



1. The subject and scope of my thesis:

In my PhD thesis, I analysed the sequential organisation of teacher-initiated and teacher-induced code-switching in a Turkish university EFL setting. There has been a big debate in the worldwide literature whether to use the mother tongue (L1) in the second (L2) or foreign language classrooms. However, there has been a few research conducted about the Turkish-English code-switching at Turkish educational settings. It is for this reason that I addressed this research gap in my PhD thesis by analysing the actual classroom interaction at a Turkish university setting where I will be carrying out a teaching position at the second semester of this academic year.

2. Articles published to date:

Üstünel, E. (2004). Preference Organisation in Learners' Language Choice Following Teacher-Initiated and Teacher-Induced Code-Switching in Turkish EFL Classrooms. *Online Journal of ECLS*. University of Newcastle upon Tyne, UK.

Üstünel, E. (2004). The 15th International Sociolinguistics Symposium: A Conference Review. *The Language Teacher*. Vol. 15 (August issue).

Üstünel, E. (2003). Code-Switching between English and Turkish: Data from ELT Classrooms. Unpublished manuscript of a complete PhD Thesis. The University of Newcastle upon Tyne, UK.

Üstünel, E. (2003). Lingua Franca or lingua franca? : A contrastive analysis *Journal of Studies in Teaching and Learning*. University of Newcastle upon Tyne, UK.

Üstünel, E. (2002). English Pronunciation of Turkish Learners of English: A Contrastive Analysis of Word Stress in Compound Words *Conference Proceedings of the Fifth Durham Postgraduate Conference in Theoretical and Applied Linguistics*, University of Durham, UK.

TALKS AND PRESENTATIONS:

Üstünel, E. (2004). The Sequential Analysis of Teacher-Initiated Code-Switching in Turkish EFL Classrooms. Paper presented at the 3rd Newcastle Postgraduate Conference, June, Newcastle upon Tyne, UK.

Üstünel, E. (2004). The Interactional Organisation of Teacher-Initiated Code-Switching in a Turkish University EFL Setting. Paper presented at the 15th International Sociolinguistics Symposium, 1-4 April, Newcastle upon Tyne, UK.

Üstünel, E. (2003). The Organisation of Code-Switching between English and Turkish in Institutional Settings. Paper presented at the 2nd Newcastle Conference, 24 June, Newcastle-upon-Tyne, UK.

Üstünel, E. (2003). The Organisation of Code-Switching between English and Turkish. *Poster presented at the 6th Durham Postgraduate Conference*, 21 June, Durham University, Durham, UK.

Üstünel, E. (2002). Word Stress. *Poster presented at the 1st Newcastle Conference*, June, Newcastle upon Tyne, UK.

Üstünel, E. (2002). English Pronunciation of Turkish Learners of English: A Contrastive Analysis of Word Stress in Compound Words *Poster presented at the 5th Durham Postgraduate Conference*, June, Durham, UK.

Üstünel, E. (2002). Word Stress. *Poster presented a BAAP (British Association of Applied Phonology) Conference*, Newcastle upon Tyne, UK.

3. Availability of research references both at NCL and externally:

The University of Newcastle upon Tyne has a large collection of old books as well as recently published ones in the field of Education (TESOL). That's why it is not a surprise that the library has been awarded for excellence. I substantially used the library's resources in order to build up my PhD bibliography. I also bought some books related to the Turkish education system from Turkey and collected my audio and video PhD data in Turkey.

4. My experience at the viva:

To make myself familiar with the viva procedure, I attended a research seminar entitled 'How to prepare for the viva' which was organised by the School of Education, Communication, and Language Sciences. It gave me the theoretical basis for the viva procedure such as the aim, the method, the outcome and the like. From the informal chats I had with my fellow colleagues, who were graduates of the

traditional PhD programme, I received informal advice. Being armed with both formal and informal information on the ‘scary’ viva, I have already passed my knowledge to my colleagues at the Integrated PhD programme in Newcastle and I am more than eager to pass it to all of the colleagues from the other universities in the UK.

I think the best way to prepare for the viva is to follow the following two steps: Firstly, make sure you know your thesis very well so that you can justify the reasons of writing each chapter in details and secondly, make yourselves familiar with your internal and external examiners’ research ideas by reading their articles and books.

5. My study and research environment:

The distinct advantage of being an Integrated PhD student is to attend compulsory and selective taught modules and prepare written assignments for each of them. I think it is an advantage because in this way you are able to learn more about your research topic. For example, in my case, I learnt quite a lot about my research methodology (i.e., conversation analysis) from a taught module named ‘Interaction in Social and Professional Contexts’ offered at the Integrated PhD programme as a selective taught module.

The interaction with tutors and support staff was very supportive. In addition to the dialogue you get with each module’s tutor, my supervisor helped me a lot from the beginning of the Integrated PhD programme until the last days before the viva. I received feedback from my supervisor on each of my draft chapter as well as my three whole draft thesis. I think PhD candidates should not be afraid of writing any piece of research despite its being incomplete or even sounding not academic enough. By

producing written work, your supervisor can see the train of your thoughts and help you to achieve your research goal.

Informal guidance from your colleagues will also help you to focus on your research topic. Although your colleagues may not be specialised in the research topic you are working on, they can still give comments on your research outline, methodology, data analysis procedures, etc. It is always useful to have an outsider's view on your research as you may not clearly see your lacking points while writing up your own work. I find this point of sharing ideas extremely useful.

6. My life on campus and in Newcastle:

The University of Newcastle upon Tyne offers you an enjoyable campus life with various societies such as the international society, line dancing society, basketball society, postgraduate and mature students society, etc. I highly recommend to sign up for the International Society e-mail list at the fresher's week as you will have the opportunity to meet with students from different countries and have a chat over coffee or beer every Wednesday nights.

7. My choice of Newcastle:

I studied my MA degree at Lancaster University and after the completion of that programme, I was looking for a British University to further my study. In 2001, there were a limited number of universities which offered Integrated PhD programmes in Education. The University of Newcastle upon Tyne was one of them and its rank within the British Universities was quite high. That was basically the reason why I chose Newcastle.

8. My sponsor:

I was financed by the Turkish Government, Ministry of Education for my tuition fees and living expenses for the duration of three years. This scholarship was given to the six candidates only each year and I was one of them. It was a big competition in homeland where I was assessed according to my grades in BA and MA levels, IELTS score and ÜDS English test score. I did not apply for any other scholarships from an UK institution before or during my PhD study.

9. Feedback to sponsor:

Being sponsored by the Turkish Government, Ministry of Education, I was responsible for giving regular feedback to my sponsor about my study progress by the end of each academic semester. The research programme coordinator at the University of Newcastle upon Tyne prepared an official progress report in which the taught modules I have attended and the written assignments I have prepared were listed.

10. Sponsor's comments:

My sponsor congratulated me on finishing the Integrated PhD programme within three years of study and stated that it is a very rare achievement in such an academic programme.

11. My future plans:

In relation to my sponsorship contract, I need to teach at a Turkish university for the double duration of the time I spent in studying for PhD which is in my case 6 years. I am going to start teaching as a full-time lecturer at Muğla University (Muğla, Turkey)

from the beginning of 2005 which is the starting of the second semester of the academic year 2004-2005. As the department in which I assigned a teaching job offers a similar academic curricular, I am able to teach any modules I read while doing the Integrated PhD programme. This is a distinct advantage in using the knowledge and transferable skills that I have obtained through the Integrated PhD programme.

12. General words of advice :

I am one of the first students to follow the New Route PhD in order to conduct research. A unique advantage of the Integrated PhD is that I was not alone in the long path of PhD research, since I had courses to take for the first part of the programme. Therefore, I had the opportunity to get to know other students from my research area and exchange ideas with them. Being surrounded with this big community of colleagues had a positive impact on my academic progress. I think socialising with people was especially important while conducting PhD research.

13. My personal feelings:

I am very happy and proud of obtaining a PhD degree as it is a very respectable degree in humanities and social sciences. I am also proud of receiving this degree in studying a language other than my mother tongue and in a foreign country. My parents, other relatives, and friends from my homeland and in the UK are also very proud and happy for me. I am now looking forward to attending the congregation ceremony which will be held in Newcastle on the 8th December, 2004 to celebrate my success with the academic staff and colleagues. I am also looking forward to attending a celebratory event which will be held in April 2005 in London to celebrate

my success on being the first person to graduate in the UK from the Integrated PhD programme with my family and the Integrated PhD Consortium.

Obtaining a PhD degree is not a very hard thing as some people might have imagined if you are able to manage your time efficiently and focus yourself to do your research in the field that you are interested. I do not think that your research life ends when you receive your PhD. On the contrary, I believe it still continues after the PhD as you acquire more advanced research skills and deeper knowledge in the field of your research interest.

14. Last words:

I'd like to show my gratitude to some special people before I finish this profile. Firstly, I want to thank my family and other relatives who support me emotionally and financially throughout my postgraduate study in the UK. Secondly, I want to thank the Turkish Government, The Ministry of Education to believe in me and reward me with a highly competitive scholarship. Thirdly, I want to thank the Integrated PhD Consortium, who designed this research programme tediously, for inviting me annually to London for a valuable social gathering and paying particular attention in my personal academic achievement. Last but not least, I want to thank my supervisor, all of the academic staff and colleagues at the University of Newcastle upon Tyne for supporting me and showing me guidance whenever I need.