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Code-Switching in the EFL Classroom: A Case of Teacher and Learner Perspective

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Abstract

This mixed-method study aimed to explore teachers' and learners' perceptions of using code-switching in the English as a Foreign Language (EFL) classroom. The participants consisted of a convenience sample of 138 learners and 6 teachers from the preparatory program of a foundation university in Turkey. Whether learners' perceptions differed by their gender, age or proficiency level was also investigated. Two questionnaires in the form of a 5-point Likert-scale with several open-ended items were administered to the participating teachers and learners. Findings revealed that EFL teachers and learners perceived the use of code-switching positively. Furthermore, learners' gender or age had no significant effect on their perceptions of using code-switching; however, proficiency level caused statistically significant differences. Implications may potentially benefit researchers, administrators, teachers and learners employed in the context of higher education.

Key Words: Code-switching, Language mixing, Perception, EFL

İkinci Yabancı Dil Olarak İngilizce Öğretilen Sınıflarda Kod Değiştirme: Öğretmen ve Öğrenci Perspektifi Örneği

Özet

Bu karma yöntemli çalışma, yabancı dil olarak İngilizce (EFL) öğretilen sınıflarda öğretmenlerin ve öğrencilerin kod değiştirmeyi kullanma algılarını keşfetmeyi amaçlamıştır. Katılımcılar, Türkiye'deki bir vakıf üniversitesinin İngilizce Hazırlık programında kolayda örnekleme tekniği kullanarak belirlenmiş 138 öğrenci ve 6 öğretmenden oluşmaktadır. Öğrencilerin algılarının cinsiyetlerine, yaşlarına veya İngilizce yeterlilik seviyelerine göre farklılık gösterip göstermediği de araştırılmıştır. Katılımcı öğretmenlere ve öğrencilere açık uçlu sorular ve 5'li Likert ölçeğinden oluşan iki ayrı anket uygulanmıştır. Bulgular, İngilizce öğretmenlerinin ve öğrencilerinin kod değiştirme kullanımını olumlu algıladıklarını ortaya koymuştur. Ayrıca, öğrencilerin cinsiyet veya yaşlarının kod değiştirmeyi kullanma algıları üzerinde anlamlı bir etkisi bulunmamıştır; ancak İngilizce yeterlilik düzeyinin istatistiksel olarak anlamlı farklılıklara neden olduğu görülmüştür. Çıkarımların, yükseköğretim bağlamında istihdam edilen araştırmacılara, yöneticilere, öğretmenlere ve öğrencilere potansiyel faydası bulunmaktadır.

Anahtar Kelimeler: Kod değiştirme, Dil karıştırma, Algı, Yabancı dil olarak İngilizce

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Introduction

The relationship between a speaker's native language (L1) and target language (L2) has been one of the most controversial issues in the field of English language education. Some scholars claim that L1 use has a considerably positive influence on a person's lexical and phonological knowledge in L2 (Haman et al., 2017). Schmitt and McCarthy (1997) confirm this point of view by stating that "a learner's L1 is one of the most important factors in learning L2 vocabulary" (p. 2). Meanwhile, others argue that instructional and scholarly skills are, in fact, originated in L1, and later, passed on to L2 (Ovando et al., 2003). It is believed that with the help of L1, one can comfortably handle the interpretation of intricate concepts, translation of inquiries, checking for confirmation and negotiation of meaning in L2 simply because L1 allows the speaker a comfort zone where social interaction occurs without effort or stress (Kumar et al., 2021). Indeed, there may be a potential for some communicational and strategic skills which flourish with the emergence of L1 to have a favorable impact on their development in L2. However, despite the multitude of studies underpinning the operative existence of L1 use in teaching L2 (Atkinson, 1993; Auerbach, 1993; Cole, 1998; Weschler, 1997), it is still ambiguous whether L1 use actually fosters or hinders L2 learning.

In the global arena, most educational L2 contexts involve the teaching and learning of English, possibly along with other languages, either as a foreign or a second language. Over the last few decades, it has almost become more of an obligation rather than a necessity to be proficient users of English particularly for better job opportunities. Under these circumstances, it is quite understandable for bilingualism to gain more reputation and prominence than ever. Bilingual communication can be observed in contexts where people from two separate groups utilize different languages to carry out a lengthy conversation (Shartiely, 2013). One thing that is very commonly employed in a bilingual classroom is the conscious or subconscious interchange of learners' words, phrases or sentences between their L1 and L2, which is referred to as code-switching (Kumar et al., 2021; Momenian & Samar, 2011). Jingxia (2010) brought out the term as the idea of shifting from one language to another during a conversation that takes place between people who are users of the same two languages. Code-switching, or code-mixing, does not involve any alteration in the topic (Kumar et al., 2021), and is considered to be an influential constituent of informal interaction (Garrett, 2010). In terms of its likelihood to encapsulate a rich ethnic, cultural, and therefore, linguistic diversity, the language classroom has ample room for the use of code-switching. Gulzar (2010) points out nine reasons why code-switching is used, which are effective delivery of instruction, asking for and giving clarification, doing comprehension check, translating language, expressing ideas without difficulty, growing a sense of community, building knowledge of linguistics, and doing recurring tasks. Dendup (2010), however, associates the use of code-switching with learners' insufficiency in their language-related capabilities. It is possibly due to the speaker's disrupted fluency in the effort to make up for the loss of words or phrases, which brings out the need for switching codes. According to Goodman (2006), discussions about topics of the

contemporary world like political or occupational issues are more likely to give rise to speakers' code-switching than conventional topics of interest.

In addition to the potential reasons for learners' use of code-switching, teachers' and learners' attitudes towards code-switching have also been scrutinized. Attitudes regarding code-switching among English, Arabic and Jordanian languages were explored in a study by Hussein (1999) and it was revealed that learners did not display any significant differences. Interestingly, teachers' attitudes towards code-switching were not taken into consideration at all. In other studies conducted later in Malaysia (Ahmad & Jusoff, 2009; Nordin et al., 2013), Ethiopia (Alenezi, 2010), and China (Jingxia, 2010), it was found that attitudes towards the use of code-switching were positive. Ahmad & Jusoff (2009) examined bilingual learners and found that teachers favored code-switching between L1 and L2, and that learners were expecting to see code-switching being used by their teachers in the future. They found code-switching to be useful particularly for learners with a low proficiency level in L2. Alenezi (2010) reached similar results of a positive attitude towards code-switching with a group of learners speaking Arabic as their L1 and English as their L2. Like Ahmad and Jusoff (2009), Jingxia (2010) also explored attitudes of both teachers and learners. Findings demonstrated that in three Chinese universities, more than 70% of teachers and around 70% of learners had positive opinions of teachers' code-switching from English to Chinese. Nordin et al. (2013) were among researchers who examined learners studying at university level. They found that a great number of the participating bilingual learners viewed switching codes during their daily conversations positively. Contrary to these findings, Johansson (2014) found that teachers teaching English to Swedish children were not supportive of code-switching despite the majority of learners having a tendency towards it. There were other researchers who investigated code-switching in the university context. Bilgin and Rahimi (2014) revealed that teachers were strongly in favor of code-switching and that it was beneficial for understanding of instructions and unfamiliar words as well as providing a comfortable context for more learner engagement. Apart from bilinguals, studies also examined attitudes of multilinguals towards code-switching. In an attempt to do so, Dewaele and Wei (2014) investigated 2070 multilingual learners and uncovered that female learners with low and high levels of education preferred to use code-switching in speech. Other researchers like Cole (1998) are in favor of using L1 with caution and restriction.

Previous studies highlight the prominent influence of code-switching on instructional contexts where both teachers and learners play an active role in maximizing opportunities for L2 learning. Teachers' and learners' attitudes towards and perceptions of code-switching point out whether it is an appropriate practice that fully benefits both parties involved in the educational setting. Related research has taken a crucial role in understanding learning processes and factors affecting learning as both the language teachers and the learners make occasional use of code-switching in the EFL classroom. How code-switching is perceived differs particularly among teachers and learners as some believe it to be

advantageous while others agree on its detrimental effects on the language learning process. Determining the common reasons for the use of code-switching and finding out whether teachers and learners perceive code-switching as beneficial or not may guide language teaching practitioners into further development. Obviously, more research needs to be done to have a deeper understanding and make a more accurate judgement regarding the issue. In addition, investigating the potential differences among learners of varying L2 proficiency levels may provide a deeper insight into the needs of foreign language learners in the preparatory programs of universities as well as other educational contexts. For these reasons, the disparity in the perception of code-switching must be taken into consideration before accepting the use of it as totally beneficial. It should also be pointed out that the existing literature is deficient in the thorough investigation of the topic. Forming a sound opinion of the positive and negative aspects of using code-switching in the language classroom may provide educational authorities such as teachers and administrators with pedagogical implications to design their teaching strategies and applications. In this respect, exploring how learners and teachers perceive the interchange that occurs between their L1 and L2 in the language classroom becomes paramount since it has potential benefits for language teachers and learners in terms of the design, choice and application of appropriate teaching and learning strategies.

The present study aimed to answer the following research questions:

1. What are the learners' perceptions of using code-switching in an EFL preparatory program?
2. Do the learners' perceptions of code-switching in an EFL preparatory program differ based on their gender, age or L2 proficiency level?
3. What are the EFL teachers' perceptions of using code-switching in an EFL preparatory program?

Method

The present study is conducted in a mixed-method research design which involves both qualitative and quantitative data collection processes. Mixed-method design is mostly considered useful as it enables the researcher to “compare different perspectives drawn from quantitative and qualitative data, and, explain quantitative results with a qualitative follow-up data collection and analysis” (Creswell, 2014, p. 267).

Universe - Sampling

By using convenience sampling technique, 138 students from six different classes and six instructors who were teaching those classes in the preparatory program of a foundation university were invited to participate in the present study. The number of participating learners was nearly equal in terms of gender ($n_f=70$; $n_m=68$). More than two-thirds of the learners ($n=93$) were at 17-19 years of age while the rest was older than 20 ($n=45$). Also, most of the participating learners ($n=76$) were of either A1 or

A2 proficiency level of English, and only fewer ($n=62$) were of B1 proficiency level of English. All of the six participating teachers were female. There were two teachers teaching in each proficiency level. The teachers' age and experience varied; however, most of them ($n=4$) were at 31-40 years of age with 11-15 years of teaching experience.

Data Collection Tools

Learner Code-switching Questionnaire. The Code-switching Questionnaire completed by the participating learners was originally devised by Karakaya and Dikilitaş (2020) in English. However, for the present study, it was translated into Turkish for reasons of practicality regarding learners who were particularly from a low proficiency level. The Turkish version was crosschecked by two EFL instructors and was found appropriate in terms of the language with an acceptable degree of inter-coder agreement ($\kappa=.78$). The adapted questionnaire consisted of two parts; one part collected demographic information, and the other measured learners' perceptions of teacher and learner use of code-switching in the classroom. The demographic part involved three questions which asked the learners about their gender, age and proficiency level. The second part included 16 Likert scale items (strongly agree to strongly disagree) along with one open-ended question added to the questionnaire to collect qualitative data. The open-ended question attempted to find whether learners found code-switching useful, and if so, why. Overall, the original scale was reported to be reliable. The Cronbach's alpha value for the learner questionnaire was found to be .70, which is considered to be sufficient for reliability.

Teacher Code-switching Questionnaire. The Code-switching Questionnaire completed by the participating teachers included two parts that were taken and adapted from the studies of Kumar et. al. (2021), and Karakaya and Dikilitaş (2020). The first part collected demographic information about the teachers' gender, age and the proficiency level that they were teaching at the time. The second part included 13 Likert scale items (strongly agree to strongly disagree) that were taken and adapted from Kumar et. al. (2021). The items were originally devised by Kumar et. al. (2021) in English with a sufficient level of reliability. In order to collect qualitative data and further investigate; the types of code-switching employed by the teachers, their effects on teaching and learning process, and whether code-switching was believed to be advantageous or disadvantageous, four open-ended questions were adapted from the interview questions included in the study of Karakaya and Dikilitaş (2020), and added to the Teacher Code-switching Questionnaire. The present study had a lack of teacher sampling that would be big enough to find out how statistically reliable the teacher questionnaire was.

Data Analysis

All the responses provided for the Likert scales were transferred onto SPSS for relevant statistical analyses to be run. In order to answer the first research question which investigated learners' perceptions of the use of code-switching, the researcher mainly used descriptive statistics. In the case of learners'

responses to the questionnaire items having an inclination away from the value of three, they were regarded as positive or negative perceptions of the issue in the related items. The qualitative data gathered comprised of answers given to the open-ended question in the learner questionnaire, which were analyzed and grouped by the use of thematic analysis.

To answer the second research question which dealt with learners' perceptions of the use of code-switching in connection to demographic variables such as age, gender and proficiency level of English, group statistics were checked along with conducting independent samples t-test and one-way ANOVA since the data were normally distributed.

Finally, to answer the third research question, descriptive statistics were used in addition to the thematic analysis applied for the qualitative data consisting of four open-ended questions in the teacher questionnaire.

Findings

Learners' Perceptions of Using Code-switching

The results of the descriptive analysis revealed generally positive perceptions of using code-switching among learners in the EFL classroom. The overall mean value for the learner questionnaire was slightly above average ($M=3.32$, $SD=0.54$). More than 40% ($n=56$) of the learners strongly agreed that they could focus on the lesson with no worries regarding unknown vocabulary or sentences thanks to teachers' code-switching ($M=3.87$, $SD=1.21$). The second highest mean score belonged to an item which stated that learners used code-switching while they were explaining demanding lexical items or sentences to their peers ($M=3.84$, $SD=1.07$). Around 32% ($n=44$) of the learners strongly agreed with this opinion. On the other hand, only about 38% ($n=52$) of the learners disliked teachers' code-switching in EFL classes ($M=2.34$, $SD=1.33$), and 31.2% ($n=43$) had difficulty in focusing on the lesson with the teacher using solely L2 ($M=2.50$, $SD=1.33$). Additionally, learners seemed to have negative perceptions for when the teachers avoid using code-switching or learners' L1 in the EFL class ($M=2.66$, $SD=1.45$), and, for another item which stated that learners preferred their teacher to reduce switching codes to the minimum ($M=2.73$, $SD=1.38$).

The open-ended item in the questionnaire asked the learners to state whether they thought code-switching was good or bad by providing supporting reasons for their ideas. The findings obtained from thematic analysis revealed that there were 115 accounts where learners mentioned code-switching as something good and 26 accounts where they mentioned it as something bad while four learners preferred not to respond at all. There were also 38 accounts where learners were either indecisive or believed that code-switching was both good and bad depending on certain determining factors such as the context, the reason, the amount and the frequency of use or whether it was ultimately necessary for learners' comprehension. According to learners' responses, the most popular reason for why code-switching was

considered as something good was that it made the comprehension of language-related items easy for learners. Findings also revealed that code-switching usually facilitated learning especially when there were unknown vocabulary for learners to grasp. The two least favored reasons in this category were the help of code-switching in maintaining speech fluency and its benefit for learners with a low proficiency level of L2. On the other hand, code-switching was rejected simply because learners preferred an L2-only language learning environment for themselves and because it negatively affected their accuracy and speech fluency in L2. There was also one response stating that it was difficult for learners to focus on the lesson when code-switching was used by their teachers. Table 1 displays the categories of and reasons for learners' responses to the open-ended question in detail.

Table 1. Learners' responses to the open-ended item: 'Do you think code-switching is good or bad? Why?/Why not?'

Response Category	Reason for Response	Frequency
Positive	ease in comprehension	44
	facilitating learning	12
	better grasp of unknown words	11
	ease in concentration	10
	overall usefulness	10
	enhanced confidence in self-expression	9
	memorable learning experience	4
	functional association of L1 with L2	4
	enjoyable and motivating lessons	4
	smooth lesson pacing	4
	increase in active learner participation	2
	maintenance of fluency in speech	1
	benefit for learners with low L2 proficiency	1
	Negative	preference for L2-only learning environment
disrupted accuracy and fluency in speech		6
less exposure to L2 than necessary		3
less memorable learning deficit of inferencing		3
increased tendency to avoid L2 and use more L1		2
arduous passive learning		2
ambiguity and confusion		1
decreased confidence in the capacity to comprehend L2		1
lack of challenge that is necessary for learning		1
difficulty in focusing on the lesson		1

Learners' Perceptions of Code-switching in Relation to Gender, Age and English Language Proficiency Level

Descriptive and inferential analyses were conducted to find out about the differences learners could have in their perceptions of code-switching in terms of their gender, age and proficiency levels of

English. For gender, results indicated that male learners gained lower mean scores for most questionnaire items than female learners did. Accordingly, male learners had higher mean scores than female learners for only several items. Namely, male learners had a more positive perspective of code-switching in helping them to enjoy the lesson ($M=3.85$, $SD=1.30$) and understand it better ($M=3.83$, $SD=1.32$) as well as encouraging them to take an active role in learning activities in class ($M=3.58$, $SD=1.28$). Additionally, the mean scores of both male and female learners for the item that favored the teachers' use of code-switching in lessons, were higher than the item that did not support teachers' code-switching or the use of learners' L1. For the rest of the questionnaire items, female learners had higher mean scores than male learners. Although the descriptive findings showed a tendency for female learners to have a more positive perception of code-switching compared to the male learners, the t-test results displayed no statistically significant differences among the two groups ($t(136) = -1.287$, $p = .200$). Table 2 illustrates the descriptive findings and independent samples t-test results for learners' perceptions of code-switching in relation to gender.

Table 2. Descriptive findings and independent t-test results for learners' perceptions of code-switching in relation to gender

Gender	Frequency	Mean	Std. Deviation	<i>t</i>	<i>df</i>	<i>p</i>
Male	68	3.25	0.5524	-1.287	136	.200
Female	70	3.37	0.5450			

It was also investigated whether learners' age was a determining factor in their perceptions of the use of code-switching. Results showed that younger learners had comparatively higher tendency to think that teachers' code-switching helped them understand the lesson better ($M=3.76$, $SD=1.18$), that they had difficulty focusing on the lesson when only L2 was used by their teacher ($M=2.53$, $SD=1.26$), and that they used code-switching when they talked to their friends who spoke their L1 ($M=3.54$, $SD=1.20$). For the rest of the questionnaire items, learners at 20 or more years of age had higher mean scores. However, these differences were not statistically significant based on the independent samples t-test results ($t(136) = -.503$, $p = .616$). Table 3 demonstrates the descriptive findings and independent samples t-test results for learners' perceptions of code-switching in relation to age.

Table 3. Descriptive findings and independent t-test results for learners' perceptions of code-switching in relation to gender

Age	Frequency	Mean	Std. Deviation	<i>t</i>	<i>df</i>	<i>p</i>
17-19	93	3.30	0.5369	-.503	136	.616
20+	45	3.35	0.5808			

To reveal a possible relationship between learners' perceptions of code-switching and their proficiency level, several statistical analyses were conducted. It was found that beginner (A1) level learners had the highest mean score ($M=3.48$, $SD=.38$) while intermediate (B1) level learners had the

lowest mean score ($M=3.17$, $SD=.54$). In other words, A1 learners had the most positive perceptions of code-switching whereas B1 learners had the least. Elementary (A2) level learners had an average mean score ($M=3.40$, $SD=.53$) somewhere between the other two levels. It is noteworthy that learners from all three levels of proficiency had somewhat positive perceptions of code-switching with an inclination towards the average score of 3 and above. In an attempt to check the significance of the differences in these mean scores, one-way ANOVA was conducted. Results pointed to significant differences among the three levels of proficiency ($F(2, 135) = 4.10$, $p = .019$). Table 4 indicates one-way ANOVA results for learners' perceptions of code-switching in relation to their proficiency levels.

Table 4. One-way ANOVA results for learners' perceptions of code-switching in relation to proficiency level

	Sum of Squares	df	Mean Square	F	p
Between Groups	2.373	2	1.186	4.100	.019
Within Groups	39.068	135	.289		
Total	41.441	137			

One-way ANOVA indicated that the statistically significant differences counted specifically for four items of the questionnaire. Scheffe test of multiple comparisons was conducted to find out exactly which levels had statistically significant differences in these items. Apparently, among all three levels of learners, A1 learners had the highest mean scores for; having difficulty concentrating when their teacher used only L2, using code-switching when they were short of expressing themselves in L2, and using code-switching to help them keep the conversation going.

Teachers' Perceptions of Using Code-switching

The six teachers participating in the study had three classes of A1, A2 and B1 levels of preparatory school learners. They all responded to the questionnaire items, so there were no missing data. Descriptive analysis was conducted for the Likert scale questionnaire items from 1-13. Findings revealed that teachers had moderately positive perceptions of using code-switching in the EFL classroom ($M=3.12$, $SD=.87$). The highest mean score ($M=4.00$, $SD=.89$) was obtained from an item which stated that learners comprehension improved with the teachers' use of code-switching. Two thirds of the teachers agreed that; code-switching could be helpful for learners in low levels ($M=3.83$, $SD=.98$), it was necessary to teach some subjects ($M=3.66$, $SD=1.36$), it helped teachers to catch up with the syllabus ($M=3.00$, $SD=1.54$), and that people with weaknesses in languages were forced to use code-switching ($M=3.50$, $SD=.83$). Table 10 shows the frequencies of teacher responses to the questionnaire.

In order to keep the teachers' names anonymous, they were given codes as T1, T2, T3, T4, T5 and T6. It is worth noting the difference between the mean scores that teachers obtained from the questionnaire. Findings displayed a negative correlation between the proficiency levels that were taught

by the teachers and their perceptions of code-switching. To put it differently, the upper the proficiency level was, the lower the teachers' perceptions of code-switching were (A1: $M_{T1}=4.15$, $M_{T2}=3.61$; A2: $M_{T3}=3.61$, $M_{T4}=3.15$; B1: $M_{T5}=1.76$, $M_{T6}=2.46$).

Content analysis was conducted for the open-ended questionnaire items. The first one asked the participating teachers whether they used code-switching in their classrooms and required them to specify the moments in which they used code-switching during teaching. Except for T5, all teachers stated that they used code-switching in their classes. Four out of these five teachers mentioned the use of code-switching when teaching L2 grammar. T3 claimed to use code-switching because "students need familiarity especially for (abstract) topics which do not have equivalents in their native language, like present perfect tense". T6 also pointed out their use of code-switching "for showing the L1 equivalents of (L2) grammar structures". T1, T2 and T3 highlighted the importance of using code-switching to ensure learners' "comprehension". Among other contexts of code-switching being used were when "teaching new vocabulary" (T3), and when "giving instructions in any skill when they (learners) hear them for the first time" (T2).

The second open-ended item asked the teachers to state if they considered code-switching as good or not with supporting reasons. Except for T5 that remarked, code-switching is "simply not necessary to teach a language", all teachers were in favor of code-switching. T1 and T4 emphasized the significance of the amount of code-switching used by claiming, "Code-switching fosters learning when used properly while overusing it hinders learning due to reducing engagement in L2" (T1), and "The use of code-switching needs to be limited" (T4). T2 touched upon a similar issue by stating that code-switching is good "when students are really struggling (in L2)". T6 remarked the usefulness of code-switching for A1 learners in comprehension of grammar topics or vocabulary. T3 supported their view by stating that code-switching "helps learners build a bridge between their native language and foreign language, saves teacher some classroom time, takes away ambiguity for learners' comprehension, and relieves learners' stress of not being able to keep up with the lesson because of the language barrier".

The third open-ended item was about how code-switching affected teaching and learning process and whether it contributed or hindered learners' EFL learning. In accordance with the results of the previous questions, T5 had a negative perception of code-switching and remarked, "code-switching acts like a safety net [...] giving them (learners) the opportunity to sit back and wait for their own language when something is challenging". Contrarily, T1 and T4 focused on the affective benefits by stating that code-switching, "relieves the stress of L2" (T1), and "helps learners feel more comfortable" (T4). There were also teachers who thought that code-switching both contributed to and hindered their learners' EFL learning. T2 believed that code-switching became useful "when learners cannot follow the lesson" but it could hinder learning "if it is used too much". T3 supported the view that "learners form meaning in L2 with the help of L1", which was why it was useful; however, it was not favored for writing and speaking as productive skills, adding that "if they (learners) end up letting L1 intervene in

the process, student achievement in language production will be delayed, therefore, will be more challenging”. T6 considered code-switching to be “a time saver to catch the pacing of the syllabus” for learners in low levels but “completely unnecessary” for learners in high levels.

The final open-ended questionnaire item asked the teachers to write down the advantages and disadvantages of using code-switching in the EFL classrooms. T1 claimed that giving some examples from L1 to show its similarities to L2 made the learning process go faster. T2 had the opinion that while it helped comprehension for learners from low levels of proficiency, using code-switching too much could make learners dependent on it. T3 highlighted how code-switching could help improve certain language aspects, saved the teacher classroom time, and helped learners get rid of the stress of a classroom environment where they were allowed to use L2 only. However, it was underlined once again that learners’ relying too much on their L1 posed the risk of learners’ refraining from using L2 when communicating with classmates or the teacher. Meanwhile, T4 believed that learners could be “less anxious” thanks to code-switching, and that it could be allowed in a “limited” manner; however, it was thought that switching codes too much would cause learners not to force themselves to use L2 just because using L1 is easier. T5 stated that it gave confidence to the lowest level of learners; nevertheless, it made learners lazy since they were always “waiting for their own language to be heard”, and it caused the learners to “lose the driving force to try to produce and understand the language”. Finally, T6 claimed that the use of code-switching enabled “especially A1 level young adults to visualize the new input [...] in their learning processes”. Table 5 illustrates the advantages and disadvantages of using code-switching proposed by the participating teachers.

Table 5. Teachers’ perspective of the advantages and disadvantages of using code-switching

Teacher	Advantages	Disadvantages
T1	Speeds up the learning process	-
T2	Good for low-level learners	Contains risk of growing dependency
T3	Helps improve grammar, reading, vocabulary; time saving; relieving	Hinders writing and speaking; causes learners to refrain from using L2
T4	Reduces learner anxiety; applicable in a limited fashion	Does not force learners to use L2 if applied too much
T5	Gives confidence to low achievers	Gets learners lazy for L2; hinders motivation to produce and understand
T6	Helps young adults visualize new input	Hinders learning if it becomes a habit

Discussion, Conclusion and Recommendations

The purpose of this study was to investigate language teachers’ and learners’ perspectives of code-switching used in the EFL classroom. Findings obtained from the data collected revealed that both

learners and teachers had positive perceptions of code-switching, which was in line with previous research (Ahmad & Jusoff, 2009; Alenezi, 2010; Jingxia, 2010; Nordin et al., 2013).

The results of the first research question showed that about half of the participating learners agreed on the benefits of code-switching in focusing on the lesson especially when there were unknown vocabulary to learn. Code-switching was also utilized when learners needed to give their friends explanations and definitions for challenging lexical items. This could be due to the possible differences in the lexical structures of learners' L1 and L2 or simply because learners prefer to take the shortcut to comprehension instead of trying hard to read and understand complicated dictionary definitions of unfamiliar vocabulary. There were also learners who disliked the use of code-switching. However, learners in general, did not think that their teachers should avoid using code-switching or their L1. They also did not prefer their teachers to minimize their use of code-switching. When the open-ended items were analyzed, it was found that most of the responses were again in favor of code-switching, therefore; supportive of the quantitative findings. The most commonly mentioned reason to use code-switching was to make it easier for learners to comprehend language and vocabulary. In general, learners believed that code-switching facilitated learning especially for unknown vocabulary. There were also learners who rejected the use of code-switching based on the idea that they needed an L2-only environment for successful learning, and that code-switching negatively affected accuracy and speech fluency in L2.

The second research question aimed to locate differences in the learners' perspective of code-switching in connection to their gender, age and proficiency levels. Findings pointed out that although females received higher mean scores for most of the questionnaire items, there were no statistically significant differences among learners in terms of gender, which Asghar, Abusaeedi and Jafarian (2016) previously found for male and female Iranian university learners. Besides, learners at 20 or more years of age seemed to have higher mean scores than learners at 17-19 years of age, however; differences in learners' age were not found to be statistically significant either. The possible connection between learners' perceptions of code-switching and their proficiency levels was also investigated. Results showed statistically significant differences among learners from different proficiency levels. Accordingly, learners from A1 level had the most positive perceptions while learners from B1 had the most negative perceptions of code-switching. This finding is parallel to already existing literature (Ahmad & Jusoff, 2009; Karakaya & Dikilitaş, 2020; Sert, 2005) and could be due to the fact that comprehension becomes easier for learners as their L2 competency grows. It seems more justifiable since it was particularly A1 learners who seemed to have difficulty concentrating on the lesson when their teacher used only L2 while teaching. Still, all learners had positive perceptions of using code-switching.

The findings concerning the third and final research question pointed out moderately positive teacher perceptions of code-switching. Teachers mostly agreed that code-switching developed learners' comprehension in L2. Majority of the teachers agreed on the facilitative role of code-switching for

learners in low proficiency levels, its necessity for teaching some subjects, and its help in catching up with the syllabus. They also believed that learners who had weaknesses in their foreign language competences were forced to use more code-switching, which was parallel to Dendup (2010). Therefore, teachers' perceptions of code-switching were negatively correlated with the proficiency levels of learners they were teaching. Responses teachers gave to the open-ended items of the questionnaire provided further findings. Most of the teachers used code-switching especially when teaching grammar while half of them put emphasis on the role of code-switching to ensure learners' comprehension, which was in accordance with the findings of Sert (2005). Code-switching was also utilized in giving instructions and explaining unknown vocabulary, which Bilgin and Rahimi (2014) previously supported with their study findings. Moreover, it was stated that code-switching saved time in addition to helping learners create a connection between their L1 and L2, and making learners feel comfortable, which confirms Greggio and Gil (2007). Schweers (1999) had come up with similar findings showing that most of the learners became more relaxed, self-confident, and they felt helped to learn L2 thanks to the use of code-switching. Some teachers in the present study believed that code-switching was both good and bad depending on certain factors. Johansson (2014) found that teachers did not support the use of code-switching. In this study, there was only one such teacher who advocated the use of total L2, and therefore, had negative perceptions of code-switching. However, similar to the findings of Karakaya and Dikilitaş (2020), this teacher's perceptions of code-switching were still positive. Among the mentioned advantages of code-switching were; providing a faster learning process, being useful for low level of learners, saving classroom time, being relieving for learners, reducing learners' anxiety, and giving confidence to learners with a low level of L2 proficiency. These findings are almost completely in line with the findings of Karakaya and Dikilitaş (2020). On the other hand, some of the disadvantages of code-switching stated by the teachers were; learners' dependency on it, learners' getting lazy for L2, hindering learner motivation to produce in and comprehend L2, and not forcing learners to use L2 in the case of its overuse.

As this study is based on data collected from a single specific context through convenience sampling, the findings and outcome may not be appropriate to generalize to a bigger population. Particularly for future research, there is need for more teachers to get a deeper insight and to achieve higher reliability since it is not feasible to apply inferential statistics for a handful of participants. Another limitation regards the use of self-report questionnaires as data collection instruments. Since they completely depend on the respondents' emotions, perceptions and beliefs, they are comparatively weaker in terms of reliability. Therefore, for better reliability, future research needs to focus on collecting data from in-class observations of larger groups of learners and teachers or employing experimental research.

The findings of the present study may offer important implications to researchers, administrators, teachers and learners taking part in the EFL context. Based on the results, it can be concluded that both teachers and learners have positive perceptions of using code-switching in the L2 classroom, and that they choose to do it for several practical reasons. When the administrators and teachers are planning their teaching programs and designing curriculum, they may take into consideration the overall perceptions towards the use of code-switching, figure out ways of how it can benefit the teaching and learning processes to the fullest, and make the necessary adjustments or regulations to keep the amount of code-switching use at a desired optimum level. In addition to the preparatory school context, the findings of the present research also has potential value for teacher trainers and faculty members who are responsible for pre-service teacher education and graduate school programs.

Ethical Declaration

During the writing process of the study titled “Code-Switching in the EFL Classroom: A Case of Teacher and Learner Perspective”, scientific rules, ethical and citation rules were followed; no falsification was made on the collected data and this study was not sent to any other academic publication environment for evaluation.

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GENİŞ ÖZET

İngilizce eğitimi alanında en tartışmalı konulardan biri de öğrencilerin ana dili ile hedef dili arasındaki ilişki olmuştur. Bazı akademisyenler, anadil kullanımının, kişinin hedef dildeki sözcüksel ve fonolojik bilgisi üzerinde oldukça olumlu bir etkiye sahip olduğunu iddia etmektedir (Haman vd., 2017). Küresel arenada birçok ikinci dil eğitimi bağlamı, muhtemelen diğer dillerle birlikte, yabancı veya ikinci dil olarak İngilizcenin öğretilmesini ve öğrenilmesini içerir. Son birkaç on yılda, özellikle daha iyi iş fırsatları için İngilizceyi yetkin bir şekilde kullanmak bir ihtiyaçtan ziyade neredeyse bir zorunluluk haline geldi. Bu koşullar altında iki dilliliğin her zamankinden daha fazla itibar ve önem kazanması oldukça anlaşılır bir durumdur. Öğrencinin ana dili ile hedef dili arasındaki ilişki, İngilizce eğitimi alanında en tartışmalı konulardan biri olmuştur. Anadil yardımıyla kişinin karmaşık kavramların yorumlanması, soruların çevrilmesi, teyit kontrolü ve hedef dilde anlamın tartışılmasının rahatlıkla halledilebileceğine inanılmaktadır çünkü anadil, konuşmacıya sosyal etkileşimin çaba veya stres olmadan gerçekleştiği bir rahatlık alanı sağlar. (Kumar vd., 2021). Aslında, anadilin ortaya çıkmasıyla birlikte gelişen bazı iletişimsel ve stratejik becerilerin, öğrencilerin hedef dildeki gelişimleri üzerinde olumlu bir etkiye sahip olma potansiyeli bulunur. Öğrencilerin ana dil ve hedef dil arasındaki kelimelerinin, cümleciklerinin veya cümlelerinin bilinçli veya bilinçsiz değişimi iki dil konuşulan bir sınıfta çok yaygın olarak görülür ve buna kod değiştirme denir (Kumar vd., 2021; Momenian ve Samar, 2011). Jingxia (2010) terimi, aynı iki dili kullanan kişiler arasında gerçekleşen bir konuşma sırasında bir dilden diğerine geçme fikri olarak ortaya çıkarmıştır. Kod değiştirme veya kod karıştırma, konuda herhangi bir değişiklik gerektirmez (Kumar vd., 2021) ve resmi olmayan etkileşimin etkili bir bileşeni olarak kabul edilir (Garrett, 2010). Zengin bir etnik, kültürel ve dolayısıyla dilsel çeşitliliği kapsama olasılığı açısından, dil sınıfları kod değiştirmenin kullanımı için geniş alana sahiptir. Önceki çalışmalar, kod değiştirmenin, hem öğretmenlerin hem de öğrencilerin ikinci dil öğrenme fırsatlarını en üst düzeye çıkarmada aktif bir rol oynadığı öğretim bağlamları üzerindeki belirgin etkisini vurgulamaktadır. Öğretmenlerin ve öğrencilerin kod değiştirmeye yönelik tutumları ve algıları, bunun eğitim ortamındaki

her iki tarafa da tam olarak fayda sağlayan uygun bir uygulama olup olmadığına işaret eder. Hem dil öğretmenleri hem de öğrenciler yabancı dil olarak İngilizce öğretilen sınıflarda zaman zaman kod değiştirmeyi kullandıklarından, ilgili araştırmalar öğrenme süreçlerini ve öğrenmeyi etkileyen faktörleri anlamada önemli bir rol üstlenmiştir. Kod değiştirmenin nasıl algılandığı özellikle öğretmenler ve öğrenciler arasında farklılık gösteriyor; bazıları bunun avantajlı olduğunu düşünürken bazıları ise bunun dil öğrenme süreci üzerindeki zararlı etkileri konusunda hemfikir. Kod değiştirmenin yaygın kullanım nedenlerinin belirlenmesi ve öğretmenlerin ve öğrencilerin kod değiştirmeyi faydalı olarak algılayıp algılamadıklarının ortaya çıkarılması, dil öğretimi uygulayıcılarına daha fazla gelişme kaydetme konusunda yol gösterebilir. Konuyu daha derinlemesine anlamak ve daha doğru bir yargıya varmak için daha fazla araştırma yapılması gerektiği açıktır. Ek olarak, farklı İngilizce yeterlilik seviyelerindeki öğrenciler arasındaki potansiyel farklılıkların araştırılması, üniversitelerin Hazırlık programlarında ve diğer eğitim bağlamlarında yabancı dil öğrenenlerin ihtiyaçlarına daha derinlemesine bir bakış sağlayabilir. Bu nedenlerden dolayı, kod değiştirmenin kullanımının tamamen faydalı olduğunu kabul etmeden önce, kod değiştirme algısındaki farklılığın da dikkate alınması gerekmektedir. Mevcut literatürün konunun derinlemesine araştırılması konusunda yetersiz olduğunu da belirtmek gerekir. Dil sınıflarında kod değiştirmeyi kullanmanın olumlu ve olumsuz yönleri hakkında sağlam bir görüş oluşturmak, öğretmenler ve yöneticiler gibi eğitim otoritelerine kendi öğretim stratejilerini ve uygulamalarını tasarlamak için pedagojik çıkarımlar sağlayabilir. Bu bağlamda, öğrencilerin ve öğretmenlerin dil sınıfında ana dil ve hedef dil arasında meydana gelen değişimi nasıl algıladıklarını keşfetmek çok önemli hale geliyor çünkü bunun uygun öğretim ve öğrenme stratejilerinin tasarlanması, seçilmesi ve uygulanması açısından dil öğretmenleri ve öğrenenler için potansiyel faydaları vardır. Bu çalışma; öğrencilerin İngilizce yabancı dil Hazırlık programında kod değiştirme kullanımına ilişkin algıları, öğrencilerin İngilizce yabancı dil Hazırlık programında kod değiştirme algılarının cinsiyet, yaş veya ikinci dil yeterlilik düzeylerine göre farklılık gösterip göstermediği; İngilizce öğretmenlerinin bir yabancı dil olarak İngilizce Hazırlık programında kod değiştirme kullanımına ilişkin algılarını araştırmayı amaçlar. Bu karma yöntemli çalışmanın katılımcıları, Türkiye'deki bir vakıf üniversitesinin İngilizce Hazırlık programında kolayda örnekleme tekniği kullanarak belirlenmiş 138 öğrenci ve 6 öğretmenden oluşmaktadır. Öğrencilerin algılarının cinsiyetlerine, yaşlarına veya İngilizce yeterlilik seviyelerine göre farklılık gösterip göstermediği de araştırılmıştır. Katılımcı öğretmenlere ve öğrencilere açık uçlu sorular ve 5'li Likert ölçeğinden oluşan iki ayrı anket uygulanmıştır. Bulgular, İngilizce öğretmenlerinin ve öğrencilerinin kod değiştirme kullanımını olumlu algıladıklarını ortaya koymuştur. Ayrıca, öğrencilerin cinsiyet veya yaşlarının kod değiştirmeyi kullanma algıları üzerinde anlamlı bir etkisi bulunmamıştır; ancak İngilizce yeterlilik düzeyinin istatistiksel olarak anlamlı farklılıklara neden olduğu görülmüştür. Çıkarımların, yükseköğrenim bağlamında istihdam edilen araştırmacılara, yöneticilere, öğretmenlere ve öğrencilere potansiyel faydası bulunmaktadır.