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Original Research Article

Instructional Functions of Code-switching in the EFL Classroom

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Abstract

This study aims to identify how code-switching functions as an instructional method and discusses teachers' perceptions of language choice and code-switching practices at the English Prep Program of a state university in Istanbul. Teachers' language choice relates directly to pedagogical focus; therefore, the present study mainly intends to examine why instructors feel the need for code-switching while teaching. In this regard, the study also examines if there is a specific corpus that teachers follow while they are code-switching, by applying a mixed- method of data collection and analysis. Not only the teachers (N=6) but also students (N=63) were included in the study to investigate the issue from a broader perspective. The study unearthed that even though English is the primary instructional language in the classroom, coding from the second language to the first language is taking place in preparatory classes. The data analysis also indicated that all the instructors consciously or unconsciously as they reported- code-switched throughout their lessons to make up for the students' language deficiency and to explain the concept that had no equivalent in the English language. The findings are important as they can help teachers to reflect on the instructional functions of their code-changing practices during instructions

Keywords

Code-switching

EFL teaching

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Orijinal Araştırma Makalesi

EFL Sınıfında Dil Değiştirmenin Eğitsel İşlevleri

Özet

Bu çalışma, dil değiştirmenin öğretim sırasında bir yabancı dil öğretim aracı olarak nasıl işlev gördüğünü belirlemeyi ve İstanbul'daki bir devlet üniversitesinde İngilizce Hazırlık Programın düzeyindeki öğretmenlerin dil seçimi ve dil değiştirme uygulamalarına ilişkin algılarını belirlemeyi amaçlamaktadır. Öğretmenlerin dil seçimleri doğrudan pedagojik odakla ilgili olduğundan, bu çalışma esas olarak eğitmenlerin öğretim sırasında neden dil değiştirme ihtiyacı hissettiklerini incelemeyi amaçlamıştır. Bu bağlamda çalışma, veri toplama ve analiz aracı olarak karma metot yöntemini uygulayarak öğretmenlerin dil değiştirirken izledikleri belirli bir derlem olup olmadığını da incelemektedir. Konuyu daha geniş bir perspektiften araştırmak için sadece öğretmenler (N=6) değil öğrenciler (N=63) de çalışmaya dahil edilmiştir. Çalışma, İngilizcenin derslerde ana eğitim dili olarak kullanılmasına rağmen, hazırlık sınıflarında ikinci dilden birinci dile yönelik dil değiştirildiğini ortaya çıkarmıştır. Verilerin analizi ayrıca tüm öğretmenlerin de bildirdikleri üzere bilinçli veya bilinçsiz olarak öğrencilerin dil eksikliklerini gidermek ve İngilizce'de karşılığı olmayan kavramı açıklamak için dersleri boyunca dil değiştirdiklerini göstermiştir. Bulgular, öğretmenlerin ders sırasında dil değiştirme uygulamalarının öğretim işlevleri üzerinde düşünmelerine yardımcı olabileceğinden önemlidir.

Anahtar Kelimeler

Dil değiştirme

Yabancı dil öğretimi

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Introduction

Background Issues for Language Choice

According to Nilep (2006), in linguistics and related fields, the term "code-switching" is hotly debated and studied primarily from a sociolinguistic standpoint. The 1972 publication of *Social meaning in linguistic structures* by Blom and Gumperz is commonly cited as the start of research on code-switching within the field of sociocultural linguistics. Even though this work introduced situational and metaphorical switching as basic terms, these concepts had become commonplace by 1972. The field of sociocultural linguistics has been built on the foundation of code-switching research laid by linguistic anthropology and sociolinguistics (Nilep, 2006).

Code-switching, according to Dulay, et.al. (1982), is an active, imaginative method of incorporating materials into communicative activities that entail quick and instantaneous language transitions. Metila (2009) claims that code-switching can even show up multiple times in a single conversation and that it often does so within a single sentence.

Boztepe (2003) explains the development of research into code-switching from both a structural and sociolinguistic perspective. The sociolinguistic perspective on code-switching examines it as a discourse phenomenon, asking questions like, "How is social meaning created in CS?" and "What discourse functions does code-switching serve?" The structural method, on the other hand, focuses on the grammatical properties of code-switching CS (Boztepe, 2003, p.3).

When we reconsider these definitions from the perspectives of language teaching, we can come up with the idea that teachers can identify students' code-switching function by setting goals based on L2 users, including real-world scenarios and learner types in their instructions of second-language skills (Cook, 1999). In teaching activities, according to Cook (1999), teachers purposefully employ the students' first language, and instead of relying on native speaker descriptions, they use descriptions of L2 users or L2 learners as their source of information. This is how the sociolinguistic and structural approaches related to code-switching can be combined and practiced in a classroom environment. Cook (1999) also asserts that multi-competent language users—in this case, the teachers—have access to their L1 constantly while they are processing language. For instance, L2 users use the same L1 communication techniques to make up for gaps in their vocabulary (Poulisse, 1996, as cited in Cook, 1999). Therefore, L2 users perform language switches faster and more accurately than monolinguals.

Along with these concepts, L1 and L2 usage in the classrooms concerning code-switching practices should also be discussed. Blom and Gumperz (1972) assert that a large portion of the blame is placed on the individual because they perceive stable patterns as being produced by individual code choices rather than the other way around. As Blom and Gumperz (1972, p. 421) have argued, "[t]he same individual need not be consistent in all his actions". There will be times when she or he wants to appear to be part of the neighborhood squad, and other times when he or she will want to appear to be an upstanding member of the middle class. (Blom & Gumperz, 1972).

Keeping all these definitions and ideas in mind, we can suggest that classrooms are one of the *environments* that code-changing/switching depends on, especially in foreign language teaching. Seen in this light, teachers can be considered as individuals within whom much of the responsibility is placed in terms of individual code choices. Furthermore, Ahmad (2009) contends that in classroom instruction,

students are exposed to enough comprehensible input from the natural environment to make the experience worthwhile.

However, this sociolinguistic dimension of code-switching is not applied in language teaching despite many studies. Liu et al. (2004), citing a review of the literature, state that very little is known about teachers' code-switching, in particular in the EFL context; which is in line with what Macaro (2001) reported. Research is required to better understand and direct teachers' practice because it is claimed that instructors in the EFL field are being pressured to employ maximum English in the classroom (Liu, et.al 2004). For this reason, the gap between sociolinguistic dimensions of code-switching and its pedagogical use needs to be bridged by further studies as such.

Literature Review

Code-switching in second language instruction has been explored from a variety of different standpoints (Ataş, & Sağın-Şimşek, 2021). It is described as blending two or more languages in discourse frequently without any transformation of a communicator or subject matter (Mokibelo, 2016). Code-switching can also be used to describe the practice of shifting between languages without compromising on grammar or social norms (including the sequencing of conversations) (Wei, 2018). As a result, code-switching makes it possible for the languages in question to be analyzed in terms of the linguistic structures of the languages in question, which have been standardized. Teachers typically use the standard dialect to deliver formal lectures, nevertheless, they use the local tongue to facilitate free-flowing conversation. Presumably, there is a causal link between the social setting and the language used.

Code-switching Practices in the Classroom

According to Liu et al. (2004), there is a variety of considerations that go into whether or not a teacher will use L1 or L2 in the classroom. In the classroom, teachers' beliefs about effective teaching methods and their proficiency in a second language can influence their language use (Franklin, 1990; Harbord, 1992; Macaro, 1997, as cited in Liu et al. 2004). As to these researchers, many teachers utilize L1 out of concern that learners lack the essential L2 competency to comprehend them. Yet, they also note that there has been rising backlash against the use of native language in class as a means of teaching English. Similarly, Ustunel and Seedhouse (2005) refer to the same idea. Some critics like Willis (1991) state that teachers and students should be speaking and using English as often as they can in the classroom (Ustunel & Seedhouse, 2005).

Cook (1999), on the other hand, asserts that the first language has been used in most classrooms, despite methodologists' insistence on the L2, even though doing so is against the accepted wisdom. According to the national curriculum for modern languages in the United Kingdom, a good modern language course is one in which the target language is used for nearly all communication and the use of the L1 is not desirable but rather inevitable (Cook, 1999). Teachers would be wise to see the L1 as something to embrace rather than something to tolerate.

Other researchers, on the other hand, concur that the presence of L1 in a teaching environment naturally aids learning. Ahmad (2009), for instance, contends that as less time is spent on teachers attempting to convey ideas to students or searching for a language that is more precise to address any misunderstandings, code-switching makes classroom instruction more efficient. In addition to his suggestions, Abad (2005) emphasizes that code-switching is advantageous in educational settings and should be permitted in subject-specific courses to aid students in understanding complex ideas that are

explained in English. Codeswitching is not always a serious impediment to teaching a foreign language in a classroom setting. Shin, et. al., (2020) claimed that to maximize L2 learning, the curriculum should involve L1 usage in language courses, according to their examination of the literature from 2011 to 2018. Additionally, Ataş and Sağın-Şimşek (2021) argue that codeswitching, or the use of students' mother tongue in the classroom, does not impede the language learning process despite what many researchers have claimed in the past few decades.

Consequently, the idea that using code-switching can help teach and learn English as a second language has been revisited very often in the field. It has been argued that the ability to switch codes between message senders and receivers creates a window of opportunity for language development; and that despite the slow and minimal growth, this is still a sign that learning is proceeding well (Skiba, 1997, as cited in Ahmad, 2009). Furthermore, in most situations, first language usage in a foreign classroom serves pedagogical and instructional roles such as translating and reformulating peer expansion sequences and requesting information or clarification (aus der Wieschen & Sert, 2021).

Instructional Functions of Code-switching

In the language classroom, speakers of the same first language, as the learners and instructors, are expected to alternate between the two languages (Metila, 2009). One reason for this is that they are a part of multilingual societies. Speakers sometimes mix up codes for different reasons.

As Metila (2009) asserts, code-switching tendencies are influenced significantly by socio-psychological factors. According to the study, the context is crucial in determining which codes will be combined and even how they will be mixed. The discourse mode or communicative function is another application of code-switching that allows speakers to explain themselves and communicate true meaning. (Metila, 2009). In this instance, informal in-group activities are conducted using code-switching acts as the minority language. When code-switching helps students understand the complex subject matter, it serves a pedagogical purpose that helps learners get motivated by the lessons rather than the language itself (Metila, 2009).

Additionally, according to Mattsson and Burenhult (1999), code-switching in the classroom environment takes into account the teacher's socializing duties, the value of variety and repetition, as well as the teacher's linguistic proficiency and insecurity. Merritt et. al. (1992) discussed linguistic insecurity, such as the difficulty teachers encounter when relating new concepts (as cited in Mattsson & Burenhult, 1999).

According to Sert (2005), code-switching occurs automatically or unconsciously in the classroom, and teachers are not always known for or outcomes of code-switching. This is still beneficial for the learners as it helps them with basic instructional functions such as “topic switch, affective functions, and repetitive functions” of code-switching (Sert, 2005, p.2). When teaching a foreign language, for example, it may be suggested that some aspects of grammar instruction should be communicated in the students' native tongues; this is a method of topic switching used by teachers (Mattsson & Burenhult, 1999). By speaking in students' native tongues, teachers can foster an atmosphere of mutual respect and understanding, they also benefit from affective functions, such as the ability to understand and express emotions spontaneously in conversations with students. The final benefit occurs when instructors restate the same material in both languages for the sake of clarity (aus der Wieschen & Sert, 2021; Sert, 2005).

As stated by Ustunel and Seedhouse (2005), code-switching is used by instructors to offer a first-language equivalent, to translate into the first language, and to deal with a gap in the second language when students are having trouble grasping procedures, regulating classroom conduct, or expressing social identity. As was also emphasized by these researchers, code-switching is essential for providing feedback and assessing second-language comprehension, as well as encouraging student participation and participation.

As Ahmad (2009) points out, an extensive literature review has revealed that code-switching is used by teachers to offer a first-language equivalent, to translate into the first language, and to deal with a lack of response in the second language when students are having trouble grasping procedures, regulating classroom conduct, or expressing social identity as well as discussing assignments and assessments, and establishing contact with students. The type of learners taking part in the learning will also affect how code-switching is used. Low English proficiency students endorsed the teachers' code-switching, according to his study. This supports the findings that it may be a useful tactic to employ code-switching practices in both low-proficiency and intermediate-level classrooms (Ahmad, 2009).

Researchers in the Turkish setting have also paid attention, though limited, to code-switching in English in EFL classrooms (Koylu, 2018; Sert, 2005; Üstunel & Seedhouse, 2005; Yataganbaba & Yildrim, 2015). The key concerns of these analyses are the purposes and principles of instructor code-switching in pre-service or beginning tertiary settings with younger students. Sen (2010), for instance, explored how secondary school teachers highlight linguistic forms in the target language and assessed why pupils practice code-switching. In addition, Bilgin (2016) examined student teacher practices, beliefs, and identity in her study and indicated that Code-switching can be interpreted as revealing information about teachers in many different ways, such as their beliefs, values, personalities, and relationships at work.. Bensen and Cavusoglu (2013) examined instructors' views and their usage of code-switching roles in ELT learning by looking into how code-switching is employed in class and what benefits it provides for ELT students and instructors. Üstünel (2004), too, investigated how university-level ESL teachers use code-switching during instruction as well as their students' reactions to code-switching practices. Finally yet importantly, Istifci (2019) looked into how collegiate EFL instructors feel about their students' code-switching.

In light of the findings in the literature, this study tries to analyze the occurrences of code-switching in EFL classrooms where English is the medium of teaching from a more complete perspective. According to their research, Liu et al. (2004) also assert that the instructors frequently employed L1 to explain grammar, vocabulary, background information, and challenging concepts.

Research Questions

The focus of the study is to find out the relationship between language choice and student-teacher interaction through decoding the teacher-initiated language used in the classroom. For this reason, the research questions are as follows:

- Do teachers tend to use their native language during instruction?
- If they code-switch, when and why do they code-switch?
- Is there a specific corpus that teachers follow while they are code-switching?
- Is the proficiency level important for teachers to use L1 or not?

Method

This research employed an explanatory mixed methods design to obtain quantitative and qualitative data to investigate the relationships between the teaching methods and student perceptions. This study also utilized a descriptive research approach to find a potential corpus that might influence the language choice of teachers to better understand the educational benefits of code-switching.

Design of the Study

The goal of this study was to analyze the language choice of English language teachers. Therefore, this study's two primary phases—examination of teachers' practices and students' perceptions—relied on a mixed quantitative and qualitative research design (see Figure 1).

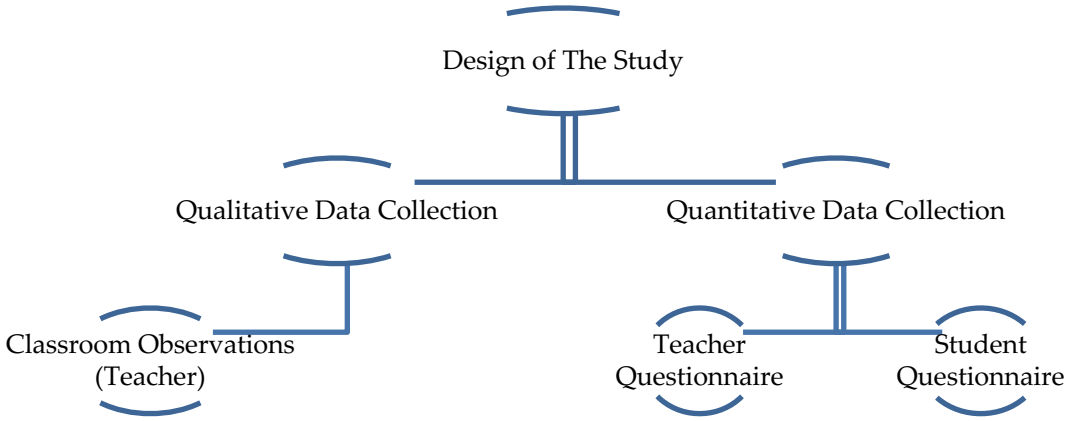

Figure.1. Stages of the Study

The primary data were derived from the observations conducted in six classes with different levels. In addition, this study adopted a mixed quantitative and qualitative research strategy, with teachers being observed and their students filling out questionnaires about how they use Turkish in their English classes. This integrated strategy helped reap the benefits of both quantitative and qualitative methods while sidestepping their drawbacks.

Data Analysis

The data collected through observations were transcribed and corpus analysis was applied. In addition, the data that were collected through questionnaires were processed through SPSS (18.0) to analyze descriptive statistics, and reliability estimates. The reliability coefficients for the items in the questionnaires were at acceptable levels (α =,759).

Participants

Teachers and students make up the two groups of participants in this study. Participants from a public university's English Preparatory Department in Istanbul made up the first group. First-year students who fail the English language proficiency test are required to take this course. There are three levels of English instruction available to students at this university: A (beginner), B (intermediate), and C (advanced) (upper intermediate). To create the convenience sample, two teachers from each of these groups were randomly selected at random. They spend 12 hours a week instructing one of the classes.

The observations were conducted with six female instructors who were selected randomly to be given a questionnaire. According to the answers teachers gave in the background section of the questionnaire, they were all native speakers of Turkish and all of them were teaching English for more than 10 years. There is one teacher with a Ph.D. and two teachers with an M.A. degree. Three of the teachers studied English Language and Literature, one of them received Biology Education at the university, and two of them are graduates of English Language Teaching.

The demographic characteristics of the students are as follows: 60% of the students (N= 38) were males and 40% of them were females (N=25). Out of 63 students, 49 of them were aged between 17 and 19, and the rest which constituted 22% of all the participant students were older than 20 (N=14). Forty students reported that they had been learning English for around 6-10 years, which constituted the 60% of the participants. On the other hand, 20% of the students had longer experience with English, namely, they spent more than 11 years studying English. It is also worth noting that 6 out of 63 students (9,5%) reported that there were other languages they knew.

Data Collection Procedures

The overall objective of the study was communicated to all teachers (examining their language choice) before they were observed and asked for their consent. Teachers were observed for a whole lesson which lasted for 50 mins. Six observations in six different proficiency levels were conducted (300 mins. in total), and the lessons were later transcribed. It should also be noted that the instructors were Turkish native speakers as well as the students. In addition, L2 usage is highly encouraged in the institution.

As for the student sample, 66 prep school students volunteered to participate in the study. In the prep school, there are around 15-17 students in each class and their departments of the students mostly included engineering, medicine, and economics. They were given a questionnaire after the observations in their classes were carried out to gather more data for the study. To achieve pertinent information, a total of 81 students were asked to participate and 63 of them returned the questionnaires (a return rate of %78).

Data Collection Instruments

Both qualitative and quantitative procedures were followed to gather data. Firstly, participant observation is used as the main instrument of the study. All the participating teachers were observed during one of their lessons - 50 minutes each- during the data collection. Each of the observed lessons was chosen from different levels, which made it possible to analyze if the proficiency level of the students or the different skills being taught affected the code-switching tendencies. The data gathered were analyzed by the NVIVO program and the word frequencies in L1 were considered examples of code-switching and were categorized according to the literature. By studying the conversational context in which code-switching utterances occur, their functions were determined.

In addition to observations, a teacher and a student questionnaire were utilized to collect data. They were computerized to reach meaningful conclusions.

The second instrument used was a teacher questionnaire consisting of 13 questions, which was derived from research conducted by Liu et al (2004). The original questionnaire was then modified to include a profile section in addition to the survey section, as was necessary for this investigation. The profile included the respondent's age, gender, and nationality in addition to their years of teaching

experience and the highest level of education attained. Further, the questions were created as open-ended inquiries, but five were converted to a 5-point Likert scale format to facilitate teachers' completion of questionnaires and alleviate any unnecessary stress.

The third tool was a student questionnaire consisting of ten multiple-choice questions adapted from the work of Liu, et al (2004). The multiple-choice format of the questionnaire made it simpler for the students to respond, which is why it was used in the study. To prevent any linguistic barriers, the questions were also translated into Turkish. The questionnaire was piloted on eight respondents from different classes to ensure its validity. The responses of the participants were only used for preliminary testing and were not incorporated into the final analysis. The survey questionnaire was then modified in light of the suggestions made by the respondents, with ambiguous or difficult terminology simplified.

Findings

Results of Observations

The motives for the teachers' usage of Turkish were identified based on the transcripts and the teachers' responses to the relevant survey questions. The following are excerpts from classroom observation transcripts in which Turkish serves a pedagogical purpose. Occasionally, the teachers used Turkish-English code-switching almost unconsciously in their activities and formal classroom discussions. It appears that classwork in both languages has been divided up inadvertently.

After examining the instructors' code-switching patterns, the data in this study have been categorized into the following major functions of code-switching: text, word, or grammar explanations; providing text or story background information; managing students' behavior; compliments or confirmation; and jokes or personal talk. To compile a specific corpus, the frequency with which each function occurred in each language was tallied. As for explaining difficult vocabulary and grammar, teachers used code-switching 11 times using the question "What does X (the Turkish word) mean? When we look at the data, it is obvious that teachers use code-switching to explain difficult vocabulary and grammar. Vocabulary and grammar explanations, as well as contextual information, accounted for a disproportionately large amount of teachers' use of Turkish, relative to their other responsibilities. Here are a few instances:

- Fascinating büyüleyici değil mi [isn't it] in Turkish?
- Initially… başlangıçta, ilk olarak
- Objective ne [what is]? …nesnel, tarafsız
- Kidney neydi [what was]? …. Böbrek
- Homeschooling… evde öğretim, ok?
- Did you choose a book? Bir kitap seçtiniz mi?

Instructors frequently switched to Turkish when it appeared that their students were having trouble understanding them and provided the Turkish equivalent of the word.

In addition to these findings, teachers sometimes switched from English to Turkish to highlight important points. The following excerpt illustrates the practice. The teacher switches to Turkish to point

out that in listening exercises there can be distractors among the multiple-choice exercises, and want to draw students' attention to this:

- Ne demiştik? Listening'de sizi şaşırtmak adına hepsini kullanırlar. Spoke, helped, felt, hepsini duyabilirsiniz ama bir tanesi doğru cevap olarak çıkacak. [What did we say? They use all of these in listening (exercises) to make you confused. Spoke, helped, felt... You can hear all of them but only one of them is the answer]

In the classroom context, there were instances of socializing functions of code-switching, as well. Here are two excerpts from the transcript showing instances of off-topic conversations between professors and students. The teacher also attempted to create a positive attitude and a supportive language environment in the classroom toward the task by using the addressee's first language (Istifci, 2019; Sert, 2005).

- İlk iki saat çok zorlandık. Sen yoktun ya, we couldn't start. [We had difficulties in the first two hours. You weren't here. That's why…] (laughs)

- Ne yaptınız kitapla ilgili hafta sonu? Did you choose a book? Bir kitap seçtiniz mi? Phantom of the opera? olur. Seyrederiz. [What did you do about the book at the weekend? Did you choose a book? Phantom of the opera? OK, we can watch.]

There is also an example of a teacher who has asked for assistance:

- Siz yapana kadar ben takarım bu kabloyu diyorsunuz. Is it here? [you say you can plug in this cable until you do it. Is it here?]

Results of the Teacher Questionnaires

The results of teacher questionnaires are also important to understand the code-switching tendencies of teachers. As can be seen in Table 1 teachers mostly prefer using English relatively. Two of the teachers think that they do not use English so much. On the other hand, teachers believe that almost all the time English must be spoken in the classes as all the answers are above the average.

When it comes to the pressure of the curriculum about the usage of L2, most teachers do not feel pressurized as the results are below the average. As Table 1 indicates, when asked how often they switch between English and Turkish, teachers report that they code-switch but not all the time. Around 67% of them are uncertain about the number of code switches they do since their answers are on average. On the other hand, the fifth question shows that teachers believe their students want them to use English all the time as approximately 67% of the teachers' answers are over the mean score. Only two of the teachers think that the students do not want them to use English so much as 33% of answers are "undecided" or "not really".

Table 1. *Descriptive statistics for teacher views*

	a lot		somewhat		undecided		not really		not at all		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
English used in the class	1	16,7	3	50,0	0	0	2	33,3	0	,0	6	100
How much English should be spoken	3	50,0	3	50,0	0	0	0	0	0	0	6	100
The pressure of the curriculum	0	0	0	0	1	16,7	1	16,7	4	66,7	6	100

How much code-switching	0	0	0	0	4	66,7	1	16,7	1	16,7	6	100
How much English students want	2	33,3	2	33,3	1	16,7	1	16,7	0	,0	6	100

Teacher Opinions

There were eight open-ended questions in the third section of the questionnaire, which asked teachers to reflect on their opinions about the related questions. In this section, all the answers given to the questions by the teachers will be discussed one by one.

The first question was about the advantages and disadvantages of using English in teaching. Out of six teachers, only three teachers wrote their comments stating that the advantage of using English only in teaching could be "making students force themselves to try to understand and use English". In addition, teachers believe that if they use Turkish, then "the students overuse it and there is, then, a tendency to use Turkish all the time. When it comes to the disadvantages of using English only in teaching, teachers think that:

"There are cultural differences between English and Turkish so it may be an advantage to use Turkish."

"Using English all the time may confuse some students, whose level is low."

"Sometimes students do not understand the grammar points."

The second question teachers were asked to respond to was when Turkish would be beneficial during instruction. Five out of six teachers answered this question. According to the answers, teachers believe that Turkish is helpful when they explain grammar points (such as gerunds and infinitives), especially when teaching abstract subjects, explaining new words; and when the students do not understand the topic that they teach. It is important to note that three teachers regard Turkish as helpful when dealing with grammatical points.

As for question three, five teachers answered this question asking about when and why teachers usually use Turkish in class, the answers vary, which can be seen below:

"I usually use Turkish when I explain grammar points. First, I explain in English but sometimes they don't understand. At that time, I explain in Turkish.",

"To explain vocabulary, to give instructions when the students don't understand them, to give personal feedback because when giving feedback they pay more attention to what you are saying",

"To make explanations",

"When students don't understand the definitions of new words."

The fourth question asked when respondents feel most comfortable communicating in English and four teachers wrote their comments on this item. The teachers think that they use English most effectively:

"In reading texts and fill in the blanks questions",

"While doing reading and speaking activities",

"When you explain a paragraph full of new words, you can use English to simplify the text and they can understand better"

Out of six, five teachers answered the fifth question about when and why the teachers typically used English in class were the following:

"During lessons I usually use English",

"I always use English for speaking and listening activities",

"While teaching grammar",

"Most of the time, because some students need to be fluent in their departments".

When it comes to question six, it should be noted that all the teachers answered the question about their purpose(s) for code-switching. The instructors state that they code switch to make learners understand better, to gather their attention, to be understood clearly, to explain something better, and to make some points clear. For question number 7, four teachers say that the amount of Turkish they use has some influence on the amount of English and Turkish students use in class but for two teachers, the Turkish they use does not affect the amount of L1 usage in their classrooms. Finally, when we look at the 8th question, we can learn that only one teacher feels uneasy if she has to use Turkish in her instruction, one of them sometimes feels uneasy, while the rest (N=4) feels comfortable when they use their L1.

Results of the Student Questionnaire

When we compare the results of the first three questions in Table 2, we can see that the amount of English used by the teacher in the classroom seems to meet the demand of the students. In other words, 40 out of 63 students stated that more than 50% of the lectures given by their teachers are in English, and 46 students say that more than half of the lectures should be in English to be most helpful to them in learning the language. Forty-one students report that they can understand more than half of the English spoken in the class.

Table 2. *Descriptive statistics for questions 1, 2 and 3*

	10-30		Almost 50		70-90		More than 90		Total	
	f	%	f	%	f	%	f	%	f	%
How much English is used	8	12,7	15	23,8	32	50,8	8	12,7	63	100
How much English must be used	4	6,3	13	20,6	27	42,9	19	30,2	63	100
How much English is understood	1	1,6	11	17,5	33	52,4	18	28,6	63	100

As part of the fourth section, the participants were inquired as to the language of instruction preferred. Twenty-eight students preferred Turkish as a medium of instruction according to the results. The fourth question related to this answer was asked to identify when they wanted their teacher to speak Turkish the most. Six students preferred Turkish for grammar explanations, just four students preferred Turkish for the instructions about the activities, and twelve students stated that Turkish would be more useful while the teacher is explaining vocabulary. Among the rest of the students who preferred Turkish medium instruction, only one of the students opted for the option that it would be better when the teacher used Turkish for giving feedback on their exam results or homework. Finally,

five students preferred L1 usage for the explanations of their errors and for helping them correct their errors.

Students who reported a preference for Turkish were also asked about the next item of the questionnaire. According to five of the students, the primary reason to prefer Turkish is that it allows them to understand the teacher better. Eleven students felt that it helped the instructor in preventing misunderstandings while twelve other students argued that the primary motivation should be that it saves time and effort for the instructor to explain course material. None of the students preferred answers D (it allows me to focus better on the content of learning and to reduce distraction) and E (it is much more effective than the use of English in helping me understand what is being taught) in the questionnaire.

However, 35 students sided with English on the sixth question. They were also questioned as to why they had a strong preference for English. As can be seen from the responses, ten students hold the view that communicating in English increases their chances of being exposed to the language. For eighteen of these students, the increased opportunities to practice listening in English are the primary attraction. Three students have found that increased classroom use of English has been extremely helpful in developing their fluency. In addition, four students say they like English best because it helps them learn the language more thoroughly.

Considering item 8 in the questionnaire, the teacher's use of English has helped them in improving their English oral proficiency. Almost 65% of the students believe that using English in class help to improve their oral competency. There are only six students whose opinions are below the average thinking that the teacher's use of English does not help them to improve any skills in English.

Table 3. *Descriptive statistics for question 8*

How much use of English helps	**f**	**%**
Not at all	3	4,8
A little	3	4,8
Somewhat	16	25,4
Much	29	46,0
A lot	12	19,0
Total	63	100,0

Question 9 inquires as to which learning area has benefited most from the instructor's use of English. According to Table 4, listening and speaking skills were the ones that the students think received more help when English was used in the class. Thirty-three students maintained that the teacher's use of English has helped the most with their writing skills, and seven students reported that it was more helpful in reading. Table 4 also reveals that only five of the students believe that the teacher's use of English has helped him/ her most with vocabulary skills.

Table 4. *Descriptive statistics for question 9*

In which skill was English most helpful	**f**	**%**
Vocabulary	5	7,9
Reading	7	11,1
Writing	33	52,4
Listening and speaking	18	28,6

Total	63	100,0

The survey's final inquiry probed students' perceptions of their instructor's motivation for utilizing English in the classroom. Table 5 displays the responses from 63 students about the reasons why English is used as the primary language of communication in the class by the teachers.

Table 5. *Descriptive statistics for question 10*

Why do you think your teacher uses English in class?	**f**	**%**
Teachers who use English in class as more qualified and better teachers.	0	0,0
Exclusive use of English by the teacher is the best way to enhance our English proficiency.	36	57,1
English teachers are told to use English by the Curriculum/administration	8	12,7
It is natural to use English in an English language class.	12	19,0
We have more opportunities to be exposed to English.	7	11,1
Total	63	100,0

Table 5 demonstrates that none of the learners considers instructors who use English in class as more qualified and better teachers and only eight of the students think that teachers use English because it is required by the administration or due to curriculum. In contrast, 36 students (57.1% of the total) believe that the teacher's sole reliance on English is the most effective means by which to improve the class's overall level of English proficiency. Finally, twelve of the students believe the reason why their teachers use English in the class is that it is natural to use English in an English class. Finally, seven students argued that having English-speaking teachers rather than Turkish-speaking ones would give their classmates a better chance to learn the language and have more opportunities to be exposed to English when their teachers use English instead of Turkish while teaching.

Discussion and Conclusion

The findings suggest that instructors employ code-switching to accomplish a variety of goals, including elucidating grammatical concepts, fostering stronger relationships with their pupils, minimizing wasted effort, emphasizing key points, and regulating classroom behavior. The findings, as suggested by Metila (2009), can help teachers of both language and content areas make informed decisions about how to address code-switching in the classroom. Classroom language policies can be made more appropriate and considerate of students' and teachers' needs by considering their perspectives on code-switching (Metila, 2009).

The results of this study reveal that both educators and learners agree that English should serve as the language of instruction for the vast majority of the time. Both the teacher and student surveys began with a question about how much English was spoken in the classroom and about how much English teachers should use. It would appear that both the teachers and the students have similar responses to these questions.

When students were having trouble with specific terms or vocabulary, teachers found code-switching to be useful. This finding lends credence to the argument that linguistic and cultural differences should be addressed in the classroom as was also stated by Istifci (2019), Koylu (2018), and Lee (2006). Code-switching in these kinds of situations can help students to grasp ideas that are unfamiliar or difficult to grasp in their native language.

It is also worth mentioning that both students' and teachers' perspectives on code-switching were similar. Not only the teachers but also the students expressed a preference for its use in the classroom, particularly during grammar instruction, as was also suggested by Istifci (2019) and Koylu (2018). Additionally, teachers who participated in the study often translated what they said in English into Turkish, possibly in the hope that doing so would better learners' grasp of the English language (Istifci, 2019; Liu et al., 2004).

Teachers tend to use English for greetings, giving directions, and asking questions, while they use Turkish for explaining grammar and vocabulary, providing textual context, and emphasizing key points, as seen in the studies of Istifci (2019) and Koylu (2018). There is a consensus amongst educators that we are capable of producing similar results when asked to do so. They frequently revert to Turkish if they believe that their students are having problems following along or expressing themselves in English. Yet, the instructors would occasionally use Turkish in class for causes that didn't make sense. However, for practical reasons, they appeared to follow these patterns and principles in code-switching; and they would randomly resort to Turkish without any sort of instructional motive.

Another finding of the study shows that code-switching decisions influence educators' beliefs and attitudes. As Ustunel also states (2004), educational policies do not have an impact on teachers' language use very much as we can learn that only one teacher feels uneasy if she has to use Turkish in her instruction, one of them sometimes feels uneasy, while the rest (N=4) feels comfortable when they use their L1.

When compared to the study of Koylu (2018) and Liu, et. al. (2004), the present research shows that students gained a deeper understanding of the concepts at hand and the lesson as a whole thanks to teachers' use of LI to explain vocabulary, grammar, and context. In our study, too, students reported to have understood vocabulary better and preferred L1 instruction for grammar explanations. The results of the study also show that six students preferred Turkish for grammar explanations, and five students stated that Turkish would be more useful while the teacher is explaining vocabulary, which is in line with previous literature. In addition to these findings, in our study, we also found out that five of the students preferred L1 usage for the explanations of their errors and for helping them correct their errors.

Also, according to Abad's (2005) research, code-switching lowers the affective filter, which in turn facilitates the development of rapport and the promotion of an informal setting. Concerning the study's code-switching goals, it becomes evident that the instructor frequently resorts to the students' native tongue. Mattsson and Burenhult (1999) state that for students to comprehend what is being said, the teacher will frequently change the code used. Since the primary goal of language instruction in the classroom is to increase students' proficiency in the target language, the teacher may resort to code-switching to ensure that they understand what is being said. As was also indicated in this study, when teachers switch between languages, they can better interact with one another and with their students, both of which contribute to improved student learning, which is similar to what Ataş and Sağın-Şimşek, assert in their study (2021).

To conclude, considering the research questions of this study, we can say that teachers do tend to use their native language during instruction but not very often. They code-switch when they want to make themselves clearly understood especially when they are explaining grammar and vocabulary. We

cannot say there is a specific corpus that teachers follow while they are code-switching, because sometimes teachers do not follow code-switching practices for practical reasons. Moreover, as the last research question suggests there is no difference in terms of code-switching tendencies between the different levels of the students in the analyzed data of this study. There was no indication that the proficiency level is relevant to teachers' decision to employ L1 or not. All the teachers from different levels used almost the same amount of code-switching, almost for the same reasons. In short, although our sample represented different levels, their perceptions and the amount and examples of code-switching were almost the same when the data is analyzed unlike what Ahmad (2009) and Hancock (1997) suggested in their research.

Pedagogical Implications

In light of the study's pedagogical implications, code-switching benefited not only students but also teachers psychologically and emotionally. The teaching and learning of a second language takes place in an interactional environment that is complex, fluid, and dynamic because of the pedagogical and communicative functions of the language being taught and learned. Code-switching is one interactional and natural resource among many used by both teachers and students in this environment (Ustunel & Seedhouse, 2005). Hence, code-switching is not always something that should be avoided in language lessons, as was also implied by Ataş and San-imşek (2021).). In addition, the findings reveal both instructors and learners code-switch for a variety of reasons, which is significant since learners may be able to express themselves more successfully when allowed to code-switch, particularly at lower levels. For all these reasons discussed above, teachers, educators, and education policymakers are recommended to profit from this study's conclusions regarding the employment practices of code-switching in EFL classrooms. In different educational situations, it might be worthwhile to investigate how code-switching as a medium of teaching influences students' attitudes and achievement in EFL classrooms or the effectiveness of how teachers code-switch in the classroom for a variety of reasons.

Limitations of the Study

The study had two drawbacks. First, the qualitative and observational data offered only speculative insights into how assessment procedures were being used. The study mostly depended on the observations and the teachers having been observed knew that they had been observed for their L1 usage in the classroom. During the observation, the teachers may have intentionally or unintentionally switched languages, yet, it should be noted that it was the policy of the institution not to use L1 in the classes. For this reason, the study was supported by the inclusion of questionnaires given both to the teachers and to the students to collect the most reliable data that was possible for this study. Therefore, more data is necessary before drawing any firm conclusions. Additionally, the data were collected by a method of convenience sampling. Since the results are sample-specific; they are limited to the responses of a sample population of six English language teachers at a public university in Istanbul.

In conclusion, the results of this study may help foreign language teachers optimize usage and their mother tongue. This research also shows that when properly implemented, code-switching can improve student learning, student expression, and teacher clarity in all aspects of lesson delivery as is also suggested by Shin, et.al, 2020.

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