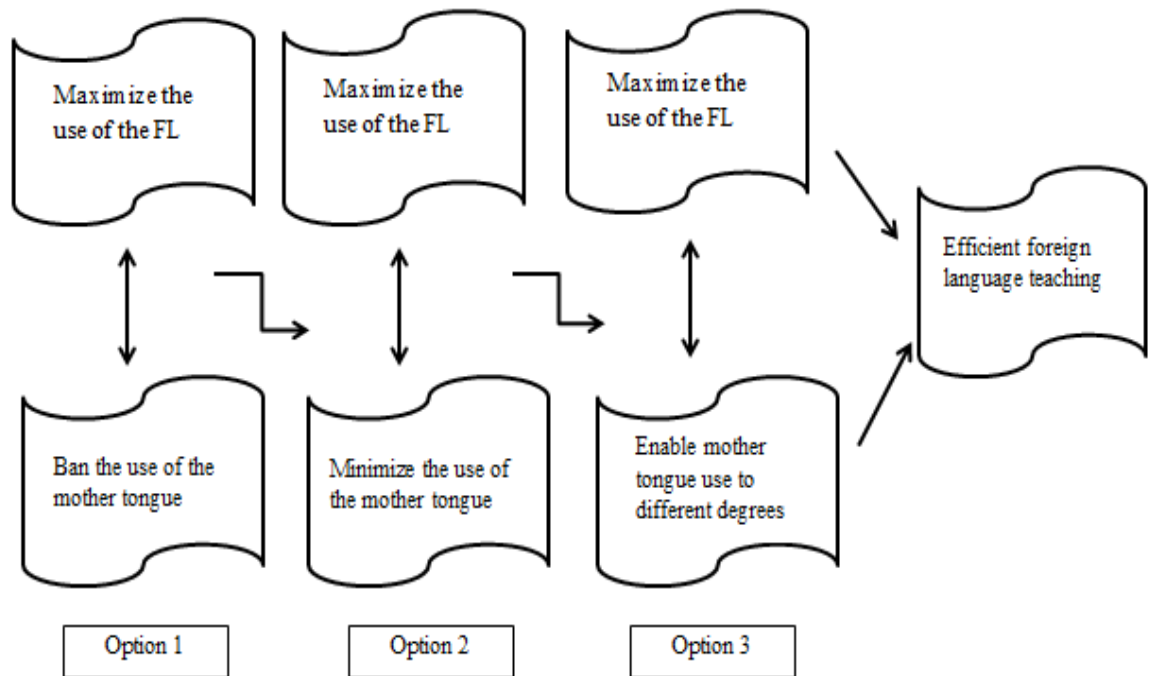
Figure1: The continuum of use of the MT in FL teaching. From "Use of the mother tongue in teaching a foreign language" by Timor, T. 2012, *Journal of Language Education in Asia*. 3 (1). pp 7-17

Similarly, Cook (1999, 2001) advocates the belief that L1 use in the classrooms has a facilitating function in the classrooms and he claims that grammar can be explained via L1 as the message is conveyed more effectively. Also, it is a tool for classroom management. In other words, it is a strategy that the teachers can make use of in different situations (cited in Momenian and Samar, 2011)

Cianflone (2009), in his review, compares and contrasts studies and finds that the interviewees students and teachers switch to L1 when they explain grammar, vocabulary items and difficult concepts when they check general comprehension. The study also concludes that teacher's judicious use will increase students' motivation and will save time. (p. 3).

Kavaliauskiene's (2009) paper aims to examine students' perceptions of L1 use and the linguistic situations in which they prefer translation. A survey was given to

students to see their perceptions and the results showed that they relied on their mother tongue in English learning. However this need depends on their proficiency levels.

Another research conducted by Nazary (2008) reveals surprising findings about students' perceptions but concludes the research with an opinion similar to those who advocate L1 use in language classrooms. In the study, most students reported a negative view and rejected L1 use. However, not all the students at different levels showed negative perception towards the use of mother tongue. He supports that "our final goal should be to have students who are proficient L2 users rather than deficient native speakers" (p. 149)

One more study on learners' perspective of L1 use is conducted by Storch and Wigglesworth (2003). The study tried to illuminate students' perceptions towards integrating their mother tongue in language classrooms. While being audiotaped during their participation in tasks, they made use of L1 in task management, task clarification, vocabulary and meaning and grammar. After findings revealed certain results, they were also accompanied by interviews. General results and interpretations showed that learners felt the need of using mother tongue during more grammar-focused activities. In addition, learners were reluctant to switch to their L1 although they were allowed to. Storch and Wigglesworth (2003) interpret this finding as an advantage of allowing learners to make use of their L1 whenever they feel the need to. They highlight that this does not mean encouraging them to speak in L1 in lesson most of the time, but means that giving the freedom to use it when they need to makes them feel secure and more self-confident.

For the Turkish context, Şevik (2007) conducts a study about the functions of L1 use and the perceptions that students and teachers have towards its use. Findings of the study reveal that it does not interfere with language learning. On the contrary, it facilitates and helps both teaching and learning. Some functions mentioned in the research are that L1 should be used in explaining complex grammar structures, some words and expressions and when learners cannot move further in understanding the language and need a change in speech to facilitate their understanding.

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Kayaoglu (2012), in his research, concentrates on theoretical and practical use of L1 in language classrooms. The methodology of the research involved 44 teachers from Karadeniz Technical University (KTU) to conduct the survey with 35 item and 12 volunteer teachers from the same university for an interview to investigate the subject topic deeper. It reveals that teachers are conscious about using L1 in classrooms and the more they are experienced the better they employ it systematically in their teaching. The research also supports the idea that it can serve as an auxiliary tool for teachers and students as well as its pedagogic or linguistic choice.

Another study in the Turkish context is conducted by Sali (2013) and it investigates the functions of teachers' L1 use via 15 hours of audio-recorded observation in a secondary school with three EFL teachers. Observations are supported with semi-structured interviews. It is found that EFL teachers code switched for academic and managerial purposes or for maintaining social interactions. In general participant teachers had a positive perception towards integrating L1 in language classrooms.

So far, it was obvious that there has been a shift towards judicious use of L1. None of the research mentioned above suggests that learners' mother tongue should be the means of communication and cover most of the foreign language classrooms. As there are numerous ideas about the use of L1 in foreign language classrooms, it is not surprising to see different classroom implications and learner perceptions. What I believe is that as Turkey is an EFL context, it is very difficult for the learners to acquire the language and ignore their culture and mother tongue. This does not mean that L1 should be the main language of communication in the classrooms. On the contrary, we need to use target language as much as possible and to be aware of common functions of the mother tongue in the classrooms so that we can facilitate learning.

Butzkamm (1998) states that "the mother tongue does not take over but is a necessary conversational lubricant. Even if it was possible to banish it from the classroom, it could never be banished from the pupils' minds" (p. 95). It is more beneficial to accept the two language systems in classrooms and see the comparison between the two as a "normal psychological process that allows learners to initiate and sustain verbal interaction" (Storch & Wigglesworth, 2003, p.768). In the same sense,

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Schweers (1999) believes that the target language should be the main communication language in classrooms; however, he suggests that instructors can benefit from mother tongue's pedagogical and affective sides.

2.6 Some Suggestions to Increase the Amount of L2 in Classrooms

So far, it was obvious that most of the researchers advise instructors to communicate with learners in the target language without ignoring their needs and possible tasks and areas where they need some mother tongue assistance. This does not mean to encourage learners to use MT but to be aware of under which circumstances it is more acceptable to switch to MT and of being more conscious about its use. In other words, "we must keep in mind who code switch, when and where and for what purposes" (Butzkamm, 1998, p.96). Polio and Duff (1994) supports this view and argue by highlighting that "Consciousness-raising among teachers is important because they may not realize the extent to which they use English" (p. 323). In addition, giving the message to the learners that they can express their feeling and ideas if they are stuck with the target language and cannot move forward is vital to have a relaxing classroom atmosphere.

Edstorm (2009), in her paper, underlines the importance of awareness of classroom practice. She gives an example referring to Edstorm (2006) stating that during that study, she thought her estimated L1 use was around 5 – 10 %. However, after analyzing the recording, she realized that it was approximately 23%. This shows us the possible differences between what we think or believe and what we actually do. She suggests teachers some ways to collect data and reflect on their practice. One way is to record themselves by audio or video and to see their actual language choice. Another way is to keep journals after class about their L1 and L2 use in the lessons so that they can, later on, remember they reasons why they switched to MT. Final suggestion is to have learners' feedback as learners may have different perceptions towards language choices. For instance, very motivated learners may need immersion-like environment and insist on L2 use while students with lower proficiency may need more L1.

Polio and Duff (1994) agree that teachers should be aware of their practices in classrooms and apply modifications if necessary. For instance, if they are conscious about their excessive use of MT but do not know how to reduce it maybe they can be taught techniques and constructive communication strategies to use more L2 in lessons. Another approach can be to modify methodologies, materials and curricula in a way that teachers can use as much TL as possible in lessons.

According to Nation (2003) there are some reasons why learners use their mother tongue in language classrooms. Some of the reasons are low proficiency of learners, shyness in using the L2 or lack of interest in learning the target language. He lists some ways to increase the amount of L2 in language classrooms.

1. Choose manageable tasks that are within the learners' proficiency.
2. Prepare learners for tasks by pre teaching the language items and skills needed.
3. Use staged and graded tasks that bring learners up to the level required.

4. Get learners to pretend to be English speakers.

5. Make the L2 an unavoidable part of the task. Retelling activities, strip stories, completion activities, and role plays all require the use of the L2.

6. Repeat tasks to make them easier.

7. Inform learners of the learning goals of each task so that they can see how using the L2 will help them achieve a clear short term learning goal.

8. Discuss with the learners the value of using the L2 in class.

9. Get learners to discuss the reasons why they avoid using the L2 and get them to suggest solutions to encourage L2 use.

10. Set up a monitoring system to remind learners to use the L2. In group work speaking tasks this can involve giving one learner in each group the role of reminding others to use the L2.

11. Use non-threatening tasks. Learners can choose their own groups, the teacher can stay out of the groups, allow learners to prepare well for the tasks, don't use tasks that put learners in embarrassing situations, and choose interesting, non-threatening topics.

Chapter 3: Methodology

The overall research design of the study is presented in this chapter. Also, the research design, data collection instruments and procedures, participants of the study, and the analysis of the data are explained in a detailed way. Moreover, the reasons why certain research methods are chosen to conduct this research are also justified.

3.1 Philosophical Paradigm

According to Denzin and Lincoln (2011), while qualitative research focuses on "the socially constructed nature of reality, the intimate relationship between the researcher and what is studied. They seek answers to questions that stress how social experience is created and given meaning" (p. 8), quantitative research "emphasize the measurement and analysis of causal relationships between variables not process" (p. 8).

For this study, qualitative research was applied to collect data as the aim of this study, study group and context were more appropriate to qualitative study. Some of the characteristics of the qualitative research are listed by Hancock (1998) as follows:

a) Qualitative research is concerned with the opinions, experiences and feelings of individuals producing subjective data.

b) Qualitative research describes social phenomena as they occur naturally. No attempt is made to manipulate the situation under study.

c) Data are used to develop concepts and theories that help us to understand the social world.

d) Qualitative data are collected through direct encounters with individuals, through one to one interviews or group interviews or by observation. Data collection is time consuming.

e) The intensive and time consuming nature of data collection necessitates the use of small samples. (p. 2)

The features of qualitative study matched well with this study. I examined people's opinions, experiences, feelings and beliefs. Also, this study tried to illuminate

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research questions in the natural context of the participants, within their own learning/teaching contexts. The theories and concepts mentioned and questioned in this study were related to the social world. I collected data through three different data collection methods: interview, observation, and survey. Finally, a small group of people were studied in a longer period of time in their natural environment to understand and interpret the phenomena within the context.

Merriam (2009) gives similar definition for qualitative research in her book stating that "the purpose is to understand how people make sense of their lives and their experiences" (p. 23). In this sense, this study was also based on participants' ideas, beliefs and experiences thus, could be named as qualitative.

According to Guba and Lincoln (1994), a paradigm is a set of beliefs and shapes human's worldview. They assume that there are four paradigms: positivism, postpositivism, critical theory and constructivism. The basic belief and paradigm of this study is, more specifically, social constructivism (Creswell, 2012) as it is closely linked to the world which individuals try to understand. They have a big curiosity towards their social environment. According to Guba and Lincoln (1994), the ontology of constructivism is relativist as:

> Realities are apprehendable in the form of multiple, intangible mental constructions, socially and experientially based, local and specific in nature, and dependent for their form and content on the individual persons or groups holding the constructions. (pp. 110-111)

Considering the broad definition given above, data differ from one individual to another. There was not only one truth for this study. Personal experiences and beliefs valued most. I, as a researcher, the participants of the study and the readers can have different interpretations and contribute to the study with their own beliefs and experiences.

Moreover, in the nature of constructivism, the data can be gathered as the investigation proceeds since the object of research and researcher are interactively linked to each other (Guba & Lincoln, 1994). Again, this study collected data throughout the

investigation in an interactive way such as, interviews and observations. I could ask deeper questions related to "why"s and "how"s of their beliefs and practices on the study topic.

3.2 Research Design

Merriam (2009) discusses six types of qualitative research: phenomenological study, ethnography, grounded theory, narrative analysis, critical research and qualitative case study. This study makes use of qualitative case study research method as it fits well to the description of Creswell, Hanson, Plano and Morales (2007), who describe case study as a:

> qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time through detailed, in-depth data collection, involving multiple sources of information (e.g. observations, interviews, audiovisual material, and documents and reports) and reports a case description and case-based themes. (p. 245)

Regarding their definition of the term, this study involves the characteristics mentioned above. There is a case with a certain institution, its instructors and learners and study takes place there. In addition, data collection is not completed in one attempt, but completed over time with, again, some of the mentioned data collection tools: interviews and observations.

According to Merriam (2009), case studies are characterized as being particularistic, descriptive, and heuristic. This study is more particularistic since it focuses on a particular context, event or phenomenon. The case itself gains the primary concentration of the study.

Another categorization of case studies comes from Stake (2005) as being intrinsic, instrumental, and collective. Intrinsic case study is conducted when a research has an interest on a particular case and motivation is gained intrinsically. The aim is not about building a theory or create phenomenon at the end of the study but is about the specific case itself. Instrumental case study uses the case as a tool to generalize the findings and results of the study. In other words, case has a facilitative role on

generalizing the data. Finally, in collective case study, multiple cases are investigated and after collecting data, their similarities and differences are studied.

Considering these definitions, this study falls in first two categories: intrinsic and instrumental case study. It is an intrinsic case study since I was also an instructor in a private school and I wanted to investigate deeper how and why mother tongue is used in classrooms. This was my own curiosity on my teaching practice. Also, it was instrumental as the findings can affect other teachers and teacher trainers about the use of L1 in classrooms.

Overall, qualitative research methodology was the most appropriate one for having a deeper investigation on theoretical and practical assumptions in classrooms.

According to Brown (2001), credibility means "showing that a qualitative study was conducted in a way that maximizes the accuracy of identifying and describing the object(s) of study" (p. 242). In parallel with this description, I may highlight that this study included methodological triangulation as multiple data collection procedures are followed such as: questionnaires, interviews, and class observations. Furthermore, member checks occurred at some phases in this study as feedback from the participant group.

According to Brown (2001) questionnaires "are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (p. 6). In this study, respondents were interviewed both with Likert-scale and open-ended questions. Some advantages of using questionnaires are also mentioned by Dörnyei (2010). According to him, questionnaires save researchers' time, effort, and financial resources. They also help the researchers when it is almost impossible to collect data from hundreds of people in a short period of time. In other words, researchers can ask a large number of people to fill in the questionnaire as it is almost impossible and requires lots of time to have a face to face interview.

Wray and Bloomer (2006) also mention some advantages of questionnaires and agree to Brown (2001) for being able to reach people from different locations. Also, they

state, it is easier to categorize gathered data as the format is the same for all participants. They argue that it is best to accompany questionnaire with other data gathering tools such as; interviews, tests and observations. In this study, questionnaires are supported with observations and interviews.

3.3 Participants

A total number of thirty (30) students and four (4) experienced teachers from a private K-8 school in Turkey participated in this study. In this section, some background and educational information about the teachers and the head of foreign languages department as well as some details about the participant learners are provided.

3.3.1 The learners. Ten (10) students from each grade (second, fourth and seventh grades) were selected randomly and given the questionnaire. In order to avoid possible gender and age effect, voluntary students were selected accordingly.

Different grades were chosen for this study to see if there are any differences deriving from their age and level in classroom practice in terms of the use of mother tongue. As the study setting was a private K-8 school and the parents mostly have high income, 28 students out of 30 attended a kindergarten for at least a year and started learning English before the age of 7. Only one student among the mentioned 28 attended a state kindergarten school. In other words, most of the participants met English when they were quite young, thus, English-only instruction was not something new for them. Especially the younger ones, second grade learners, were quite used to "L1 free" policy. They did not ask teacher to switch to L1 even if they could not understand as they were expected to understand the message given in the target language. It was the teacher's initiative to code switching during the lessons.

For the older ones, the situation was not as strict as it was with the younger learners. As they were more conscious about their learning process and responsibilities, they could utter their expectations about the language of instruction and they could ask the teacher to switch L1 to explain some problematic points in the lesson.

3.3.2 The teachers. Three English language teachers of the observed classes and the head of the foreign language department were interviewed for the study. They were the subjects of this study since they were the only non-native English teachers of the grades which I wanted to study with. One of the reasons why the head of the foreign languages department was involved in the interview was to collect data on the institutional policies of language teaching. Another reason was to focus on her teacher side as she was also the fifth grade English teacher in the institution.

The interviewed teachers were all non-native English teachers. They had 26-28 hours of teaching per week and they were responsible for preparing the weekday and weekend homework for their students. They were not responsible for preparing the exams as they were designed beforehand by the testing group of the institution.

In this study, the teachers are coded to ensure the confidentiality just as told to the participant teachers. All of the teachers in this study can be called "experienced" since the least experienced teacher, who is coded as T1, has been teaching for 8 years. T2 has been in the field of teaching for 11 years. T3 is the most experienced teacher in this study with 17 years. The head of the foreign languages department will be referred as H1 in the following part of the paper.

When we consider the participants' educational and teaching background, it is necessary to point out that they are all graduates of Foreign Languages Education Department and they hold BA degree in English language teaching field. Only T3 holds an MA degree in ELT. They all have been teaching in private schools. None of them has worked in any state schools so far. They are all used to the curriculum and regulations of private schools. T1 is more experienced in teaching grades 1 to 5 while T2 has been teaching mostly kindergarten and grades 1 to 3. T3 and H1 are more experienced in teaching English to secondary school students with 13 years of experience especially in preparation of SBS exam which is the national high school entrance exam.

In order to maintain confidentiality, the participants and administration of the institution were told clearly for whom the research is being carried out and what are its objectives. At the start of the interview and audio recording of the lessons, teachers were

assured that data gathered from them would not be disclosed deliberately or accidentally in a way that may reveal the individuals. In order to keep the data private, the participants were guaranteed that they would be anonymized individuals and their answers would be coded in the study thus, no personal information could be revealed.

3.3.3 Setting. The school in which this study was conducted is located in one of the most populated and developed areas of Istanbul. It is a private K-8 school giving importance on foreign language teaching just like many of the private schools do in Turkey. In addition to English, students also select to study either German or French. English is obligatory and taught intensively while German and French is selective and not intensive.

The school hires enthusiastic and experienced teachers to its foreign language department. Beside job interviews, a demo lesson is conducted with real school students to see how the teacher designs a lesson plan, manages a classroom and solves the problems that occur at an unexpected time related either with lesson or learners. No matter what department it is, teachers are expected to have technology– skills as they are asked to design technology assisted activities that make lessons more enjoyable, productive, and interactive especially with young learners. Due to the difficulty in finding qualified teachers who meet their expectations, the school aims to provide consistency in terms of continuing with the teachers instead of hiring new ones every year.

Foreign language teaching, especially English, is one of the most important reasons why parents register their kids to this school. Thus, the outcome of English lessons is quite important for them. The priority of English is highlighted from the very beginning, kindergarten. On their official website, the school uses the term "Foreign Language Acquisition Model" linking it with "learning by doing". In other words, language teaching is based on exposing learners to as much English as possible. The teachers are warned to use only English in and outside the classrooms before the academic year so that the learners are expected to acquire the target language with lots of exposure. Furthermore, the institution claims that each learner will improve his/her

four language skills – reading, writing, listening, and speaking – during the academic year. Thus, the target language is taught through integrated-skills approach.

Technology has a very critical role in language teaching. At this school, lessons are supported with interactive whiteboards and IPad. Another opportunity that the school offers is that students between the ages of 9 and 12 get prepared for the Cambridge Young Learners Exams and they create their international European Language Portfolio. Here, it is necessary to underline that these exams are not obligatory, but the syllabus and course books are provided with the aim of getting ready and being successful in the exams.

It is also noteworthy that foreign language teaching department has some responsibilities during an academic year. There are over 5 organizations and shows in a year, such as "Music Night", "English Day", "End of Year Show" etc. Each class is expected to take part in each organization and to speak English in any kind of play or show as an evidence of learning. This fact also shows how significant it is to speak English for the school as well as the parents.

3.4 Procedures

3.4.1 Sampling. Sample refers to a group of people to whom the survey or interviews are addressed. Dörnyei (2010) mentions four types of sampling: random sampling (selection of participants on a total random basis), convenience or opportunity sampling (selection of the sample is related to the convenience of researcher), snowball sampling (selected participants are asked to identify more participants for the study), quota sampling (participants are chosen out of a specific subgroup).

In this study, I made use of convenience or opportunity sampling as it is:

the most common non-probability sampling type in L2 research is a convenience or opportunity sampling, where an important criterion of sample selection is the convenience for the researcher: Members of the target population are selected for the purpose of the study if they meet certain practical criteria, such as

geographical proximity, availability at a certain time, or easy accessibility (Dörnyei, 2010, p. 61)

With this sampling, it was easier for me to interview face to face with the sample group and to follow the procedure of the study and thus, solve any problem related to the data collection process. Also, it was much simpler to have an observation schedule with the relatively accessible subjects as we were in the same institution.

3.4.2 Sources of data

The reasons why certain techniques, classroom observations, surveys and interviews, were used to collect data and the procedures are indicated below in detail.

3.4.2.1 Classroom observation. Brown (2001) states that "observations are often appropriate for providing direct information about language, language learning, or language learning situations" (p. 4). In addition to questionnaires and interviews, classroom observations were utilized to gain deeper insight in teachers' teaching practices.

Total 90 minutes observation in two 45 minutes-sessions was done and classes were observed while they were audio recorded at the same time. Video recording was not much preferred by the teachers since they said that they would feel uncomfortable while they were being video-recorded. The observed teachers were not informed beforehand about the topic of the study in order not to influence the teachers' behaviors and usual teaching practice. Furthermore, interviews were conducted within two weeks of class observation. The period between the observation and interview was arranged as short as possible so that the instructor could remember and refer to her observed class easily if needed.

Before the observation, in order to have an observable lesson in terms of code switching, the researcher and the teachers made a schedule so that the teachers could have a regular lesson instead of having a movie or speaking hour. If observation hours were not arranged beforehand, it could be waste of time for the researcher when there was no regular lesson.

With the aim of not affecting the authenticity of the lesson flow, before the observation, the teachers were not informed about the exact research questions. If the researcher had informed them before the observed lesson, then, they could have modified their classroom language choice and been much more careful or conscious about the teacher talk issue. Also, lower grade students (second and fourth) did not ask anything specific about the observation since peer-observation was something that the department requires each teacher to do every semester. However, when upper graders (seventh grade) ask why they were being observed, it was only said that it was a general lesson observation about the teacher's talk in lesson.

The recordings were done by the researcher and lessons were recorded from the back seats of classrooms so that the students were not distracted and the authenticity was maintained as much as possible.

3.4.2.2 Questionnaire for the teacher. Timor's (2012) questionnaire on "The use of Hebrew as the mother tongue among EFL teachers" was adapted to customize it to this research setting, and some extra parts to the questionnaire were added (see Appendix A). The questionnaire of the teachers consisted of two parts. First part was a short demographic survey, which examined teachers' names, age, educational and professional background.

The second part consisted of 7 questions. Three of the questions (1, 2, 3) are on a Likert scale. For questions 1 and 3, 1 demonstrates anti-L1 perception while 5 shows a pro-L1 perception. However for question 2 it is vice versa; 1 refers to pro-L1 while 5 refers to anti-L1 perception. These three questions also needed some explanations about their answers. An example is given below:

Question 1: I can see the benefit of using Turkish in EFL teaching 1   2   3   4   5 (circle relevant answer)

mainly because ……………………………………………………………………….

As it can be seen, the question is both Likert scale and open-ended as it not only explores teachers' perceptions but also the underlying reason of their answers.

Three questions (4,5,6 and 7) are multiple choice type of questions. For instance,

Question 6: I refer to Turkish when I teach vocabulary / reading comprehension skills / writing skills / other ……………………………… (circle relevant answers)

Here, we need to point out that question 5 has an additional feature. It is both multiple choice and open ended question since it provides some choices from which the teachers can choose and they are asked to exemplify their answers in the following step. It focuses on grammatical features of the English language. An example is given below:

Question 5: I refer to Turkish when I teach (please circle relevant answers and specify):

Tenses (which ones?) …………………………………………………………………

Relative clauses (which ones?) …………………………………………………………

Comparative Forms (which forms? "as … as" "…er than" "the …est")

…………………………………………………………………………………………

Reported speech (reported questions? negations? statements?)

…………………………………………………………………………………………

Phrasal Verbs (e.g. ……………………………………………………..………………)

Modals (which ones?) ………………………………………………………………..

Conditionals …………………………………………………………………………….

Other …………………………………………………………………………………….

The customized part of the questionnaire is question 7. That part aimed to investigate some situational events of the classroom such as; giving instructions, students' affective situations etc. That question was designed in the light of related literature. After having analyzed an extensive research studies conducted on code switching in language classroom, it was possible for me to list the areas in which L1 was needed most. Some of the references are given below with the question items.

Question 7: I use Turkish in the following cases (Circle relevant answers):

Check comprehension (Atkinson, 1987; Macaro, 1997)

Giving instructions (Macaro, 1997)

Classroom management purposes (Macaro, 1997)

Students' affective situations (reward, increasing self-confidence, empathy etc.) (Auerbach, 1993)

Giving feedback (Macaro, 1997)

Comparing L1 and L2 culture (Timor, 2012)

Comparing L1 and L2 structures (Ross, 2000)

Error correction (Piasecka, 1988)

3.4.2.3 Questionnaire for learners. As there is scarcity of research conducted on young learners' perceptions about code switching, it was much harder to come across with a questionnaire in the related literature especially in the Turkish context. However, Şevik (2007) utilized a questionnaire that investigated high school learners' perceptions towards code switching and although it is not particularly designed for young learners, I decided to adopt it. The questionnaire was designed in Turkish so that learners could reflect their ideas and beliefs easily without struggling with some unknown words or structures in the questions. The questionnaire included multiple choice questions, which was more appropriate for the target group.

The questionnaire of the learners (Appendix B) did not have any open ended questions and it was more guided and controlled than the teachers'. An example is given below:

Question 2: Yabancı dil dersine gelen öğretmenlerinizin sınıfta Türkçe kullanmaları hoşunuza gidiyor mu? *(Do you like it when your English teacher speaks Turkish in class?)*

a) asla *(never)*   b) çok az *(a little)*   c) sıklıkla *(often)*   d) çok *(quite a lot)*

Learners' questionnaire was similar to the teachers' questionnaire in terms of its design. After asking age and grade information in the very beginning, first 5 questions investigated learners' perceptions towards integrating mother tongue into classroom while the question 6 examined the circumstances in which they needed L1 assistance most.

When the questionnaires were distributed to the learners, I, in person, accompanied to the learners, especially to the second graders, so that I could explain the questions better in case they could not understand the questions. I tried to explain each item in detail so that they could associate their experiences with the questions and give meaningful and honest answers.

3.4.2.4 Teacher interview. As mentioned in the previous part, teacher interview was designed based on the questionnaire data. After they completed the questionnaires, a further interview was carried out to be able to analyze their perceptions and practices deeper.

Individual interviews were arranged with the participant teachers. As Brown (2001), in his book *"Using Surveys in Language Programs"*, underlines the difference between individual interviews and group interviews, he mentions the advantage of organizing individual interviews. According to him, interviewer can "establish a certain level of confidentiality and trust" and this can lead to the "true views of the respondents than group interviews" (p. 5). Having a private interview with the teachers enabled me to ask questions related with some classroom management issues and with their teaching practice.

The interviews were conducted in teachers' mother tongue, since it was easier for them to express themselves in Turkish by referring to certain classroom experiences and cases. Furthermore, in order to build a confidentiality bridge with the interviewees and create a warm atmosphere, mother tongue was preferred.

Because the interview questions were based on the questionnaire, they were asked to provide some actual examples from their classrooms relating to the answers they had given to better understand their perception in code switching. Especially in the fifth and

seventh questions of the questionnaire, provided details were quite valuable since the questionnaire might not have been enough to understand the teachers' underlying beliefs about each given answer.

3.4.3 Data collection procedures. In terms of its procedure, this study involves three main stage demonstrated below:

Stage 1: Pre-Observation

a) After analyzing literature and research related to the topic, appropriate questions were designed and revised based on the supervisor's feedback.

b) I, as the researcher, received necessary permission to conduct this research, collected data from the learners and teachers through questionnaires and recorded the lessons.

c) Questionnaires were distributed to the learners and data gathered were analyzed.

d) Classroom observation were scheduled with the head of the department and selected grades' English teachers.

Stage 2: Observation

a) Just before the classroom observations, teachers were informed individually about the objectives of the study in general (investigating and observing their lesson in general). However, they were not aware of any research question of the study. They were also told that their lesson recording would not be used in an area outside the research.

Stage 3: Post-Observation

a) The audio recordings were transcribed, and data were analyzed in terms of instances where the teacher code switchinged. While transcribing, the teachers were coded and the instances of switching to MT were named according to their functions in class.

b) After analyzing the data, interview schedules were arranged with the teachers and each teacher was interviewed according to their questionnaire responses and

classroom observations. The aim of the interview was to see if their practice and beliefs were overlapping in terms of code switching.

c) After the interviews were transcribed, the interview responses were shown to the teachers for member check so as to confirm the content.

3.4.4 Data analysis procedures. Data analysis included transcriptions, member checks, reading the whole data several times, identifying key words, doing content and conversation analysis to count and code the code switching occurrences, and constant comparison among data sets. Preliminary data analysis during data collection was used to generate interview questions.

As the study was guided by a through literature review, the common functions of code switching provided an a priori template for data analysis, however, I was also careful about any occurrence of new functions.

As the first data collection tool, learner questionnaires aimed to answer learner related research sub questions 4 and 5: students' perceptions towards L1 use and the circumstances in which they needed L1 the most. Each questionnaire was analyzed first individually and then class based in order to be able to see if there are any common expectations in terms of their grades.

The whole data sets were carefully analyzed by using content analysis technique (Hancock, 1998), and "revisiting the data and review the categorization of data until the researcher is sure that the themes and categories used to summarize and describe the findings are a truthful and accurate reflection of the data" (p. 18). In addition, some conversation analysis (Hancock, Ockleford & Windridge, 2009) techniques based on "naturally occurring" speech (Hancock et al., 2009, p. 14) were utilized to identify the triggers and results of use of MT in classrooms and illuminate the functions of code switching.

During the classroom observations, after each L1 use was transcribed and analyzed, each switch was grouped and categorized in terms of its functions. A matrix was created to compare and contrast all grade levels and teachers. When function groups

were completed within each grade level, all grade levels were compared and contrasted, and superset groups of functions were created.

The teacher interviews were also examined in a way that their answers revealed the reasons why they code switched in their observed lesson. In other words, the researcher confirmed the functions of MT instances with the teachers so that there would not be any misinterpretation by the researcher. Furthermore, interviews gave the researcher a chance to ask some further questions about their beliefs on L1 use. In short, interviews enabled the researcher to ask "why" questions about their classroom practice and questionnaire responses and to see if there is a balance between their beliefs and practice in terms of using MT in classrooms.

In addition, teachers' questionnaires were analyzed in different ways since there were different types of questions as mentioned. Likert-scale type of questions revealed how many of the participant teachers are supportive or against to using L1 with their reasons. The data collected from this tool enabled the researcher to refer to the first research sub question, perceptions of the teachers towards code switching. For this data analysis part, I counted the numeric values and calculated the average scores.

Teachers' questionnaires not only investigated teachers' perceptions but also examined where exactly they benefit from L1 in terms of grammatical structures. For the analysis of this part, I noted down the grammatical structures in which L1 was preferred by each teacher and at the end; there were some common functions that teachers from different levels benefited from code switching.

In addition, constant comparison among data sets was ongoing. The aim was to compare and contrast the gathered data both from learners and teachers and classify them according to the grades in order to be able to interpret about the role of L1 on certain age levels and grades.

3.4.5 Trustworthiness. According to Merriam (1998) internal validity seeks an answer to the question of "how research findings match reality and whether or not findings capture what is really there" (p. 201). According to Lincoln and Guba (1985) there are four criteria for trustworthiness: credibility, transferability, dependability, and confirmability. Below, the table demonstrates the four criteria with their employed strategies.

Table 2

Qualitative Criteria for Assessing Research Quality Adapted from Anfara, Brown, & Mangione (2002, p. 30)

Trustworthiness Criteria	Strategy employed
Credibility	Prolonged engagement in field
	Use of peer debriefing
	Triangulation
	Member checks
	Time sampling
Transferability	Provide thick description
	Purposive sampling
Dependability	Create an audit trail
	Code-recode strategy
	Triangulation
	Peer examination
Confirmability	Triangulation
	Practice reflexivity

In terms of credibility, this study employed certain strategies: prolonged engagement, and member checks. Prolonged engagement refers to a term "which allows the researcher to check perspectives and allows the informants to become accustomed to the researcher" (Krefting, 1991, p. 217). As the researcher of this study, during the

whole academic year, I was one of the instructors there thus; I was with the participants so that we could build trust towards each other.

Member checking strategy is giving feedback to participants about their data, interpretations and conclusions (Guba & Lincoln, 1989) in order not to cause any misunderstanding and confusion. According to Krefting (1991) this technique enables researcher to reflect participants' viewpoints to the data.

According to Onwuegbuzie and Leech (2006), rich and thick description refers to "an important way of providing credibility of findings is by collecting rich and thick data, which correspond to data that are detailed and complete enough to maximize the ability to find meaning" (p. 244). To certify transferability, rich and thick description of the study setting and participants is provided with a detailed representation of the institution, and comprehensive background information about the study subjects.

Dependability criterion is aimed to be met by triangulation in this study. According to Krefting (1991) "the triangulated data sources are assessed against one another to cross-check data and interpretation" (p. 219). In this sense, in this study triangulation is also applied with three types of qualitative research methods: classroom observations, interviews and questionnaires. Again, Krefting (1991) supports that triangulation is necessary to "minimize distortion from a single data source or from a biased researcher" (p. 219).

3.5 Limitations

It must be underlined that there are some limitations in this study:

First of all, as the teachers were aware of the fact that they were being audio recorded, they made special efforts to conduct theoretically and practically well-designed lessons in which they would also modify their speech believing that L1 should not be used in a perfect English lesson. In other words, they may not have reflected their natural classroom atmosphere of their typical lesson flow.

Second, each level classroom observations were analyzed in depth; however, each three classes were recorded for only 90 minutes in two sessions of 45 minutes.

Future research might observe classrooms for longer hours and sessions and this helps the researcher to have more natural lessons since the teachers would be used the researcher in the classroom as well as the audio recorder.

Third, in this study, I was the primary instrument of data collection and analysis. However this might have some disadvantages in the data collection process. I was working in the institution where the data gathered from and although I was not their course teacher, we had certain relationship with learners. Therefore, some students could provide biased data to please the researcher. In other words, they may not be very reflective on answering their survey questions.

The next limitation was the lack of time for interviewing with students. The gathered data would be much more reliable if interview sessions could be organized with the learners in order to confirm or support their responses. Therefore, due to the lack of interview sessions with learners, they study relied only on learners' questionnaire responses when reflecting on the learners' perceptions and code switching preferences.

There are some strategies recommended by researchers to maintain the trustworthiness (including transferability, credibility, dependability, and conformability) of a qualitative case study. These procedures were discussed in detail in the "Trustworthiness" section.

Chapter 4: Results

4.1 Interpretation of the Results

4.1.1 Results of the teachers' demographic survey. In the first part of the teachers' survey, participants were asked about their age, educational background and professional background as well as their teaching experience.

The age of four participant teachers ranges from 30 to 39. With the age of 30, T1 is the youngest participant, T2 is the second youngest participant with 33 years old and the oldest participant is T3 with the age of 39. Finally, H1 is 36 years old.

In terms of teachers' educational background, there is only one teacher who holds MA degree in the education field. The other teachers, T1, T2 and H1 are graduates of English language teaching from different state universities holding BA degree.
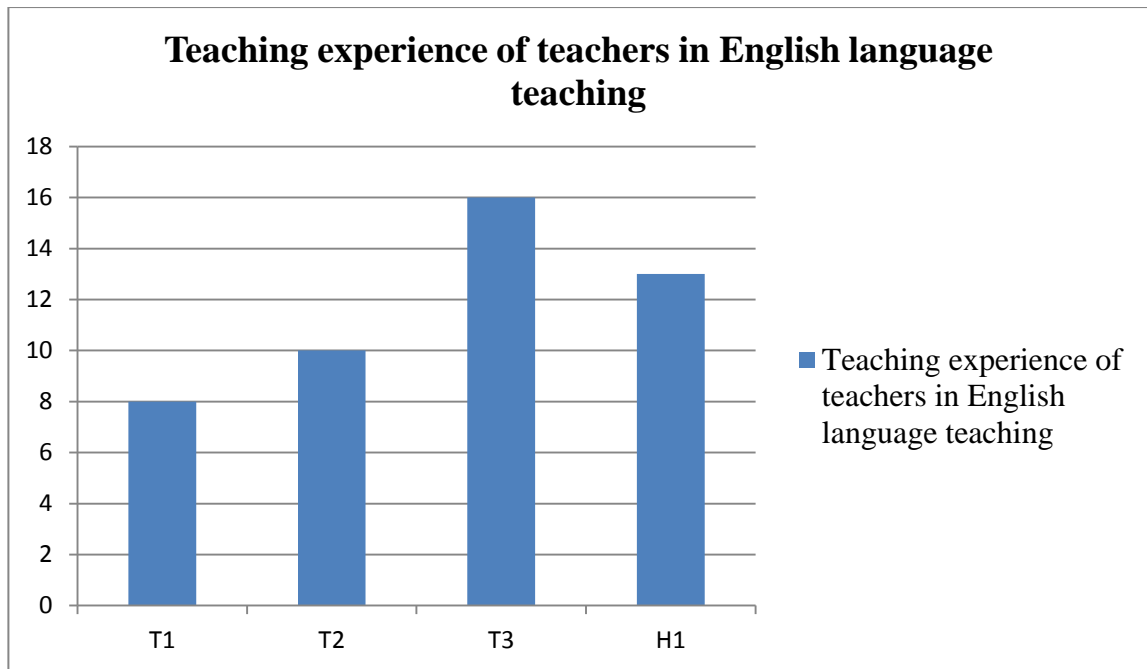
Figure 2: Teaching experience of teacher in English language teaching

As it can be seen from Figure 2 that T3 is the most experienced teacher in English language teaching with 16 years. The most novice teacher has been teaching

English for 8 years while T2 has been teaching for 10 years. Finally, H1 has been in the field of teaching English for 13 years. I think it is important to highlight that none of the participant teachers' has ever taught in a state school.

Table 3

Grades Which the Teachers Have Taught to So Far

Kindergarden	T2
Primary school (grades 1 – 5)	T1, T2
Secondary school (grades 6 – 8)	T3, H1

Table 3 demonstrates that only T2 has worked with kindergarten learners. However, she is also experienced with primary school teaching as well as T1. The most experienced teachers, T3 and H1, have taught English to only secondary school learners so far.

4.2 Teachers' Perceptions towards Code switching

To answer the first research sub question - What are the teachers' perceptions towards code switching in class?-, Likert-scale items in the survey and interview data were analyzed to examine teachers' perceptions on L1 use in language classrooms.

Table 4

Teachers' Perceptions towards Integrating Mother Tongue in Language Classrooms

Questions	T1	T2	T3	H1	Average score
1. I can see benefits of using Turkish in EFL teaching	Strongly agree (5)	Agree (4)	Strongly Disagree (1)	Strongly Agree (5)	Agree (3,75)

2. I am against using Turkish in EFL teaching	Strongly disagree (1)	Strongly disagree (1)	Strongly agree (5)	Strongly disagree (1)	Disagree (2)
3. I refer to Turkish in my EFL teaching	Rarely (2)	Rarely (2)	Quite rarely (1)	Frequently (4)	Rarely (2,25)

Considering the data demonstrated in Table 4, the first sub question was about being aware of the benefits of using Turkish in EFL teaching. The mean score was 3,75 and it demonstrates that they, in general, agree with the statement. Second item on the questionnaire states that "I'm against using Turkish in EFL teaching" and the mean score was 2, which corresponds to "disagree". The last item investigating if they refer to Turkish in their EFL teaching received the mean score of 2,25, which corresponds to a little bit above "rarely". When considering the interviews, it could be seen that they were generally positive about code switching in language classrooms. Only T3 stated a negative perception towards using it because of the necessity of providing rich L2 input:

> The students can be used to hearing and speaking their mother tongue in language classrooms and consequently, they can overuse it over time. This is not what we are trying to do in our classrooms. They hear enough Turkish outside the school and classrooms are the only places they can receive input in English. They need to be exposed to as much English as possible in lesson. (Teacher 3, Interview data)

On the other hand, rest of the teachers supported that L1 is necessary to build relationships with learners since communication with especially young learners is vital in classrooms. During the interview T2 expressed the necessity by stating "If you do not build the necessary relationship with young learners, they will be off-task during the whole year".

Data analysis showed that student age and language proficiency affect teachers' perceptions toward code switching. Three out of four participant teachers expressed that L1 use is needed more with younger learners. In other words, teachers tend to have more positive perception towards using L1 with young learners. One of the interviewed teachers emphasized that:

As young learners have some priorities over learning English especially when they just start attending to school, ignoring their needs and primary problems are not what a teacher should do. In order to have healthy and peaceful classrooms full of enthusiastic and lively students, we need to create strong relationships with learners so that they trust you. (Teacher 1, Interview data)

There is one more point underlined by one of the teachers about L1 use in terms of learners' age while discussing classroom rules:

In the very beginning of the year, when the learners are just being informed about both school and classroom rules, especially classroom rules should be decided together in Turkish so that there is no misunderstanding about any of them. This is very important because if the rules are not clear in learners' mind, during the academic year the teacher may come across some classroom management problems and disruptive behaviors. (Teacher 2, Interview data)

When asked, all of the teachers agreed that L1 use is more necessary with elementary level learners. The reasons are provided clearly by one of the teachers as shown below. It is necessary to stress the fact that all teachers mentioned these reasons stated below:

With elementary learners, it is not easy to convey the message or make some grammatical structures or some vocabulary clear in their mind. That's why, as they have limited amount of vocabulary and structural knowledge, it is not easy to give synonyms or some simplified sentence examples. In that case, using Turkish saves life. (Teacher 1)

In this sense, Teacher 3, who is the only teacher teaching to upper level learners, was in line with the other teachers, and affirms that "it is easier to have L1 free lessons with upper levels as they have certain level of proficiency and some learning strategies if they face any problem during the learning process." (Teacher 3, Interview data)

4.3 The Functions of Teachers' Code Switching in L2 Classrooms

In order to investigate the functions of teachers' code switching, questions 4, 5, 6, and 7 are taken into consideration.

Table 5

Survey Question 4: When Do Teachers Refer Mainly to Turkish in Their English Lessons?

I refer to Turkish mainly when structures in English and Turkish coincide.	T2, T3
I refer to Turkish mainly when structures in English and Turkish do not coincide.	T1, T3, H1

Before investigating teachers' beliefs in terms of various grammatical structures and L1 use, question 4 aimed to understand if the teachers believed it was useful to switch to Turkish when the structures of the two languages, Turkish and English, coincide or not. As it can be understood from Table 5, T1 and H1 supported that it is more problematic when two different structures do not overlap and in that case they switch to L1. However, T2 stated that it was necessary to code switching when there were overlapping structures in both languages. T3, on the other hand, argued that it is necessary in cases, where two language structures coincide and where they do not.

After exploring teachers' beliefs on L1 use with coinciding or non-coinciding grammatical structures of Turkish and English, the questionnaire aimed to identify which grammatical structures required code switching for the teachers.

Table 6

Survey Question 5: Which Grammatical Structures in English Language Require Code switching?

Tenses (Present Perfect, Present Perfect Continuous, Past Perfect)	T1, T2, T3, H1
Future tenses: will vs be going to)	T2
Phrasal Verbs	T1, T3, H1
Conditionals (Type 2 and Type 3)	T1, T2, H1
Relative Clauses (The difference between defining and non-defining relative clauses)	T3
Active and Passive Voice	T3

Table 6 demonstrates with which grammatical structures teachers use code switching the most. Some of the structures that non-native English teachers find difficult to teach are "The Perfect Tenses" including "The Present Perfect Tense, The Present Perfect Progressive, and The Past Perfect Simple". All of the teachers stated that perfect tenses are among the most problematic tenses for Turkish learners. T1 provides some reasons why "perfect tenses" are problematic for Turkish learners.

> Because there is not any tense just like "The Present Perfect Tense" or "The Present Perfect Progressive", learners cannot easily understand which Turkish tense they correspond to. Also, it is not easy for learners to identify actions that happened in the past and still continuing. What is interesting in this topic is that the students can understand what "perfect tenses" refer to when you switch to L1;

however, they get confused again when they start to translate sentences into Turkish just because of the first reason I mentioned. (Interview data)

In terms of tenses, T2 thought that to explain the difference between "will" and "be going to" also needs Turkish support. In the interview she added that "Sometimes the learners find it difficult to understand the slight difference of certainty and at that point I switch to Turkish."

Only T2 didn't believe that phrasal verbs needed code switching while the other three teachers, T1, T3 and H1 considered that providing English definitions for phrasal verbs might not always be sufficient and sometimes learners asked for Turkish equivalence of studied phrasal verbs. During the interview, T3 summarized her experience about teaching phrasal verbs:

As there are two types of literal and idiomatic phrasal verbs in terms of their meanings, I observed that learners could easily grasped the meanings of literal phrasal verbs while they had quite a lot difficulty in figuring out idiomatic ones. Since idiomatic phrasal verbs do not always reflect what they meant when you look at them, various and incorrect definitions could form in their minds. In that case, I give them Turkish definitions to guarantee that they do not misunderstand what those phrasal verbs refer to.

Conditionals (Type 2 and Type 3 if clauses) are popular among the teachers in terms of code switching. Three out of four teachers, T1, T2 and H1, advocated that "Conditionals" required L1 support because of the structural and contextual (semantic) mismatch. H1 shared her experience, which is similar to what the other teachers proposed:

As "Type 2" looks as if it talks about past experiences, learners usually get confused about its present meaning and just after "Type 3" is presented they need an explicit Turkish explanation, otherwise, they get puzzled and thus, lost. (Interview data)

The following question was about teaching skills and integrating learners' mother tongue investigating if the teachers used L1 for teaching vocabulary, reading comprehension or writing skills. The table 6 displays the data gathered from the teachers.

Table 7

Survey question 6: Using L1 in Teaching Skills

I refer to Turkish when I teach vocabulary	T1, T2, H1
I refer to Turkish when I teach reading comprehension	-
I refer to Turkish when I teach writing skills	T3

As it can be seen on Table 7, teaching vocabulary was the most popular response, which meant that the teachers, T1, T2 and H1, made use of Turkish the most when teaching vocabulary. Only T3 stated that she used mother tongue when teaching writing skills. T2 who was one of the teachers using L1 for teaching vocabulary mentioned that:

> I have some techniques for teaching vocabulary: using visual aids, gestures, body language etc. However, if the vocabulary is abstract and teaching materials are not enough to provide definitions, inevitably, I switch to Turkish avoiding that various incorrect definitions will develop in learners' mind with sole English definitions since not all the learners' language proficiency is the same. (Interview data)

T1 also said that she used English when she was explaining the unknown vocabulary, but she added that "I wait for somebody to utter the Turkish equivalence so that the others learn the correct definition. If nobody tells the correct Turkish equivalence, I give the Turkish definition" (Interview data).

On the other hand, T3 emphasized during the interview that "L1 is necessary when writing proc

Table 8

Survey question 7: Cases in Which the Teachers Switch to Their Mother Tongue

The cases (I use Turkish for …)	The Teachers
Checking Comprehension	T1, T3
Giving instructions	T1, T3
Classroom management	T1, T2, T3, H1
Students' affective situations	T1, T2, T3, H1
Giving feedback	T1, T3
Comparing L1 and L2 structures	T1, T2, H1
Error correction	
	T2, T3, H1

The last part of teachers' questionnaire surveys the cases in which the teachers switch to their mother tongue the most and Table 8 presents the related data. The most popular two functions are classroom management purposes and students' affective purposes as all the participant teachers stated that they used Turkish in the two cases.

One of the teachers, T1, highlighted the importance of using L1 in classroom management issues:

Classroom management is quite important for the quality of your lessons. If there is a problem and you cannot continue your lesson properly, at that moment you need to solve that problem. It should be immediate and clear. In that case I switch to L1 to give the message that I am serious and he/she has to stop that disruptive

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behavior immediately. Otherwise, he/she will not be able to understand the given message; and will ask what I said to his/her friends and it will take long time to end discussion. (Interview data)

In terms of learners' affective situations, T2 gives an example underlining the importance of using mother tongue:

It is a very common problem that learners start complaining and even crying in the beginning grades. At that moment, there is no point in using English anymore since it is not about the language anymore. It is about the humanistic approach and helping the learner overcome the problem immediately. In such cases, I no longer use the target language and switch to Turkish as it helps me to get closer to the learner so that he/she trust me. (Interview data)

Comparing L1 and L2 structures and error correction were the second popular responses in the questionnaire. All the teachers except T3 agreed on that L1 should be used in the two mentioned cases. H1 stated that:

If learners constantly make errors let's say on a specific grammatical use or structure, then, errors become permanent. That's why, we need to take an immediate action and correct their errors. Most of the time they need Turkish explanations about the reasons why it is not correct or appropriate to say in that way. (Interview data)

Giving instructions and checking comprehension were also the cases in which T1 and T3 used Turkish. According to T1, when the instruction is too long, learners get disconnected and need some assistance. She added that she did not use complete Turkish sentences but integrated some Turkish words into the simplified English speech such as: "We are going to underline the unknown words, look them up in the dictionary, sonrasında da *(and then)* use them in your story appropriately, uygun bir şekilde *(appropriately)*. Tamam mı? *(Okay?)* (Interview data).

In the last example, the teacher gave an example related to both checking comprehension and giving instructions. As it can be interpreted from the example

instruction that she aimed to help learners pay attention and not get lost within a complex instruction.

4.4 Teacher Perceptions and Their Classroom Observations

4.4.1 Classroom Observation of T1. T1 used approximately 6 minutes of L1with fourth graders and there was no difference between what she had answered on the survey and what she practiced in the lesson. She had said in the questionnaire that she would use Turkish in the cases of checking comprehension, giving instructions, classroom management, students' affective situations, giving feedback, and comparing L1 and L2 structures. There was no grammar teaching in the observed lessons, thus, I could only observe the possible cases about the classroom dynamics. In 90 minutes classroom observation, T1 used 8 minutes of Turkish in the following cases: interpersonal relationships, giving instructions and giving feedback to learners. First L1 occurrence was in the beginning of the lesson:

Table 9

T1's Using Turkish for Building Interpersonal Relationships with Learner

T1	[The teacher enters the classroom and while she is getting prepared for the lesson she asks]
	How are you today ladies and gentlemen?
Students (Sts)	Fine, teacher. And you?
T1	Fine. Bulut, sen nasılsın? Okulda yoktun iki gündür. *(Bulut, how are you? You were not at school for two days)*
Student (Bulut)	İyiyim, teacher. Hastaydım *(I am fine, teacher. I was sick)*

In the first L1 occurrence extracted from the lesson demonstrates that the teacher really wanted to know what had happened to the student and this case reflected what she said in the interview that learners' feelings are very important especially with the young learners.

Table 10

T1's Using Turkish for Giving Instructions and Feedback

T1	I have twelve class books and activity books. Now, who can come and show me half of the books. Half, yarısı *(half).* Let's see who is coming.
Students	[raising hands] Me, me!
T1	Sinan, come here, What is the half of it?
Student (Sinan)	[goes to the board and counts the books}] One, two, three, four, five and six.
T1	Aferin sana Sinan *(Great job, Sinan)* ! Now who can show me the quarter of twelve books. Çeyreğini *(Quarter),* kim geliyor bakalım?
	(Let's see who is coming)

Table 10 presents examples for the two cases: giving instruction and feedback to the learners. When asked to the T1 why she used Turkish feedback such as: aferin sana *(great job)* or süpersin *(you are super)*, she said that learners found it more sincere when they heard the positive feedback in Turkish and this L1 use was also in line with learners' affective situations.

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4.4.2 Classroom Observation of T2. In her two lessons with second graders, T2 used approximately 14 minutes of L1. In the questionnaire, she responded the related question as she would use L1 for classroom management, students' affective situations, comparing L1 and L2 structures, and error correction. How she answered the interview was in parallel with what she practiced in two lessons. She used most of the observed mother tongue in dealing with the affective situations of the students and with giving instructions.

Table 11

T2's using Turkish for dealing with students' affective situations and giving instructions

T2	Okay, who is in the picture number 2? The mother or grandmother? Denizer?
Student (Denizer)	[no answer]
T2	[to Ela, a friend who is sitting next to Denizer] Şimdi, Ela'cığım, arkadaşına yardım et bazen tamam mı? Bazen karıştırıyor *(Now, Ela, please, sometimes help to your friend, okay? Sometimes he mixes them up.)* [to Denizer] Nerede senin diğer kitabın? *(Where is your other book?)*
Student (Denizer)	Ben onu almadım. (I did not take it.)
T2	Niye almıyorsun onu? Kalk kitabını al çabuk. *(Why don't you take it? Go and take your book quickly)*

This extract showed that the teacher's main concern was about learner's emotions and self-confidence when she asked Ela to help her friend, Denizer. She did not want him to feel insufficient and ignored. At the end of the conversation, the teacher gave instructions in Turkish.

In the interview, when she was asked about the reasons of her code switching, she said that he was one of the weakest students in the classroom and she did not want to hurt his feelings when he could not answer the teacher's question. In addition, she added

that it would not be efficient if she had spoken in English since he would not have understood her. For the last case of the conversation, she advocated that she had to save some time as they had been discussing about the "missing book" issue for a long time. She did not want the other learners to be off-task.

Table 12

T2's Using Turkish for Dealing with Checking Comprehension

T2	[referring to the family on the book] Who is my sister?
Sts	[all together] Flo!
T2	Who is my brother?
Sts	[all together] Fred!
T2	O zaman *(Then),* Number 4 is… Kimmiş? *(Who is he?)*
Sts	[all together] Grandpa!
T2	Find grandpa and stick it here, Tamam mı? *(Okay?)*

In table 12, it is clear that the teacher reinforced the classroom talk with some Turkish expressions. During the interview, she provided some reasons for using L1 in checking comprehension. T2 mentioned that sometimes learners could get lost and had difficulty in following the teacher, that is why, she used some Turkish words that made following the lesson easier for the learners. She also stated that using these kinds of expressions in Turkish gives the learners the feeling of security in the classroom as it is their mother tongue, the language with which they can express themselves the best.

4.4.3 Classroom observation of T3. The most experienced teacher, T3 switched to L1 approximately for 10 minutes for three main functions: developing interpersonal relationships with learners, integrating humor, and teaching vocabulary. In the questionnaire she had chosen more functions than she made use of in two lessons: checking comprehension, giving instructions, classroom management, students' affective situations, giving feedback, and error correction.

Table 13

T3's using Turkish for integrating humor into lesson

T3	[referring to the reading text] Okay then, according to the text, why do people lie?
Student 1	People lie not to hurt other people
T3	[by using her gestures and body language in an exaggerated way] Değil mi? Mesela, karşındaki kilo almış, sana sorsa nasıl görünüyorum diye, ne dersin? Tabi ki de hayır, süper görünüyorsun canım! *(Don't we? For example, the person you are talking has gained weight and she is asking you how she looks like, what would you say? Of course not, you look gorgeous, honey!)*
Students	[laughs and giggles]

From Table 13, it was obvious that L1 was used not to make the comprehension clear but to maximize humor in the lesson. The teacher also gave a similar answer:

Sometimes, especially with older learners, you need to keep their attention high by using jokes and humor in lessons. Otherwise, they can easily get bored and become off-task. I also believe that, learners remember and learn better when they can associate the information with humor. (Interview data)

Although, in the survey, she responded that she would not use L1 in vocabulary teaching, in the observed lesson, she switched to mother tongue during the vocabulary activity.

Table 14

T3's Using Turkish for Teaching Vocabulary

T3	[when teaching the word "contain" she gives an example showing a bottle" For example, this bottle contains water. So, what does "contain" mean?
Student 1	Su dolu *(Full of water)*
T3	[repeats the sentence, this time emphasizing the unknown word] This bottle contains water. We need a verb form. A verb.
Student 2	Su doldurmak *(To fill with water)*
T3	İçermek. Bu şişe su içeriyor değil mi? *(To contain. This bottle contains water, doesn't it?)*

As expected, her first choice was not using immediately learners' mother tongue. However, in the end, he had to use L1. After analyzing the reason in depth during the interview, T3 identified the reasons. She emphasized that:

I realized that none of the learners could grasp the meaning even though I tried to avoid from using direct L1 equivalence of the word. When I saw that different and incorrect definitions were being uttered by them, I immediately gave the definition in order not to cause any misunderstanding.

4.5 Comparison of the Teachers' and Administrator's Perceptions towards Code switching

The study also compares the perceptions of the school administrator and of the teachers. In order to collect data, head of department was interviewed so that she could express her beliefs on the topic both as a language teacher and could give some

information about the expectations of the school administration as a head of foreign languages department.

Also, as one of the teachers working there, I could easily witness the differences between administrator's expectations and teachers' perceptions towards integrating mother tongue in language classrooms.

During the interview, H1 emphasized that since the institution was a private K-8 school, then it was their mission to develop learners' English as much as possible. In order to maintain it, the principal of the school informed the parents that they were creating a learning environment in which learners acquire the language without any trace of the mother tongue. H1 highlighted that, of course, it was the ideal teaching environment, but, things were not always that easy as there were different individuals with different personalities and language proficiency levels. She summarized the situation by proposing that:

> The administrator, in this context, the principal, of the school aims to create L1 free classrooms and provides various teaching materials in order not to switch to mother tongue in language classrooms. This is also why the parents choose our institution. Without hesitation, using only English and exposing learners to the target language is our, teachers', primary aim. However, there are some cases in which switching to mother tongue seems to be the only solution. Thus, keeping L1 use at minimum and using the target language at maximum should be our instructors' priority. (Interview data)

As it is clear from the quotation above, administrator of the institution is opposed to code switching in language classrooms. This view is in line with the school's "Foreign Language Acquisition Model" which was highlighted while describing the setting. The learners are expected to acquire the language not to learn.

The speech of the head of department, H1, supported my personal experiences as the former instructor of the school. In the very beginning of the academic year, teachers were told not to use any Turkish in lessons. They were advised to use all the school's facilities and resources to teach English without any mother tongue.

From the data collected from the participant teachers, it is obvious that there is a difference between the school's expectations and teachers' teaching practice. In other words, the expectations do not overlap with the practice as all the participants expressed the need of L1 in language classrooms and certain cases where it is vital to benefit from the mother tongue.

4.6 Learner Perceptions towards code switching

With the aim of examining learners' perceptions towards code switching, a questionnaire was utilized and 10 students were involved in the study from each grade. In the questionnaire the first 5 questions aimed to investigate learners' perceptions towards code switching. The questions are in Turkish in the original format. The ones in the charts and tables are the translated versions.

4.6.1 Second grade learners' perceptions towards code switching. The lowest grade in this study was the second grade. When asked about their beliefs in terms of teachers' using L1 in English lessons, 8 students out of 10 expressed their negative perceptions towards using L1 while 2 of them said that L1 should be used in English lessons.
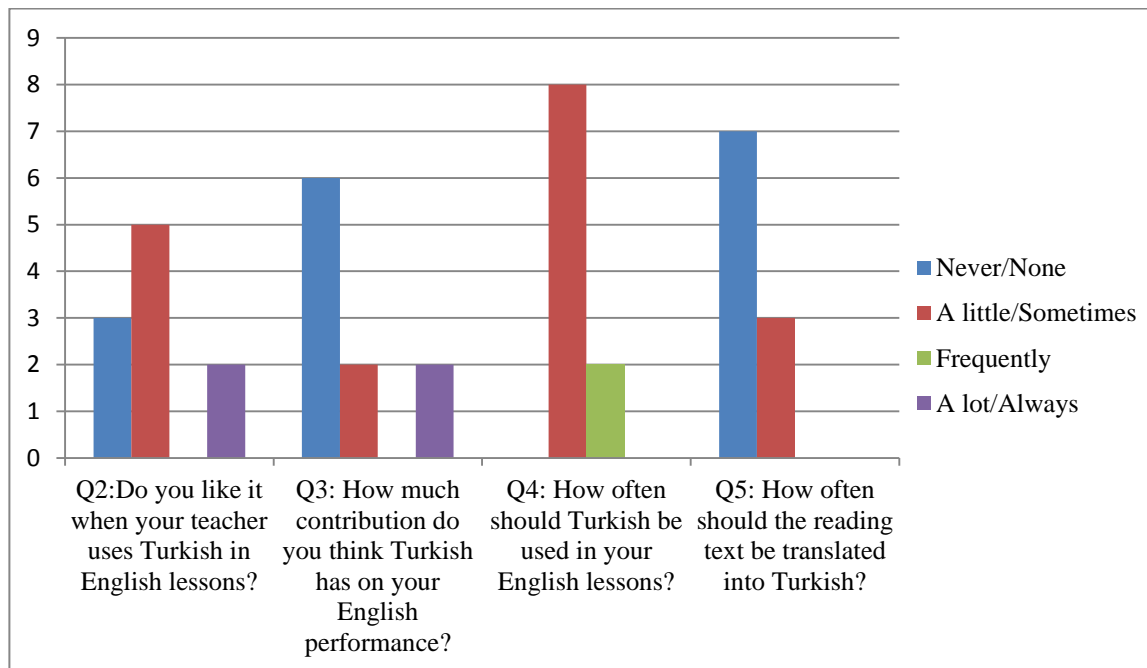

Figure 3: Second grade learners' responses to the questions 2, 3, 4, and 5.

In the following 4 questions (Q2, Q3, Q4 and Q5), second graders were persistent with their negative perceptions towards L1 use in language classrooms. For the second question, the majority of the learners (5 students) like it a little when their teachers code switching. The third question examined if they believe Turkish has some contribution on their English performance. Six students stated that they never believed the fact that Turkish has any contribution to their English learning. The fourth question aimed to answer the expected frequency of the L1 by the learners and was seen that L1 was not favored a lot by the learners. The last question, fifth question revealed that they had negative perception towards translating reading texts. Overall, as seen in Figure 3, second graders had negative perceptions towards their teachers' using L1 in English lessons.

4.6.2 Fourth grade learners' perceptions towards code switching. Fourth graders had overall, negative perceptions towards teachers' integrating Turkish in their English lessons. Only 3 students supported that Turkish should be used while they were being taught English while most of the fourth graders, 7 learners, argued that Turkish was not necessary.
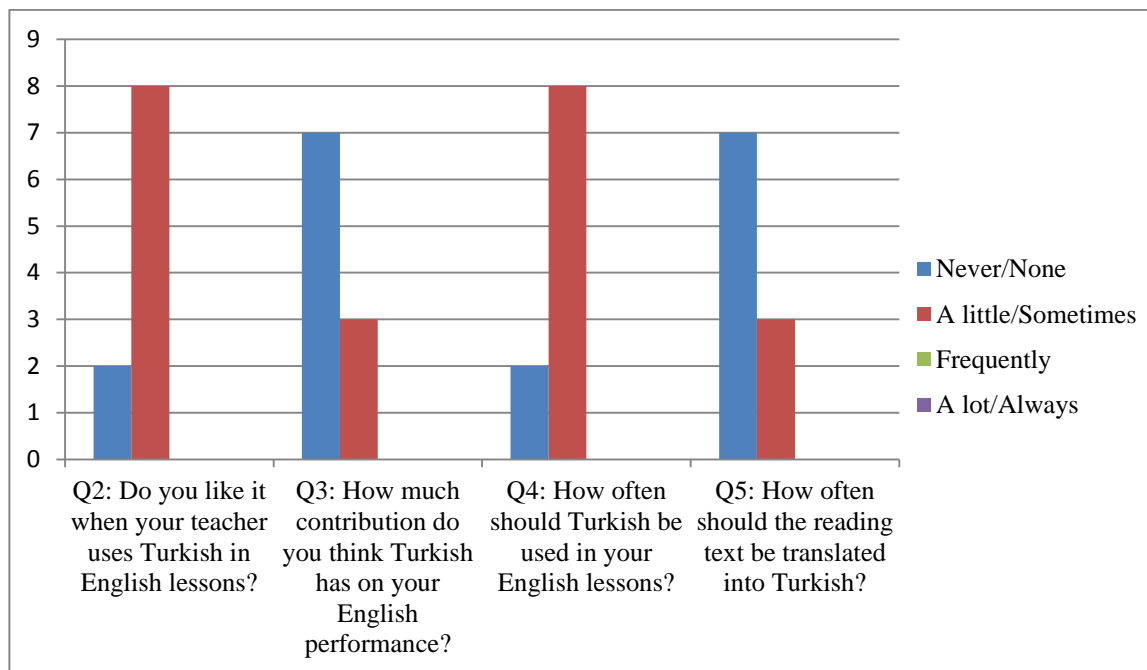

Figure 4: Fourth grade learners' responses to the questions 2, 3, 4, and 5.

The overall result as depicted in Figure 4 indicates that fourth graders are negative towards code switching and integrating Turkish in their English lessons. For the second question, 8 out of 10 learners agreed that they liked a little when their teachers used Turkish while the other 2 learners stated they never liked it in English lessons. The answers for the third question was also in line with the second one, suggesting that Turkish does not have or has a little contribution to their language learning. Finally, fifth question received negative beliefs on teachers' translating reading texts in lessons. The responses of the second and fourth questions are relatively favorable when compared to the third and the fifth questions.

4.6.3 Seventh grade learners' perceptions towards code switching. The upper grade in this study was the seventh grade and when they were asked about their perceptions towards code, the questionnaire showed us that they were quite positive about code switching
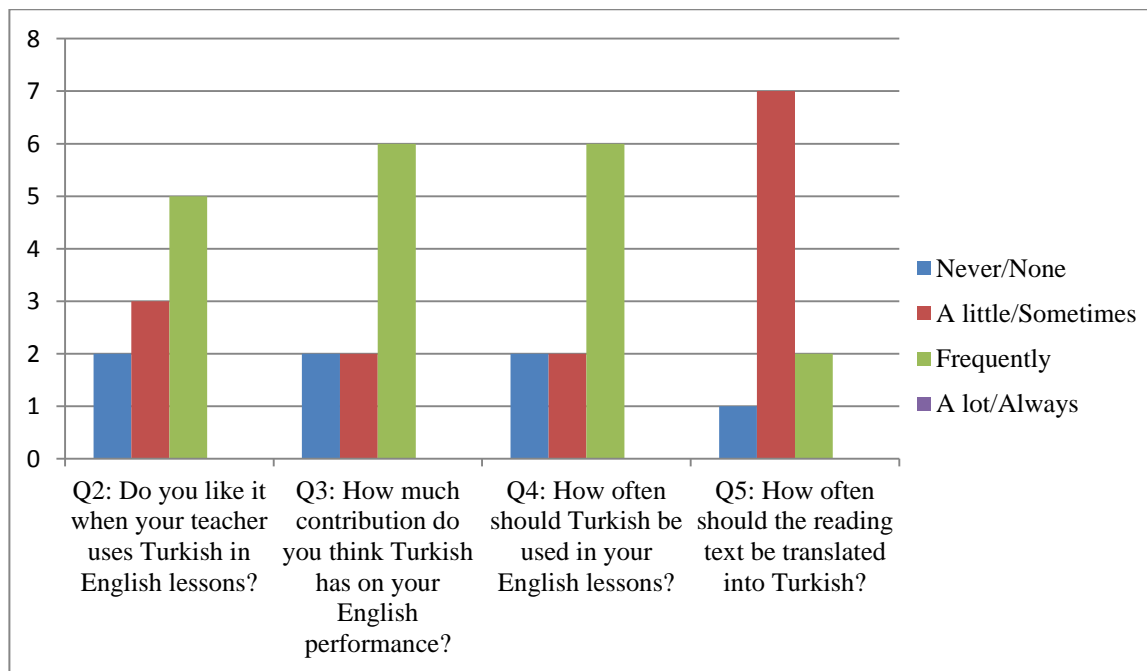

Figure 5: Seventh grade learners' responses to the questions 2, 3, 4, and 5.

Figure 5 demonstrates that most of the seventh graders have an obvious positive perception towards code switching since for the second question, the majority of the participants expressed that they liked it when their English teachers used Turkish in

English lessons. The second question also revealed a similar result. Six students, who form the majority of the group, agreed that Turkish frequently had contribution on their English performance. The third question had the same rate with the second one as the learners believed that Turkish should be used frequently in their English classes. Last question also showed that most of the learners, 7 of them, advocated that English reading texts should be translated into Turkish.

Overall, the analyzed data according to each grade underlines the difference between the perceptions of lower and upper grades: seventh graders (upper grade) and second and fourth grades (lower grades). In other words, while seventh grades had relatively welcoming and positive perception towards Turkish in their English lessons, lower grades tended to be negative towards it.

4.7 Functions in which Students Prefer Teacher Code Switching

After having analyzed the learners' perceptions, they were asked about the cases in which they needed the assistance of Turkish in English lessons.

Table 15

Survey Question 6: Number of the students who expect their teachers to use code switching in the given cases

In which cases do you think Turkish is necessary in foreign language classrooms?	2nd Graders	4th Graders	7th Graders	Total (out of 30)
a. For definitions of new vocabulary	8 sts	8 sts	8 sts	24 sts
b. *To reinforce some expressions and words	-	1 student	-	1 student
c. For the presentation of complicated grammar rules	8 sts	9 sts	9 sts	26 sts

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d. For the explanation of different concepts and ideas	-	3 sts	1 student	4 sts
e. To give classroom instructions	5 sts	3 sts	-	8 sts
f. To give us advice about how we can learn more efficiently	5 sts	8 sts	3 sts	16 sts
g. To summarize the topics presented in the previous lessons	-	2 sts	5 sts	7 sts
h. To use jokes and humor in classrooms	-	-	7 sts	7 sts
i. To compare and contrast Turkish culture with different cultures	3 sts	2 sts	-	5 sts
j. To correct errors and give feedback	3 sts	4 sts	5 sts	12 sts

Table 15 indicates the learners' expectation and need of teacher's code switching grade by grade. Considering the second grade, most of the learners, 8 students, stated that L1 should be used when the teacher gave definitions of new vocabulary and presentation of complicated grammar rules while 5 of them needed L1 for classroom instructions and some advice for learning strategies. Finally, comparing and contrasting Turkish culture with different cultures and error correction and feedback received were chosen by 3 students.

Fourth graders' responses were not very different from the second graders in terms of giving definitions of new vocabulary and presentation of complicated grammar rules. Those were the most popular cases among the learners. In addition expecting their teacher to give them Turkish advice about how they can learn more efficiently was also quite needed by the learners. Finally Turkish classroom instructions were expected by 3 students from fourth grade.

Final group, seventh grade learners also hoped to be assisted by Turkish for giving definitions of new vocabulary and presentation of complicated grammar rules. After those two cases, using Turkish for jokes and humor in classrooms received 7 responses from the learners. Last two cases that obtained 5 responses from the students were summarizing the topics presented in the previous lessons and error correction as well as giving feedback.

Chapter 5: Discussion and Conclusions

Eldridge (1996) emphasizes that "English language teachers who teach in monolingual environments have for a very long time been concerned about reducing or even abolishing student use of the mother tongue in the language classroom" (p. 303). As Turkey is a monolingual country in which English is taught as a foreign language, there is a perception that L1 free classrooms are among the best ones. Therefore, this study aimed to investigate awareness and perceptions of the learners, teachers and school administrators in terms of code switching in foreign language classrooms. In this chapter, the results of the research will be evaluated and interpretations will be made. In addition, the significance of this study will also be discussed. In the last part, some recommendations for future research will be underlined.

5.1 Discussion of Findings for Research Questions

This study aimed at answering following research questions:

Overarching question: What is the role of code switching in English as a foreign language classes at a private K-8 school?

Sub questions:

1. What are the teachers' perceptions towards code switching in class?
2. What are the common functions of teacher's code switching in class?
3. How do teachers' perceptions and administrator's perceptions towards code switching in class compare to each other?
4. What are the students' perceptions towards code switching in class?
5. For which functions do students prefer teacher code switching?

In order to answer the first sub question, teacher questionnaires and interviews were utilized. The questionnaire showed that in general, the teachers had positive perceptions towards using L1 in their English lessons. The results demonstrated that they, in general, agreed to the fact that L1 should be integrated in language classrooms.

However, the general perception about referring to L1 in their teaching was not positive. The responses revealed that they rarely used L1 in their classrooms. On the other hand, the rest of the questionnaire, classroom observations and the interviews indicated that the teachers benefited from the mother tongue in certain cases. In other words, the third question in the questionnaire was not supported with the interview data.

In the interview, when the teachers were asked if L1 should be used more with certain grades or not, all of the teachers supported the idea that lover grades needed L1 the most because of the affective issues that occur in the classrooms.

For the second sub question, examining the functions of code switching in terms of grammatical structures, the questionnaire revealed that Perfect tenses were the most problematic grammatical structure for the learners so the teachers felt obliged to switch to L1 to teach more efficiently. In addition, phrasal verbs required Turkish for the majority of the participant teachers. They stated that especially idiomatic phrasal verbs needed Turkish explanations; otherwise, learners could not understand or figure out the definitions.

These findings do not match well with some teachers' responses given to the fourth question of the questionnaire. The teachers who stated that they would use L1 when the structures of both languages coincide proposed that they would utilize L1 with "Perfect tenses" and "Phrasal verbs" which to not have exact equivalence in Turkish language. In other words, they said they would use L1 when the two language structures did not coincide.

Functions were not only limited with grammatical structures of English and more functions were analyzed in terms of classroom dynamics and cases. Questionnaire data revealed that all of the teachers used Turkish for classroom management and students' affective situations such as; *aferin!* (Good job) or asking one of the learners why he was not at school for 2 days in English. Comparing L1 and L2 structures and error correction were popular responses according to the questionnaire results.

In terms of functions of classroom cases, interview data demonstrated that they used L1 in some cases with especially lover grades. Another common response was

about building good and trustworthy relationships with learners. Advocates of this function emphasized that L1 should be used to show they really and sincerely care about their classroom performance and feelings. Otherwise, they think students would not be open to communication and be off-task.

The teachers indicated that they did not view L1 as a means of communication in the classroom but agreed that it had a vital importance when there was a possible misunderstanding that needed to be corrected. In addition, code switching was regarded as a facilitative tool when there were classroom management problems. The teachers underlined the importance of the mother tongue when there were classroom management issues that needed to be solved immediately. However, I did not observe any classroom management problem in any of the classes, but still the teachers used Turkish to conduct classroom management.

The third sub question surveyed the comparison of the teachers' and administrator's perceptions. The interview data reported that both parties' perceptions differed in terms of using L1 in language classrooms. The school administrator argued that language could be used without any mother tongue, using the necessary teaching materials as well as using all the facilities of the school. They believed that the more the students were exposed to the target language, the more successful they would be. On the other hand, teachers stated the need of L1 in certain cases especially when handling with learners' affective situations and classroom management. In addition, teachers believed that some grammatical structures also needed code switching in order to teach learners more efficiently.

The next sub question, fourth one, tended to explore learners perceptions towards the use of L1 in language classrooms. The data indicated that younger students, in this study, second and fourth grade learners, held negative perception while older students, seventh graders expressed that they welcomed Turkish in their English classes and they were quite positive about its use.

For the last sub question that examined learners' preferences on teachers' code switching, similar to the teachers' perceptions, preferred functions for L1 use also

differed in some cases. First, all of the grades advocated that mother tongue was necessary especially in providing definitions of new vocabulary, presentation of complicated grammar rules and error correction as well as feedback. However, it was surprising that none of the lower graders preferred the second function: "Farklı kavram ve kelimelerin pekiştirilmesi için" (*To reinforce some expressions and words*) since they stated that they needed L1 assistance with unknown vocabulary. The reason might be the fact that the question was quite demanding regarding the learners' vocabulary comprehension and they may not have understood the word "pekiştirmek" (*to reinforce*) in Turkish.

Second and fourth grade students needed mother tongue for classroom instructions while none of the seventh grade students needed Turkish for that case. Another point that needs to be underlined is that younger learners needed Turkish advice about how they can learn more efficiently more when compared to the older learners. In addition, seventh graders expected to be provided Turkish summary of the previous lessons while younger learners did not demand this from their teachers. A surprising finding came out of the questionnaire underlining that none of the students from lower grades needed Turkish for humor and jokes. However, the majority of seventh graders expected to hear Turkish jokes and humor from their teachers.

5.2 Theoretical and Pedagogical Implication

As seen in the literature, the functions revealed with this study reflect well the functions demonstrated by Ferguson (2009): constructing and transmitting knowledge, conducting classroom management and maintaining interpersonal relations as well as functions indicated in Polio and Duff's (1994) study.

Moreover, although Krashen and Terrell (1988) argues that learners should be exposed to the target language as much as possible so that the language is acquired just like one's mother tongue, Cook (2008) states that the learning process of the mother tongue is not identical and thus, it is not possible to ignore the language system of L1 in learners' mind. This study is in line with these statements and highlights the importance of learners' L1. Considering the data gathered from learners' and teachers' interview, the need of L1 cannot be disregarded

Another extract from this study about the word "contain" and its use in Turkish by the teacher is similar to the example given by Butzkamm (2003). In the example, he provided an example: "Look at the sky, it's going to rain" in which learners defined "sky" as "cloud" as an incorrect association. The same case was about to occur in this study while teaching vocabulary (the word contain) and when the teacher felt that, she gave the Turkish definition. In this case, the teachers should be aware of the fact that learners may not always clearly understand what we are trying to say. Thus, we need a confirmation so that we can check their understanding and if there is any misunderstanding the teacher can take the necessary action such as: switching to L1.

The findings of this study revealed that upper grade learners need humor and jokes in their mother tongue compared to lower grades. This finding echoes in Low and Lu's (2006) study that code switching could be used for integrating humor and saving embarrassment as a facilitative tool in language classrooms.

In this study the most preferred functions by the teachers: translating vocabulary, explaining grammatical structures, managing class, building close relations with learners are also supported by several researches (Macaro, 1997; Levine, 2003; Üstünel & Seedhouse, 2005; Cook, 2001).

Atkinson's (1987) explanation of code switching as being a humanistic approach is reflected on the teachers' teaching practice and their beliefs in this study. Hence, we, teachers, should be aware of learners' emotions and affective situations in classrooms and make use of their mother tongue if it will make the learners more comfortable or self-confident.

In addition, due to the scarcity of research on code switching in primary and secondary schools, this study is significant as it revealed that in terms of raising consciousness among teachers about integrating L1(Polio & Duff, 1994) especially in their primary school classrooms. Moreover, this study might be a guiding research study for future studies especially for private K-8 schools in Turkey.

The study also combined the perceptions of the teachers and learners as well as of the administrators so that the differences and similarities between teachers' and

learners' perceptions on the use of L1 and their preferences on its functions could be observed much easier. If the learners are more aware of their learners' code switching preferences, they can modify their teaching practice accordingly so that they benefit from the facilitative role of the mother tongue.

Finally, this study underlines and echoes the significance of "The New Concurrent Method" (cited in Jadallah & Hasan, 2001 and "The Balanced Approach" (Nation, 2003) provided in the literature. Instead of eliminating L1 in language classrooms, being aware of its benefits and use it when needed might increase the efficiency of language classes since Pachler and Field (2001) argues that the link between the quantity of the target language and language learning is not proven.

5.3 Conclusion

The questionnaire showed that, teachers had positive perceptions towards using L1 in their English lessons and agreed that L1 should be integrated in language classrooms. However, the general perception was not positive and teachers stated that they rarely used L1 in their classrooms. On the other hand, teachers benefited from the mother tongue in certain cases. All of the teachers supported the idea that lover grades needed L1 the most because of the affective issues that occur in the classrooms. The teachers agreed that they used L1 when two language structures did not coincide. All of the teachers used Turkish for classroom management and students' affective situations. Comparing L1 and L2 structures and error correction were popular responses. Teachers used L1 in some cases with especially lover grades. Teachers also used L1 to build good and trustworthy relationships with learners.

Code switching was regarded as a facilitative tool when there were classroom management problems. Teachers stated the need of L1 in certain cases on the other hand; the school administrator argued that language could be taught without any mother tongue. The data indicated that, second and fourth grade learners held negative perception while seventh graders were quite positive about its use.

5.4 Recommendations for Future Research

As in this study, primary school learners in a private K-8 school and their teachers as well as the school's administrator were examined in terms of their beliefs and practices on the use of L1, it could be seen that learners had some needs and expectations on L1 use. The role of L1 in English classes in Turkish context can be discussed more and further research can focus more on primary and secondary school learners and the teachers' use of L1 expectations.

In further research, a longitudinal study can be designed in order to collect more reliable data about the school administration, teachers and learners by organizing more interviews and longer hours of observations. With the gathered data, the researcher can gain a deeper understanding about code switching in foreign language classrooms.

Finally, bilingual learners' perceptions towards using L1 in classrooms may be compared with monolinguals' as well as their grades to see if there are any differences between their perceptions.

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APPENDIX A: Questionnaire for the teachers

(Adapted from Timor, 2010)

The Use of Turkish as the Mother Tongue among EFL Teachers

Dear Teacher,

The questions below refer to the use of Turkish as a mother tongue in EFL teaching. In question on the scale of 1-5, 1 means *strongly disagree*, whereas 5 means *strongly agree*. Your opinion is highly appreciated.

Name:

Age:

Educational Background

Professional Background:

1. I can see the benefit of using Turkish in EFL teaching 1   2   3   4   5 (circle relevant answer)mainly because …………………………………………………….

2. I'm against using Turkish in EFL teaching   1   2   3   4   5   (circle relevant answer) mainly because …………………………………………………...

3. I refer to Turkish in my EFL teaching   1   2   3   4   5 (1= quite rarely; 5= quite frequently).

4. I refer to Turkish mainly when structures in English and Turkish coincide / do not coincide (please circle relevant answer).

5. I refer to Turkish when I teach (please circle relevant answers and specify):

    Tenses (which ones?) …………………………………………………..

Relative clauses …………………………………………………………………..

Comparative Forms …………………………………………………………………...

Reported Speech (reported questions? negations? statements?)

…………………………………………………………………………………………….

Phrasal Verbs (e.g., ……………………………………………………………..)

Modals (which ones?) …………………………………………………………………

Conditionals …………………………………………………………………………...

Other ………………………………………………………………………………...

6. I refer to Turkish when I teach vocabulary/reading comprehension skills / writing

   skills / other ……………………………………………. (circle relevant answers)

7. I use Turkish in the following cases (Circle relevant answers):

   Check comprehension

   Giving instructions

   Classroom management purposes

   Students' affective situations (reward, increasing self-confidence, empathy

   etc.)

   Giving feedback

   Comparing L1 and L2 culture

   Comparing L1 and L2 structures

   Error correction

   Thanks a lot for your input.

(Adopted from Şevik, 2007)

Yabancı Dil Sınıflarında Anadilin Yeri

Sevgili Öğrenci,

Bu anket yabancı dil derslerinde Türkçe'nin kullanımı yolunda sizin görüşlerinizi ölçmek amacıyla hazırlanmıştır. Ankete verecek olduğunuz cevaplar sadece araştırma hedefleri doğrultusunda kullanılacak ve gizli tutulacaktır.

Katıldığınız için teşekkürler.

Not: Katıldığınız cevabı daire içine alınız. 3. ve 4. sorularda birden fazla şık işaretleyebilirsiniz.

Yaş: **Sınıf:**

1. Yabancı dil derslerinde Türkçe kullanılmalı mıdır?

   a) Evet   b) Hayır

2. Yabancı dil dersine gelen öğretmenlerinizin sınıfta Türkçe kullanmaları hoşunuza gidiyor mu?

   a) asla   b) çok az   c) sıklıkla   d) çok

3. Yabancı dil derslerinde Türkçe kullanılmasının hangi alanlarda gerekli olduğunu düşünüyorsunuz?

   a) Yeni kelimelerin anlamlarının tanımlanması için

   b) Bazı ifade ve sözcüklerin pekiştirlmesi için

   c) Karmaşık dil bilgisi kurallarının anlatılması için

   d) Farklı kavram ve fikirlerin anlatılması için

   e) Sınıf içi komutların verilmesi için

f) Nasıl daha etkili öğrenebileceğimize yönelik önerilerin verilmesi için

g) Daha önce anlatılan konuların özetlenmesi için

h) Sınıf içerisinde espri şaka yapmak için

i) Bunların dışında Belirtmek istediğiniz varsa lütfen yazınız......................

4. Sınıf içinde Türkçe kullanılmasının yabancı dil öğrenmenize ne kadar katkıda bulunduğunu düşünüyorsunuz?

   a) hiç   b) az   c) sıklıkla d) çok fazla

5. Sizce Türkçe ders içerisinde ne sıklıkla kullanılmalıdır?

   a) hiç   b) az   c) sıklıkla d) çok fazla

6. Sınıf içerisinde okunan parçalar ne sıklıkla Türkçeye çevrilmelidir?

   a) asla   b) ara sıra   c) sık sık d) her zaman

APPENDIX C: Curriculum Vitae

PERSONAL INFORMATION

Surname, Name: Demirci, Karolin

Nationality: Turkish (TC)

Date and Place of Birth: 31 October 1987, İstanbul

Marital Status: Single

email: karolindemirci@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
MA	Bahçeşehir University	2014
BS	Marmara University	2010
High School	Esayan Private High School	2005

WORK EXPERIENCE

Year	Place	Enrollment
2011-2012	Üstün Dökmen Küçük Şeyler Kindergarten	English Teacher
2012-2013	BJK College	English Teacher
2013-	Nisantaşı University Preparatory School	Instructor

FOREIGN LANGUAGES

Advanced English, Intermediate French, Fluent Armenian

CERTIFICATES

Institute of English Language Studies -IELS (Malta)   : 06/2004

Université de la Sorbonne (Paris) - French Language Certificate   : 07/2006

Doğa College - French Language Teaching Certificate   : 06/2008

Yeditepe University - International ELT Conference   : 03/2010

İstanbul Bilgi University - ELT Conference   : 05/2010

Doğa College - ELT Conference   : 05/2010

Yeditepe University - International ELT Conference   : 04/2011

Çevre College – ELT Conference   : 03/2012

İhlas College - Storytelling Conference 2012   : 04/2012

1. Bölüm: Giriş

Giriş

Bu bölüm genel olarak kısa bir literatür bilgisi ile bu çalışmayı yapma sebebim olan özellikle Türkiye'de yapılan çalışmalara bakıldığında literatürdeki boşluğu doldurma amacını açıklamaktadır. Ayrıca çalışma boyunca kullanılan metot ve teknikler de bu bölümde kısaca bahsedilecektir.

Genel Bakış

Her geçen gün Türkiye'de İngilizce'ye verilen önem artmaktadır ve müfredatlar bu yönde hazırlanmaktadır. Yal (2011)'e göre özellikle istihdam alanında İngilizcenin önemi büyüktür. İngilizce'nin önemi arttıkça özel okulların pazarlama stratejileri de İngilizce üzerinde yoğunlaşmaya başladı. Çoğu özel okulda anadili İngilizce olan öğretmenlerin olması ve bu duruma yönelik talep velilere yabancı dilin en iyi öğrencilerin anadili olmadan öğrenildiği mesajı vermektedir.

Bu çalışmanın amacı bir adım ileri giderek yabancı dil sınıflarında asıl ihtiyacın ne olduğunu araştırmaktır. Ayrıca bu çalışma öğrenci, öğretmen ve okul yönetiminin dil sınıflarında anadil kullanımına karşı algılarını da incelemektedir.

Teorik Çerçeve

Öğrenmenin uzun bir tarihe sahip olmasından dolayı farklı öğretme teknik ve yaklaşımları oluşmuştur ve her bir yaklaşımın dil sınıflarında anadil kullanımı ile ilgili farklı prensipleri vardır.

Dilbilgisi-Çeviri Yöntemi (Grammar-Translation Method) anadile çok fazla önem verirken Düzvarım Yöntemi (Direct Method), Topluluk Odaklı Dil Öğrenimi (Community Language Learning) dil sınıflarında anadili tamamen reddetmiştir. Son olarak da İletişimsel Dil Öğretimi (Communicative Language Teaching) dili bir iletişim aracı olarak görüp anadili makul oranda sınıflara sokmuştur.

Problemin Tanımı

Bu konu üzerinde çalışmak istememin ilk sebebi anadilin yabancı dil sınıflarında neden reddedildiğini daha derin bir şekilde incelemektir. Özellikle özel okullarda yabancı dil öğretmenlerin bu konuda sene başlarında uyarılması ve derslerinde Türkçe kullanmamaları istenmektedir. Cook (2008) "dünyada, anadili İngilizce olmayan öğretmenlerin daha zor sürekli ve tam süreli bir iş bulabildiklerini ve anadili İngilizce olan öğretmenlerden daha az ücret karşılığında çalıştıklarını savunmaktadır. Halbuki anadili İngilizce olmayan öğretmenler sınıf yönetimi konusunda diğer hocalara göre daha fazla sorun yaşamaktadır. Ayrıca bu alandaki pazarlama tekniği olarak anadili İngilizce olan öğretmenlerin ön plana alınması da bu durumun eğitimsel ve teorik açıdan bir dayanağı olup olmadığı konusunda merak uyandırmaktadır.

Buna ek olarak, yabancı dili hem öğreten hem de öğrenen biri olarak ben de anadili İngilizce olmayan öğretmenlerin öğrencilerle aynı öğrenme yollarından geçtiğim için onların yaşayacağı problemlerin farkında olup bu konuda tahmin edilen öğrenme zorluklarına karşın daha hazırlıklı olabileceklerine inanıyorum.

Amaç

Bu çalışmanın genel amacı farklı seviyedeki öğrenci ve onların İngilizce derslerine giren öğretmenlerin yabancı dil sınıflarında anadil kullanımı konusundaki bakış açılarını incelemek ve hangi amaçla daha çok anadil kullanıldığını araştırmaktır. Ayrıca okul yönetimi ile öğretmenlerin konuya bakış açılarının karşılaştırılması da hedeflenmektedir. Katılımcıların tutumları anket ve röportajlarla incelenecek ve bu tutumların teorik ve uygulamada tutarlı olup olmadığı ise sınıf gözlemleri sonucunda irdelenecektir.

Araştırma Sorunsalı

Bu çalışma bir ana soru ve beş alt sorudan oluşmaktadır.

Ana soru: Özel bir ilköğretim okulunda İngilizcenin yabancı dil olarak öğretildiği sınıflarda dil değişiminin rolü nedir?

1. Öğretmenlerin dil değişimi konusundaki bakış açıları nelerdir?
2. Öğretmenler için dil değişimi konusundaki belli işlevler nelerdir?

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3. Dil değişimi konusunda okul yönetimi ile öğretmenlerin bakış açılarının karşılaştırılması nasıldır?

4. Öğrencilerin sınıf içindeki dil değişimi konusundaki bakış açısı nasıldır?

5. Öğrenciler hangi işlevler için dil değişimini tercih etmektedir?

Araştırmanın Önemi

Türkiye dahil literatürdeki dil değişimi konusundaki çalışmalar dikkate alındığında çoğunun lise ve üniversite seviyesine odaklandığı görülmüştür (Bista, 2010; Bismilla, 2010; Schweers, 1999; Büyükyazı & Solhi, 2011; Alenezi, 2010; Meij & Zhao, 2010; Storch & Wigglesworth, 2003; Kayaoğlu, 2012; Moran, 2009; Şevik, 2007). Nispeten küçük yaş grubu öğrencilere ve o seviye öğretmenlerine odaklandığından ötürü bu çalışma hem eğitimsel hem de teorik açıdan kayda değerdir. Ayrıca bu çalışma hem öğretmen hem de öğretmen eğiticilerine anadil kullanım alanları konularında farkındalık kazandırmayı hedeflemektedir.

2. Bölüm: Alan Yazın Taraması

Bu bölümde anadilin sınıflarda reddedilme sebepleri, dil değişiminin tanımı ve işlevleri, anadil kullanımını destekleyen ve desteklemeyen görüşler incelenmiştir.

Anadilin yabancı dil sınıflarında kullanılmama sebeplerinden bazıları yabancı dil konuşmanın Dilbilgisi-Çeviri Metodunda başarısızlıkla sonuçlanması, 1961'daki Makerere raporunda vurgulanan İngilizce'nin üstünlüğü, göçler ve sömürgeleşme ve anadilin yabancı dil öğrenmeyi negatif yönde etkileyeceği yönündeki görüşlerdir.

Bu çalışmada bahsedilen dil değişimi ise kişilerin bir veya birden fazla dil arasında dilden dile atlaması olarak tanımlanabilir. (Eldridge, 1996).

Bu alandaki yazın taramasında dil değişiminin bazı yaygın işlevleri aşağıdaki gibidir:

Bilgiyi üretip başkasına aktarma, sınıf yönetimi ve kişilerarası ilişkiler (Ferguson, 2009); kısa yönerge ve açıklama sunmak, anadil ve hedef dil arasında köprü kurmak (Cook, 2001); öğrencilere geri dönüt vermek, disiplini sağlamak (Macaro, 1997).

Sınıflarda anadilin kullanılmasına karşıt durulma sebepleri arasında yabancı dilin en iyi konuşulduğu ortamda edinim yoluyla öğrenileceği (Auerbach, 1993), anadil nasıl öğreniliyorsa yabancı dilin de öyle öğrenildiği (Gouin, 1892) ve öğrencinin tek dil girdisinin derste duyduğu yabancı dil olduğu dolayısıyla bu önemli fırsatın anadil ile harcanmaması gerektiği vardır (Turnbull, 2001).

Buna karşın, yabancı dil sınıflarında anadilin kullanımını savunan görüşler de vardır. Örneğin, yabancı dilin anadil gibi öğrenilmediğine inanan (Cook, 2008) veya sınıflardaki nispeten zayıf öğrencilerin aktivite öncesi anadil yardımıyla etkinliğe adapte edilebileceğini savunan (Nation, 2003) görüşler vardır. Bunlara ek olarak birçok çalışma öğretmen ve öğrencilerin yabancı dil sınıflarında anadil kullanımı konusundaki pozitif algıları ortaya koymuştur (Timor, 2012; Miles, 2004; Cianflone, 2009; Storch & Wigglesworth, 2003).

3. Bölüm: Yöntem

Araştırmanın Modeli

Bu çalışmada nitel araştırma yöntemi kullanılmıştır çünkü çalışma konusu, bağlamı ve katılımcı grup bu araştırma yöntemini uygun kılmıştır. Çalışmada katılımcıların duyguları, düşünceleri, duygu ve deneyimleri incelenmiştir ki bu özellikler da nitel araştırma yöntemini gerektirir. Ayrıca bu araştırma bir durum çalışmasıdır çünkü farklı veri toplama yöntemleri kullanılmış ve bunlar uzun zamana yayılmıştır.

Çalışma Grubu

Bu çalışmadaki katılımcılar 3 farklı sınıftan 10'ar öğrenci, bahsi geçen sınıfların İngilizce öğretmenleri ve yabancı diller bölüm başkanıdır.

Verilerin Toplanması

Örnekleme, veri kaynakları ve veri toplama araçları

Çalışmadaki öğrenciler uygunluk prensibine göre seçilmiştir. Bu sayede veri toplama sırasında karşılaşılacak herhangi bir problem daha kolay çözülmüştür.

Veri toplama kaynakları 90 dakikalık sınıf gözlemleri, röportajlar ve anketlerdir. Sınıf gözlemleri çalışma konusu daha önceden öğretmenlere bildirilmeden gerçekleştirilmiştir. Bunun nedeni ise sınıfın ve dersin doğal akışını bozmamaktır. Öğretmen röportajları sınıf gözlemlerinden sonra gözlem esnasında karşılaşılan dil değişimlerinin sebeplerini incelemek amaçlı gerçekleştirilmiştir. Öğretmen anketlerinde Liker ölçekli ve açık uçlu sorular mevcuttur. Öğrencilerin anketleri ise daha kontrollü olması açısından çoktan seçmelidir.

Bölüm 4: Bulgular

Çalışma sonucunda, öğretmenlerin anadil kullanımı konusunda oldukça pozitif bir bakış açısına sahip oldukları görülmüştür. Özellikle katılımcı öğretmenlerin hepsi küçük yaş öğrenciler için kişilerarası ilişki kurmak ve onların duygularına hitap edebilmek açısından anadilin kesinlikle gerekli olduğunu savunmuştur. Bunun yanında katılımcı öğretmenlerin çoğu anadili iki dilin dil sistemleri örtüşmediğinde kullandıklarını belirtmiştir ve anket sonucunda en popüler olan cevaplar gerçekten de iki dilin yapısının örtüşmediği alanlardır. Sınıf dinamiği konusunda ise anadilin en çok sınıf yönetimi, öğrencilerin duygusal durumları konusunda kullanıldığı belirtilmiştir. Son olarak öğretmenler en fazla kelime öğretiminde anadili kullandıklarını bildirmişlerdir.

Öğretmenler ile okul yönetimi arasında anadil kullanımına karşı tutumlarda farklılık görülmüştür. Okul yönetimi okulun tüm imkanlarının kullanılarak anadil kullanılmadan İngilizce öğretilebileceğini savunurken öğretmenler belli durumlarda anadilin vazgeçilmez bir öğretim aracı olduğunu söylemişlerdir.

Öğrenciler açısından ise durum biraz farklılık göstermektedir. Küçük yaş grubu öğrenciler (ikinci ve dördüncü sınıf öğrencileri) yabancı dil derslerinde anadil kullanımına karşı negatif bir tutum sergilemişlerdir. Fakat büyük yaş grubu öğrenciler (yedinci sınıf öğrencileri) anadil kullanımını desteklemektedir. Katılımcı öğrenciler anadilin en çok kelime anlamlarının ve karmaşık dilbilgisi yapılarının açıklanması ve en iyi nasıl öğrenebilecekleri konusunda tavsiye verilmesi durumlarında kullanılması gerektiğini belirtmişlerdir. Bu işlevlerden farklı olarak büyük yaş grubu anadilin sınıf içerisinde şaka yapmak için kullanılması için de gerektiğini savunmuştur.

Bölüm 5: Tartışma ve Sonuçlar

Teorik ve Eğitimsel Çıkarımlar

Öğretmenlerin anadil kullanım işlevleri Ferguson (2009) ve Polio ve Duff (1994) araştırmaları ile paralellik göstermektedir. Ayrıca büyük yaş grubunun anadilin sınıf içerisinde şaka yapmak için kullanılmasını savunması Low ve Lu (2006)'nun çalışmasını da desteklemiştir.

Küçük yaş gruplarıyla çok az sayıda dil değişimi ile ilgili araştırma yapılmıştır. Dolayısıyla bu çalışma gelecekte yapılabilecek çalışmalara bir rehber olabilir.

Gelecekteki Araştırmalar İçin Öneriler

Bu çalışma ilk ve ortaöğretimdeki öğretmen, öğrenci ve okul yönetiminin anadil kullanımındaki tutum ve beklentilerini incelemiştir. Gelecekteki araştırmalar ilk ve orta öğretim sınıflarında dil değişimi konusuna daha fazla odaklanabilir ve yabancı dil öğretiminde farklı çıkarımlarda bulunabilir.

Ayrıca dil değişimi üzerine okullarda daha uzun süreli gözlemler ve röportajlar yapılabilir böylede araştırma konusu üzerinde daha güvenilir bilgi toplanılabilir.

Son olarak, dil değişimine yönelik bir çalışma bağlamında çift dilli öğrenciler ile tek dilli öğrenciler arasındaki bakış açısı farklılıkları gelecek çalışmalarda incelenebilir.