THE SEQUENTIAL ORGANISATION OF TEACHER-INITIATED AND TEACHER-INDUCED CODE-SWITCHING IN A TURKISH UNIVERSITY EFL SETTING

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ABSTRACT

The study depicts the relationship between pedagogical focus and language choice in the language teaching/learning environment of English-as-a-foreign-language (EFL) at a Turkish university in Izmir. I present the organisation of code-switching (the use of more than one linguistic variety in the same conversation) (CS) which is 'teacher-initiated' and 'teacher-induced'. 'Teacher-initiated CS' is defined as a type of CS in which the teacher code-switches to Turkish or English according to the pedagogical focus, and the learner follows the code-switched turn in Turkish or English. On the other hand, 'teacher-induced CS' is defined in this study as a type of CS in which the teacher encourages learners to take a turn in Turkish, while s/he uses English in his/her turn (e.g., asking in English for the Turkish equivalent of an English word).

Teacher-initiated and teacher-induced CS is an interesting area to investigate, in that I was able to conduct this study from three different perspectives: sociolinguistics, second language acquisition (SLA), and language teaching. A major research gap in the area of CS is a lack of adherence between English-Turkish CS and

EFL studies. Eldridge (1996) studied learners' CS in a Turkish secondary school focusing on teachers' attitudes toward CS in the classroom; therefore, his implications are limited to teacher training. However, in my research, I choose my subjects at the university level, focus on teacher-learner interaction in EFL classrooms, and examine transcripts according to the sequential analysis of conversation analysis (CA).

The data for this study are collected by means of classroom observation. This consists of audio and video-taping lessons from six beginner level English classrooms. Transcripts of the lessons are examined according to the CA method of sequential analysis applying an adapted version of the classic CA question (Why that, right now?) for interaction involving code-switching, which is why that, in that language, right now? Using a mariage of the sequential analysis of conversation analytic approach and the functional analysis of a discourse analytic approach, this teacher-initiated and teacher-induced CS study illustrates how EFL classroom interaction can illuminate a particular interactional phenomenon and reveal its systematic properties. Recording EFL classroom interactions yields a contextualised perspective on the phenomenon of CS: that is, it will highlight its forms and roles in the organisation of language use in Turkish EFL classrooms. More specifically, this study is designed to describe, on the one hand, how teachers use CS within EFL lessons; on the other hand, the study also examines the learners' responses to their teachers' use of CS and the role their responses play in their use of the target language. An understanding of these processes will benefit teachers, curriculum developers, researchers, and learners of English.

The study concludes that there is a recurring pattern of preference organisation related to the teacher-initiated and teacher-induced CS in the data. Teacher-induced

CS serves to a pedagogical function of asking for the Turkish translation. However, teacher-initiated CS serves to twelve pedagogical functions. These are dealing with procedural trouble, dealing with classroom discipline, expressing the social identity, giving Turkish equivalent, translating into Turkish, dealing with a lack of response in English, providing a prompt for English use, eliciting Turkish or English translation, giving feedback, checking comprehension in English, providing meta-language information, and giving encouragement to participate. In teacher-initiated CS, the teacher may use English or Turkish depending on his/her pedagogical focus. But the teacher always uses English to start a teacher-induced CS asking for the Turkish translation. After teacher-induced CS, learners' language choice is always in Turkish because the teacher asks for the Turkish equivalent of an English word. It is also found that there is a systematic preference organisation pattern in which teachers code-switch to Turkish to repair trouble when there is a delay in the learner's reply turn of more than one second.

The study supports the claim that first language (L1) is difficult for teachers to avoid, and perhaps more difficult for learners to ignore in the EFL context. L1 use in the observed EFL classrooms is extensive. The teachers who participated in this research used CS to address social situations and manage classroom discipline. Consequently, teaching methods that incorporate L1 in L2 teaching/learning environments are highly recommended.

Reference
ELDRIDGE, J. 1996. Code-switching in a Turkish secondary school. *ELT Journal*, 50 (4), 303-311.

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