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**GRADUATE SCHOOL OF SOCIAL SCIENCES**  
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**USE OF L1 IN EFL CLASSES AND TEACHERS' AND LEARNERS'**  
**OPINIONS ON THE ISSUE**  
**(A CASE STUDY IN A TURKISH STATE PRIMARY SCHOOL)**

**MASTER'S OF ART THESIS**

**by**

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**Supervisor: Assist. Prof. Dr. Neslihan ÖZKAN**

**ANKARA**  
**JULY 2015**

*To my family, for their  
love and support this  
thesis is dedicated*

USE OF L1 IN EFL CLASSES AND TEACHERS' AND LEARNERS'  
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(A CASE STUDY IN A TURKISH STATE PRIMARY SCHOOL)

Ufuk University  
Graduate School Of Social Sciences  
Department Of English Language Teaching

by

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In Partial Fulfilment of the Requirement for the Degree of  
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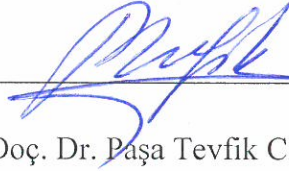
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## KABUL VE ONAY

Sevda Erdoğan tarafından hazırlanan “Yabancı Dil Öğretimi Yapılan Sınıflarda Ana Dil Kullanımı Üzerine Öğretmen Öğrenci Görüşleri (Ankara’daki Bir Devlet Ortaokulu Örneği)” başlıklı bu çalışma, 10.07.2015 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.



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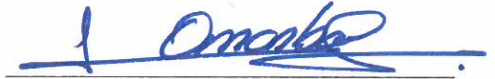
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Sevda ERDOĞAN

## ABSTRACT

USE OF L1 IN EFL CLASSES AND TEACHERS' AND LEARNERS'  
OPINIONS ON THE ISSUE  
(A CASE STUDY IN A TURKISH STATE PRIMARY SCHOOL)

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There has been a hot debate upon the use of first language in foreign language classrooms for ages. While some educators assume that mother tongue should not be employed in foreign language classrooms, others state that use of native language provide an incontrovertible contribution to the learning process and carries out intricate functions.

The aims of this study were to explore teachers' and learners' attitudes towards employment of L1 in language classes and to determine to what extent they find using L1 in the classroom necessary while teaching or learning a target language and to investigate teachers' practices and learners' demands in terms of use of L1 as a communicative and methodological tool.

The present study was conducted at the end of spring semester of 2014-2015 academic year in Ankara in a state primary school. Six English language teachers and six English language learners participated in the study. The study employed qualitative analysis method. The findings were collected through individual interviews. The relationship between English language teachers' opinions and learners' opinions was interpreted through content analysis.

The results of the qualitative analysis revealed that first language is an inseparable part of language teaching; however, there is significant difference between teachers' practices of L1 and the learners' demands for L1 in different language skills and language components and at different proficiency levels. Through

referring to the current theories of target language acquisition and reviewing the recent literature, it can be recognized that the mother tongue of learners has a necessary and facilitating role in all aspects of language instruction.

**Key Words:** the use of first language, foreign language, teachers' and learners' attitudes.

## ÖZET

### “YABANCI DİL ÖĞRETİMİ YAPILAN SINIFLARDA ANA DİLİ KULLANIMI ÜZERİNE ÖĞRETMEN ÖĞRENCİ GÖRÜŞLERİ (ANKARA’DAKİ BİR DEVLET ORTAOKULU ÖRNEĞİ)”

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Yabancı dil öğretimi yapılan sınıflarda ana dili kullanımı uzun süredir sıkça tartışılan bir konudur. Bazı eğitimciler hem öğretmenlerin hem de öğrencilerin ana dili kullanmaması gerektiği tezini savunurken, diğer bir grup ise yabancı dil öğreniminde ana dili kullanımının yadsınamaz bir katkı sağladığı ve sayısız işlevi olduğu görüşünü savunmaktadırlar.

Bu araştırmanın amacı yabancı dil öğretimi yapılan sınıflarda ana dili kullanımı üzerine öğretmen ve öğrenci görüşlerini araştırmak, ana dili kullanımının öğretmenler ve öğrenciler tarafından yabancı dil öğrenirken ne kadar gerekli görüldüğünü belirlemek ve öğretmenlerin ana dili iletişime ve metoda yönelik uygulamalarını ve öğrencilerin ana dili taleplerini incelemektir.

Bu çalışma, 2014-2015 eğitim-öğretim yılının bahar döneminde Ankara’da bir devlet ortaokulunda gerçekleştirilmiştir. Çalışmaya altı İngilizce Öğretmeni ve altı İngiliz Dili öğrencisi katılmıştır. Çalışmada nitel analiz metodu kullanılmıştır. Bulgular birebir görüşmeler yoluyla toplanmıştır. Ana dili kullanımına dair öğretmen öğrenci görüşleri arasındaki ilişki içerik analizi yoluyla yorumlanmıştır.

Nitel analiz sonuçları ana dili kullanımının yabancı dil öğretiminin ayrılmaz bir parçası olduğunu ancak farklı dil becerileri ve dil bileşenlerinde ve farklı yeterlilik seviyelerinde öğretmenlerin ana dili kullanımı uygulamaları ile öğrencilerin ana dili talepleri arasında önemli bir görüş farklılığı olduğunu ortaya koymuştur. Hedef dil edinimi üzerine güncel teoriler bakıldığında ve son çalışmalar



incelendiğinde, ana dilin dil öğretiminde zorunlu ve yardımcı bir rol üstlendiği açıkça görülmüştür.

**Anahtar Kelimeler:** ana dili kullanımı, yabancı dil, öğretmen öğrenci tutumları.

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## CHAPTER 1

### 1.0. INTRODUCTION

This chapter is designed for introductory purposes. It presents the general background information on the concepts of first language (L1), especially its usage in English as a foreign language (EFL) classes. This section also explains the reasons that led to such a study, as well as the aims, the scope and limitations of the study. Lastly, the assumptions that have been undertaken in the course of the study are introduced.

### 1.1. Background to the Study

The question as to whether language teachers should use the learners' mother tongue in EFL classes has been quite a hotly debated issue throughout much of the history of research into second language learning. Numerous studies have been conducted on the role of first language and its use.

As the mother tongue is totally effective throughout the whole life of its speakers, researches have been carried out to explore how it is best judged in accordance with learning a foreign language. One idea is that the learners' mother tongue is a fountain-head of confusion, thus all the more interference in foreign language learning should be outdistanced from foreign language learning context.

Another opinion holds that the native language plays a crucial role in terms of supporting foreign language learning and raising awareness of the learning process by yielding helpful guides which should to be paralleled with the foreign language process.

The target language only camp centres on English as a second language class context tends to be ideological in nature. It weighs the benefits of exclusive use of the target language against its potential negative impact on first language maintenance and minority group identity. (e.g., Atkinson, 1987; Phillipson, 1992; Auerbach, 1993). As Turnbull (2001) states this notion is derived from the arguments that second language use by teachers is the only influential linguistic

model and input for the learners. Therefore, their main source of input is the target language. A similar line of argument is based on the monolingual principle for which the primary rationale for advocating maximal use of foreign language is that for most of the learners, the classroom context is the only chance they have for exposure to the target language (Littlewood, 2009).

Hawkins (1987:97-98) relates foreign language teaching to “gardening in the gale” where the teacher plants seed but then those are constantly blown away between lesson, thus it is essential to maximize as much as possible the learners’ exposure in a limited class time. This notion is given additional strength by Krashen’s (1985) influential “comprehensible input hypothesis” as a required element in second language acquisition (Krashen and Terrell, 1985). Accordingly, the supporters of the target language only camp reason that by using the target language in the classroom not only as a “target” to be learnt but for other aims, as well, learners tend to perceive it more as a useful medium in a communicative act and build more positive motivation to learn it while challenging to figure out the message from the context (Wolf, 1977; Wong - Fillmore, 1985; Littlewood, 2009).

On the contrary, others support that L1 use is beneficial so it must be made available to students in EFL classes. Littlewood (2009) mentions that use of mother tongue may provide valuable help for learning directly (for instance; as a tool in a teaching technique or to inform a complex point) or indirectly (for instance; to create positive relations or support to manage learning). Turnbull and Dailey- O’Cain (2009) propose that prudent use of mother tongue in EFL classes can assist teachers to employ more well-informed tasks calling for learners’ cognitive skills and helping learners’ language to get better reciprocally.

Some researchers, Thornbury (1999), Smith (1981) further defend the beneficial aspect by theoretical arguments such as those derive from the hypothesis of conscious- raising which can help the learners in consulting first hypothesis about the meaning- form relationship or building an inexplicit knowledge. To put it differently, L1 can be a means of scaffolding support in language teaching.

These argumentative views have been portrayed by diverse methodological descriptions and included in various learning theories. Both teachers and learners

have their own opinions on the issue. These competing views and opinions form the grounds for this thesis.

The study first aims to analyse not only Turkish EFL teachers' but also learners' attitudes on the use of mother tongue in language classrooms. In other words, the first major purpose of this study is to determine opinions of English teachers and learners, at a state primary school in Ankara, on the use of the first language in EFL classes and to see whether they find using L1 in the classroom necessary for the learning of the target language and to correlate the results obtained from the teacher opinion interview and learner opinion interview. The findings of the correlation show the relation between the use of mother tongue by teachers in EFL classes and its donation to language acquisition. For this, interview sections were done separately to figure out opinions of both the teachers and learners.

Secondly, it examines the extent to which these teachers and learners support the use of first language during second language learning process (to understand whether first language is an indivisible part of foreign language learning process or not) and whether its percentage changes in lower level language classes and higher level classes respectively.

Thirdly, as reported the use of first language in foreign language teaching was almost solely limited to the domains of spoken interaction, whether teachers have specific methods to use first language in contribution to the language areas as reading, writing, listening, vocabulary and grammar is also being examined.

## **1.2. Statement of the Problem**

The theoretical debate over the use of mother tongue in EFL classes has been in and out of fashion and it has led to a notable body of literature. Several researchers (Lightbown, 1991; White, 1998; Spada, 1999; White and Ranta, 2002; Lightbown and White, 2005; Forman, 2012) have examined the use of native language as a methodological device. The primary focus has been on whether it contributes to the foreign language process or prompts and corrects learners' employment of grammar and vocabulary in spoken communication. Even though education studies have centred on first language, there have not been many studies conducted which investigate both learners' and teachers' opinions on the issue

and compare these views besides the role of mother tongue as a methodological and communicative device while teaching four main skills along with vocabulary and grammar. Moreover, almost none of the studies have examined whether the amount of L1 usage by teachers changes while teaching at different proficiency levels. Furthermore, most of the studies have been conducted at universities but this study is done with teachers and learners at a primary school in Ankara.

This study deals with the reasons and demands concerning the use of L1 in EFL classes regarding the opinions obtained from both teachers and learners.

### **1.3. Purpose of the Study**

Using the target language in EFL classes possibly helps learners understand the logic behind the target language and also supplies high quality input. (Ellis, 1994) Nevertheless, there are also recent studies that have shown the scaffolding effect of L1 usage in EFL classes and supported that a target language can be learned via raising-awareness to the differences and similarities between the mother tongue and target language (e.g., Schweers, 1999; Brook and Donato, 1994). There are several researches on the use of L1 in EFL classes; however, there is short of researches on the attitudes of teachers and learners and their comparison as well as its practices in different language skill areas and at different proficiency levels. Thus, results of this study will add to the growing literature on the use of first language in EFL classes.

The study will also contribute to the making of foreign language teaching programs more effective for the administrators. It may provide information about present teaching practices and help design further teaching training programs.

The results of this study can be particularly practical for the teachers teaching at primary state schools or other Turkish institutes with similar EFL teaching climate. The teachers may become more conscious about effective teaching practices and use of L1.

### **1.4. Statement of Research Questions**

1. What are the teachers' opinions at a primary state school in Ankara concerning the use of L1 in EFL classrooms?

1. a. To what extent do the teachers defend the use of mother tongue in their classes?
1. b. To what extent do the teachers refuse the use of mother tongue in their classes?
2. What are the teachers' reported communicative and methodological practices considering the use of mother tongue in teaching four main language skills and language components?
3. What are the teachers' reported communicative and methodological practices concerning the use of L1 at different language proficiency levels?
4. What are the opinions of the learners' at a primary state school in Ankara concerning the use of L1 in EFL classrooms?
  - 4 .a. To what extent do the learners defend the use of mother tongue in their classes?
  - 4 .b. To what extent do the learners refuse the use of mother tongue in their classes?
5. What are the learners' opinions on the use of mother tongue in teaching four main language skills and language components?
6. Are the opinions of teachers and learners at a primary state school in Ankara regarding the use of L1 in EFL classes consistent with one another?

### **1.5. Assumptions of the Study**

All the teachers and learners were enlightened about the nature of the study, thus it is assumed that the participants answered all the interview questions sincerely and seriously.

### **1.6. Limitations of the Study**

This study was conducted as a case study at a primary state school in Ankara, therefore suggestions are limited to the views of teachers and learners who attended the interviews. However, the findings can be informative for other learners and teachers in similar contexts.

### **1.7. Definitions of the Term and Abbreviations**

While writing the study, the researcher defined terms which are important to be acquainted with. The key terms are defined briefly to support reviewers understanding the study better.

**EFL:** English as a Foreign Language

**L1:** First Language

**L2:** Second Language

**EFL-TOI:** EFL-Teacher Opinion Interview

**EFL-LOI:** EFL- Learner Opinion Interview

## **CHAPTER 2**

### **2.0. PRESENTATION**

This chapter first investigates the historical view of L1 use in language teaching. Then it examines the use of L1 in language teaching in EFL classes. Later, it reviews the debates over monolingual approach and bilingual approach for a better understanding of the process in the literature. Lastly, it explores the language skills and language components and use of L1 while teaching different them at different proficiency level classrooms as well as English teaching in primary education in Turkey.

### **2.1. Historical Perspective of L1 Use in Foreign Language Teaching**

Language teaching theories varied through the twentieth century. There were several basic premises adopted by language teachers and influenced many generations. These premises laid the foundation for language teaching. One of those premises was L1 use.

Throughout much of the history of research into second language acquisition, the role of mother tongue has been second only to grammar as the most hotly debated methodological problem. However, a full consensus has not been reached. For many decades foreign language teaching has been dominated by the principle that teachers should use only L2 and avoid using the first language except as a last resort. The use of first language has been seen as a taboo in second language teaching. There has been a variety of researches on the issue relating to the use of mother tongue in EFL classrooms. According to Prodrou (2002), the subject of mother tongue is a well-kept family secret for many a “skeleton in the closet, a taboo subject, a source of embarrassment” (p.6). The researchers advocate different attitudes towards the use of L2. The intense tendency by most educators is out-and-out forbidden of L1 use in EFL classes. They (e.g. Ellis, 1994; Gass,

1997; Brown, 2007) believe that the second language must be employed without any restrictions in the classroom. To put it another way, the more target language is spoken the better the learners' performance becomes. On the other hand, for Turnbull (2001), in most foreign language environment the teacher is most often the sole linguistic model for the learners, therefore s/he is the learners' main source of L2 input. Also, Cook (1992) states that L2 must not be departed from L1; on the contrary, instructors should use L1 while lecturing the learners.

## **2.2. Approaches and Methods to the Use of L1 in L2 Context**

As Tunçay (2014) states classical languages especially Latin and Greek had been academic language in several areas for a long time with their political dominance in the world. After the sixteenth century, Italian, French and English languages took a significant place in language learning. While the popularity of classical languages started to lose, the study of modern languages still had an important place and from nineteenth century to up to now, some approaches and methods have been proposed to improve language teaching as well as different methodological shifts in ELT have resulted in new and varied outlooks on the role of the first language.

Briefly, the employment of mother tongue in ELT seems to have been in and out fashion primarily due to the fact that opinions on the subject could not make clear use of existing frameworks. Perceptions on the role of L1 in foreign language classes have changed crucially over the years with regards to the assumption setting dominant language teaching approaches in different periods. Within the history of language teaching a plethora of methods and approaches have appeared. Whereas some of these methods and approaches are more comprehensible than the others or more agreeable than others, all of them contribute to the present array of approach existing today. In the mist of them as Cook, 2001; Crawford, 2004; Oflaz, 2013 cite there have been several methods and approaches which have linked between L1 and L2.

The following section is not a comprehensive analysis of the tenets of each method or approach but spartanly functions as a window to how each of them elucidates the use of native language in EFL classes.



A common categorization of methods and approaches is: Traditional, Alternative and Current Communicative Methods. (Nazary, 2008) The domain of traditional methods of teaching a language includes methods; the Grammar Translation Method, the Direct Method and the Audio Lingual Method while examples of alternative methods are Silent Way, Suggestopedia, Total Physical Response and Community Language Learning. Moreover, current communicative approaches are Communicative Language Teaching and Natural Approach.

### **2.2.1. The Grammar Translation Method**

From the mid 1800's through the mid 1900's, the Grammar Translation Method ruled foreign language teaching methodology. The method came out when people of the western countries desired to learn foreign languages. The Grammar Translation Method has been the latent to play a key role in language learning both by assisting or impeding learners' progress (Oflaz, 2013). As Cook (2001) indicates its focus is teaching the foreign language through grammatical rules, vocabulary, memorization, translation and learners' first language. It does not focus on oral communication. In fact, it is entirely established on L1 use such as deductive grammar lessons and translation exercises. The Grammar Translation Method allows the use of L1 which is perceived as a medium of instruction. Omaggio and Hadley (1993) state "the goal of instruction was to convert L1 into L2 and vice-versa and therefore much of the class time was devoted to talking *about* the language; virtually no time was spent talking *in* the language" (p.90). As its name demonstrates translation is a key point in language teaching according to The Grammar Translation Method. For Boey (1969), the associations formed with L1 use are so powerful that it is futile to hinder their appearance in L2 learning in this method. The Grammar Translation Method analyses the written language particularly, vocabulary and grammar learned or taught via bilingual word list. Besides, L1 is not employed for any form of productive skills but only of instruction giving. As a result of it, the learners are unable to use the target language for communication.

Criticism toward The Grammar Translation Method in the mid- nineteenth century has resulted in the development of the other methods emphasizing the need for oral proficiency. One of these methods is Gouin's Direct Method.

### **2.2.2. The Direct Method**

In the nineteenth century, the Direct Method emerged as a reaction to the Grammar Translation Method. Owing to the inadequacy of learners lectured with the Grammar Translation Method, the Direct Method looked for a method depending on first language acquisition. The occurrence of the Direct Method made great contribution to the fortification of the idea that the mother tongue must be kept away from the classroom (Harbord, 1992). It is based on large amount of comprehensible input, lots of oral interaction, explicit grammar teaching, no translation as well as strict prohibition of L1 in L2 classes. The employment of visuals and extensive paraphrasing aims the evading of translation. The Direct Method's focus is oral communication and pronunciation (Richards and Rodgers, 2001). Through direct and intense question and answer exchanges, the learners are lectured to enhance oral communication. As Titone (1968) mentions concerning the two tenets of the Direct Method: "Never translate: demonstrate and never explain: act" (p.100-101). The method defends natural language learning principles where exclusive exposure and practice activities should be carried on only in the target language (Richards and Rodgers, 2001). According to the Direct Method learners should be participated in a teaching environment in which realistic and everyday situations are created and learners not only should use the target language but also should be encouraged to think in the target language. As Sampson (2011) states the Direct Method scarifies the use of target language and totally rejects L1 use. There are extreme supporters of the Direct Method who consider the method with "the non-translating principle and with the principle of the exclusion of the mother tongue..." (as cited in Boey, 1969: 83). Apparently, there have been some attempts to reform the method of language teaching. Therefore, another major advent in the mid- twentieth century, known as Audio-Lingual Method, came to light when the Direct method became unsuccessful in the public education.

### 2.2.3. Audio-Lingual Method

During the Second World War, there was a revolution in second language teaching. Many linguists were asked for assisting language teachers to bring forth a method which would lead to the appearance of proficient foreign language speakers in the shortest time possible. With that necessity Audio Lingual Method have become known. Audio Lingual Method, which enjoyed its heyday in the mid-1960s, is based on two important theories as linguistic theory of Structuralism and the educational theory of Behaviourism. The target language is the only spoken language in the classroom. As Richards and Rodgers (2001) claim in this belief the learning process aims cultivating habits by reinforcing correct language usage. With a firm stress on oral communication via repetitive habit forming drills, little grammar analysis, urgent error correction, the Audio-Lingual Method aims correct answers through memorization of the target language structures. It defects the teaching through first language. Relying on mimicry of drills to generate oral competence, it is credited (Omaggio-Hadley, 1993) that “the native language should be banned from the classroom; a “cultural island” should be maintained in which you teach the L2 without reference to L1” (p.96). The proponents of Audio Lingual Method support the use of foreign language as much as possible. In simple terms, L1 must be employed neither by teachers nor by the learners at any time. The basic aim is to get the maximum practice of the foreign language and to make learners completely understand what they are doing (Kirch, 1967). One of the leaders in developing the new methods and supporters of Audio Lingual Method, William G. Mouton traces the linguistic principles on which language teaching methodology should be based to the following five postulates:

- I. Language is speech, not writing.
  - II. A language is a set of habits.
  - III. Teach the language not about the language.
  - IV. A language is what its native speakers say, not what someone thinks they ought to say.
  - V. Languages are different.
- (as cited in Kelly, 1970: 2).

During the twentieth century, there were several reasons of audio-lingual enthusiasm like political and ideological movements in addition to pedagogical and linguistic ones which resulted in the proscription on the use of L1 during that era (Phillipson, 1992; Auerbach, 1993).

Moreover, the high rates of migration to the USA and the UK during those days led to the occurrence of multilingual classes which forced the educators to rely solely on L2 as the main medium of instruction in EFL classes (Franklin, 1990; Haws, 2001).

In methodological circles until the late twentieth century, the Audio Lingual Method had gained a crucial following; however, when the sixties decade was closed so did the Audio Lingual Method interest. The method lost its popularity as a result of both teachers' and learners' dissatisfaction with memorization activities which did not take any notice of meaningful learning. (Omaggio-Hadley, 1993) and in the late seventies it was replaced by another one which is called as Communicative Approach.

#### **2.2.4. Silent Way**

Silent way is introduced by Caleb Gattengo in the 1960's. By remaining silent, the responsibility of learning is transferred to the learners. The method supports learning through self-reliance. It typically focuses on pronunciation and according to Larsen-Freeman (2000), the learners' mother tongue may be employed to give instructions when necessary to assist a learner to improve his or her pronunciation and during feedback sessions (at least at the beginning levels of proficiency). Omaggio-Hadley (1993) cites L2 is the particular language of instruction and the instructor speaks neither the mother tongue nor the target language but rather stays silent allowing the learners to act as "an active agent capable of constructing his/her own inner criteria for learning" (p.114). Nonetheless, the learners speak only the target language employing clues from the teacher. The adherents of the Silent Way state the idea that L2 permits a rich development of the new L2 system. (Beth-Rell, 2005).

### **2.2.5. Suggestopedia**

Suggestopedia was evolved in the late 1970's by the Bulgarian psychologist Georgi Lozanov, trying mainly to make the language classroom an enjoyable occurrence by employing music to raise the learners' aesthetic concern and get their attention during the learning process. Regarding the principles of Suggestopedia, psychological barriers should be cleaned and language learning environment should be relaxing. In a classroom with Suggestopedia new materials are introduced via dialogues which "represent typical language use situations in the target culture" (Omaggio-Hadley, 1993: 117). The teacher reads the dialogue and the learners precede the target language text on the left and the L1 equivalent on the right. L1 translation is preferred to make the meaning of the dialogues obvious. After the introduction of new materials the teachers and the learners argue any grammatical, lexical or content related questions. As Richards and Rodgers (2001) mention, while this typically takes place in the target language, "students' questions or comments will be in whatever language the students feels he or she can handle" (p.105). Briefly, Suggestopedia tries to supply enough comprehensible input to allow for acquisition, yet it does not hold with extensive employment of the L1 (Beth-Rell, 2005). As a holistic and humanistic approach to language learning, Suggestopedia defends that relaxation is a switch to prosperous acquisition and as long as relaxation is achieved, this can happen with limited or extensive L1 use (Beth Rell, 2005). The teacher also employs the mother tongue in the class when it is necessary. As the course proceeds, the teacher employs the L1 less and less (Larsen-Freeman, 2000).

### **2.2.6. Total Physical Response**

Total physical Response is developed by James Asher with an attempt to unite linguistic acquisition and motor activity. The total physical response promotes that L2 acquisition parallels L1 acquisition. The method emphasizes the idea that before language production, listening competence must be evolved. The method is generally introduced at the beginning in the learners' mother tongue. After the lesson introduction, rarely is the mother tongue used. Being loyal to the notion of input "the target language is the exclusive language of instruction" (Omaggio-Hadley, 1993: 106). The teachers use only the target language during instruction

and do not force learners to speak until they feel ready to do so. Meaning is made obvious via body language (Larsen-Freeman, 2000).

### **2.2.7. Community Language Learning**

Subject to psychological counselling techniques, Community Learning is developed by Charles Curran. One of the original aims is to assist learners to improve and embrace themselves as individuals while working towards mastery of course content (Richards and Rodgers, 2001).

Community Learning pursues a five stage agenda based on language alternation between L1 and L2. It lets students communicate with each other spontaneously in the target language through the employment of L1 (Curran, 1976). A message/lesson is firstly presented in the first language, and then again in the second language. Learners listen to the tape records and give their first language translation. There is greatly approved employment of the native language over the course of the process. Therefore, Community Language Learning is an instructional method where L1 and L2 are inseparably connected.

In essence, a number of attitudes, approaches and methods advocating or rejecting the use of mother tongue in EFL classes have been presented in EFL teaching history. In other words, different approaches and methods examine the role of mother tongue in L2 classes considerably distinctly. While some approve, others alert against its employment. According to Macaro (2001), no study, indeed, has managed to illustrate a casual relationship between exclusion of the mother tongue and improved learning. Thus, as Prodromou (2000) cites L1 has never been “a skeleton in the cupboard” rather it has always been a bone of contention for a long time (p.7). These days many linguists or educators assume that looking up for a “best method” is useless attempt (Lewis, 1993, p.189) since there cannot be just one method fitting all (Nunan, 1999). With exclusion of L1 in EFL classes, most of the methods as well as techniques suitable to teachers are strictly limited. Depending on the teaching environment the methods and techniques have their place.

### **2.2.8. Communicative Approach / Communicative Language Teaching**

In methodological circles in the late twentieth century, loyalty to the Audio-Lingual Method was altered with a more comprehensive set of influences, which collectively appeared to be known as the Communicative Approach. (Tunçay, 2014) Per Celce-Murcia (2001), the classes which are based on communicative approach are a combination of course content consisting of semantic, linguistic, use of authentic materials, integration of four main language skills learning as well as a teacher presenting as a facilitator of communication. Communicative Approach seconds a wide variety of classroom procedures, the role of mother tongue in the classroom which supports Communicative Approach may alter extensively interdepending the teacher, the needs of the learners and the task at hand. With reference to Finocchiaro and Brumfit (1983) “judicious use of the native language is acceptable where feasible and translation may be used when students find it beneficial or necessary” (p.92). With the arrival of the Communicative Approach, the use of first language in monolingual contexts has been moderately frowned upon in EFL classes and rather than being excited it has created negative attitudes in SLA literature (Ferrer, 2005). One of the approaches of Communicative Approach is the Natural Approach.

### **2.2.9. Natural Approach**

In 1997 Tracy Terrel evolved the Natural Approach immediately afterwards united forces with Stephen Krashen so as to legitimate the Natural Approach depending upon Krashen’s Monitor Model (Richards and Rodgers, 2001). Krashen and Terrell (1983) defend that a foreign language has to be taught in a natural way through touching on meaning and keeping off the use of mother tongue and comparison of grammars of first language and target language in language classes. The Natural Approach is “based on the use of language in communicative situations without recourse to the native language” (Richards and Rodgers, 2001: 178). Krashen and Terrel set forward that one learns a language via exposure to large amount of target language input. One of the pivotal name in promoting the debate that L1 ought to be resorted in the classroom, Krashen (1985) asserts maximum exposure to the L2. He advocates that there is a definite link between comprehensible input and L2 success and the whole lesson or as long

as possible ought to be in the target language. The supporters (Ellis, 1986; Krashen, 1981) respect L1 as a model and claim the rejection of it. Also, Gatenby (1950) defends that the language being studied must be the figure of communication in the lesson (as cited in Phillipson, 1992, p.185). Basically, they base their assertion on the L1=L2 learning hypothesis which lays that a learner can best acquire a target language in the same manner as his/her native language. Briefly, the Natural Approach defends that the employment of L1 directly reduces contact with the target language input and simultaneously decreases acquisition. Therefore, without permanent exposure to L2, acquisition cannot take place.

### **2.3. The First Language versus the Target Language Debate**

A look at the history of native language employment in L2 classroom setting demonstrates cyclic regular modifications in how L1 is viewed (Auerbach, 1999). As Miles (2004) claims bilingual teaching was the “norm” with learners learning via translation several hundred years ago (p.6). Before nineteenth century, since language teaching focused on the written word rather than spoken word, the use of L1 to study L2 was virtually universal and unhesitatingly recognised. Nonetheless, in the 19<sup>th</sup> century that trend started to be replaced by a monolingual approach. The impact of mass migration, colonialism and a broad growth in research in the field further fortified the Monolingual Approach in the 20<sup>th</sup> century (Hawks, 2001).

The high rates of migration especially from Europe to America compelled educators to reconsider their lessons. The classes were prone to switch from smaller translation-oriented classes to bigger classes and to the ones where learners did not share a common L1 (Hawks, 2001). No longer was L1 a communicative tool that teachers could depend on to help them.

The circumstances that many teachers involved in during colonial teaching era led to the evolvment of Monolingual tenets (Phillipson, 1992). The perceived superiority of English above all other languages during British colonial period, when English became the strongest culture in British colonies, finally caused the occurrence of the assumption that English was the only language be spoken during the lessons.



The ascent of English-only camp in English language classrooms both due to political and practical reasons in return gave rise to the exclusion of the learners' native language. As Phillipson (1992) claims the lecturers using L1 were often shamed for doing something wrong. The assumption of bilingual education was regarded as unnatural or inefficient (Pennycook, 1994). According to Phillipson (1992) the fact that most of the teachers themselves were monolingual may have furthered the desirability of an English-only policy. Indeed, by compelling an English-only rule the teachers assumed natural control of the classroom.

Nonetheless, the English-only rule is not without its criticisms. The imperative to abide by a doctrine of monolingualism cannot compromise these opponent views. There has been gradual onset away from the English-only camp which has been the British and American movement. In *Language Teaching and the Bilingual Method* publication, a ground-breaking work, Dodson (1967) presented a new bilingual method, argued on the foundation of a serial of controlled experiments on teaching and was a frontal onset for the ban of L1 use. Indeed, more recently, the validation of English-only dogma has been lessening and there have been some educators (e.g. James, 1994; Cook, 2001; Lightbrown, 2005; Macaro, 2009) in second language pedagogy conceiving L1 as a learning tool and urging more bilingual approach to language teaching. Auerbach (1993) criticises the compelling exposures to the L2 by calling them "all-or-nothing views" (p.16). Some even put forward that use of native language in the class is a must (Schweers, 1999).

### **2.3.1. Monolingual Approach**

The late nineteenth century was a period in which serial reforms in language theories and language acquisition appeared. The emergence of Monolingual Approach was one of them. As Hall and Cook (2012) mention monolingual teaching was not a closed book before that time, though. In Europe, there had been medieval schools employing Latin for immersion lecturing by governess and tutors in upper-class families as well as patterns of monolingual teaching in general secondary school education (Phillipson, 1992). Nonetheless, the immense impact of this dogma occurred and was encouraged in the late nineteenth century

not only in the teaching of English but also in the teaching of other European languages.

The Monolingual Approach generally bases its supports on some strong assertions. The supports for the Monolingual Approach to teaching in the literature can be organized around three claims (as cited in Nazary, 2008: 114).

1. The learning of an L2 ought to model the learning of an L1. (via maximum exposure to the target language)
2. Successful learning consists of the separation and distinction of native language and target language.
3. Students ought to realise the importance of the target language via its continual use.

In regard to these three common claims, one of the supporters of Monolingual Approach, Hammer (1991) remarks that “monolinguals have the upper hand” (p.117). For nearly each suggestion for the use of the mother tongue there appears a counter cause which admonishes use of mother tongue in L2 EFL classes. Many researchers contend that use of the L1 should not form any parts of the foreign language learning experience (Atkinson, 1987; Krashen, 1982, Nunan and Lamb, 1996; Stanley, 2002; Chambers, 1991; James and Bourke, 1996). As Chambers (1991) emphatically argues “the natural use of the target language for virtually all communication is a sure sign of a good language course” (p.27). The notion of Krashen’s (1981) input theory shapes the foundation for L2 acquisition centres the discussion that there should not be any place for L1 in L2 classroom. Stanley (2002) comments that use of the L1 “may be a case of comfort now, pay later” (p.3).

Concerning the first claim, this assertion backs Krashen’s (1981) hypothesis of comprehensible input and natural order of acquisition. Since children learn their mother tongue via listening and imitating what is spoken around them, exposure to the language plays a crucial role in the development of their language skills. According to Lewis (1993), although the researches on L1 use are not totally convincing, there is a common notion that L2 acquisition is similar to L1 acquisition which depends on the idea of exposure as being the determining factor in language teaching. Therefore, adults should be supplied with a parallel type of

exposure while learning a second language (Brown, 2007). To put it another way, as children get their mother tongue through bare exposure to the target language, adults should be furnished with the same kind of exposure in the development of their second language acquisition (Gass, 1997; Cook, 2001). They highlight and verify with significant evidence that the quality of input and its density play key role in language acquisition. The researchers such as Ellis (1994), Cook (2001) emphasizing the significance of target language input in the process of second language learning cite that the learners exposed to L2 input outperform in their language development. For these reasons, most of the teachers believe that exposure to the target language should be maximized owing to the fact that the classroom environment is often the learners' only exposure to English (Burden, 2005).

With respect to second claim, Pracek (2003) remarks as it fosters the belief that there are one to one matches between the languages, translating between L1 and L2 may be hazardous. He surmises that target language and mother tongue must be distinct and separate. Furthermore, for Lado (1957) this claim is based on contrastive analysis hypothesis (as cited in Spada, 2007). The hypothesis defends that employment of mother tongue has negative effect on L2 acquisition. As Cook (2001), the supporters of monolingual approach point negative transfer from L1 may make inroads into critical problems like focalizations in learners' language. This leans towards the idea that L1 and L2 are in disconnected parts of the mind, therefore they should be kept separately for a better language acquisition (Spada, 2007).

Regarding the third claim, it is believed that the use of target language only in the classroom shows and portrays the significance of L2 (Panchler and Field, 2001). Basically, this claim is the most supported one among these three and most of the researches advocating English-only policy camp as Chambers (1991), Halliwell and Jones (1991) claim that learners do not need to understand every single word since they are able to guess the meaning from the contexts. Moreover, Wong-Fillmore (1985) says that the learners may ignore the target language when the message is transferred through L1.

There has also been other researches in favour of exclusive employment of L2. A conference, held at Makerere University in Uganda 1961, originated five basic tenets which to Phillipson (1992) became an unofficial but unchallenged doctrine underlying many ELT studies. Phillipson (1992) defines these tenets as the “five fallacies” of modern English language teaching (p.185). He cites that these tenets have become the cornerstone of the hegemony of English worldwide and seconded the notion of employing nothing but English in the classroom (1992). The five basic tenets which were regarded as the “truth” at the time are:

1. English should be taught in a monolingual classroom.
2. The ideal teacher should be a native English speaker.
3. The earlier English is taught the better.
4. The more English used in the classroom during lessons, the better.
5. If other languages are used, English standards will drop (Phillipson, 1992: 185).

Despite the fact that Phillipson (1992) defines these tenets as the “five fallacies” of modern English language teaching (p.185), the implications of these tenet even today can be encountered almost everywhere where English is lectured. By the time these tenets are taken into account, it is obvious that they are interrelated and strongly defend English-only rule.

The essential rationale for monolingual approach is that for most learners, the classroom context is the only occasion they have for exposure to the target language. Hawkins (1987) likens foreign language teaching to “gardening in the gale” where the teacher plants seed but these are constantly blown away between lessons (p.97-98), thus it is necessary to maximize the exposure to the target language in the limited time class time available. Similarly, Turnbull (2001) emphasizes that “the teacher is the most often the sole linguistic model for the students and is therefore their main source of target language” (p.532).

On the other hand, another debate on the use of the mother tongue is that learners may rely on it and not make an effort to get the meaning from the context or set forth themselves owing to their limited command of L2. Carless (2008) claims that too much dependence on the mother tongue may weaken the interaction in English. Another related reason for English-only rule is that by employing L2 in

the classroom, not only as a target language to be learnt but for other goals, as well, learners are more likely to find out it as a helpful medium for communication and generate more positive attitude to learn it (Littlewood, 2009) Also, Harbord (1992) states some reasons against the use of L1 by referring to the Grammar Translation Method with all of its negative sides.

Based on what is acquired from others' studies Harmer (2007) proposes three drawbacks of employment of the mother tongue in the classroom as follows;

1. reduced exposure to the L2 and therefore less opportunity for students to imitate authentic language
2. difficulty for teachers to exploit students' L1 if they themselves do not speak that language
3. the lack of appropriateness in communicative speaking tasks

### **2.3.2. Bilingual Approach**

Throughout its history, Bilingual Approach has achieved favour and validation from scholars and research results. In essence, the stigma of bilingualism in language classes roots in the ardent notion of the significance of English as well as the disrespect towards other languages (Pennycook, 1994). Also, the blind admission of certain theories, supporting the interest of native speaker teachers, has led to English-only policy (Wescher, 1997). Nonetheless, there is now a positive attitude towards the use of mother tongue. Auerbach (1993) expresses that "when the native language is used, practitioners, researchers, and learners consistently report positive results" (p.18).

Miles (2004) attempts to discredit Monolingual Approach in three points:

1. It is impractical.
2. Native teachers are not necessarily the best teachers.
3. Exposure alone is not sufficient for learning (p.12).

The biggest problem claimed by proponents of Bilingual Approach is that it is impractical since the majority of English teachers are not native (Phillipson, 1992; Hawks, 2001). As Miles (2004) advocates the native teachers' own English is

sometimes not very good, therefore we can seriously underestimate their competence of communication and lastly their competence of teaching by insisting on English-only rule. Another related reason is the strain of monolingualism may cause a reduced performance on the side of teachers as well as alienation of learners from the learning process (Pachler and Field, 2001). It may also generate tension and barrier between learners and teachers and there are a number of situations when it is neither suitable nor possible (Pachler and Field, 2001).

The second claim made by the opponents of Monolingual Approach is related to the idea of the native teachers' being the ideal teachers. In contrast to this notion, Phillipson (1992) argues that due to the fact that non-native teachers also have gone through the learning process of a target language, they are certainly better teachers, thereby being native speakers do not assuredly mean that these teachers are better or more qualified in teaching. In addition, there is no empirical evidence to back the idea that a native teacher is an ideal teacher (Phillipson, 1992).

Regarding the final claim, which is against the belief that exposure to the target language leads to learning, it defends that excluding the learners' mother tongue through maximal L2 input is not necessarily productive or will turn into intake (Ellis, 1994; Gass, 1997; Turnbull, 2001). Basically, there is no scientific validity that teaching on the basis of monolingualism directly yield to better learning (Pachler and Field, 2001). Increasing the amount of target language to maximize access to the target language intake may bring forth negative effects in language acquisition (Burden, 2000). Atkinson cites excluding L1 may impede learning and proposes his "judicious use theory" (p.21) in which he defends that L1 serves as a pivotal resource and communicative medium not only for learners but also for teachers (1987).

Apart from trying to disgrace the Monolingual Approach, some researchers have essayed to present positive results of L1 employment and classified when it should be resorted. (Atkinson, 1987; Butzkamm, 1988; Auerbach, 1993; Nzwanga, 2000; Macaro, 2009). Anton and Dicemella (1998) regard the use of mother tongue as a helpful psychological tool in the early stages of target language learning.

In fact, most of the studies have focused on the specific situation where mother tongue ought to be used or when it ought not to be used. Harbord (1992) suggests three reasons for L1 use in the classroom which are (i) facilitating communication (ii) facilitating teacher-student relationship (iii) facilitating the learning of L2 (p.354). Dedrinou (2006) also points out that L1 could be used for evaluating the teaching learning process, for the aim of evolving L2 fluency, for presenting new words or expressing rules of usage to improve the learning process. Moreover, Cook (2001) concludes that teachers should use the mother tongue to transfer meaning and organize the class. One of the main and first advocates of L1 use in the classroom, David Atkinson (1987) mentions “Although the mother tongue is not a suitable basis for a methodology, it has, at all levels, a variety of roles to play which are at present, consistently undervalued” (p.247). He lists appropriate uses for the L1 in the L2 classes (as cited in Schweers, 1992: 8).

### Suggested Uses for the L1 in the EFL Classroom

1. *Eliciting language* “How do you say “X” in English?”
2. *Checking comprehension* “How do you say “I’ve been waiting for ten minutes’ in Spanish? (Also used for comprehension of a reading or listening text.)
3. *Giving complex instructions to basic levels*
4. *Co-operation in groups* Learners compare and correct answers to exercises or tasks in the L1. Students at times can explain new points better than the teacher.
5. *Explaining classroom methodology at basic levels*
6. *Using translation to highlight a recently taught language item*
7. *Checking for sense* If students write or say something in the L2 that does not make sense, have them try to translate it into the L2 to realize their error.
8. *Testing* Translation items can be useful in testing mastery of forms and meanings.
9. *Developing circumlocution strategies* When students do not know how to say something in the L2, have them think of different ways to say the same thing in the L1, which may be easier to translate.

Strategy	Spanish	English
negative antonym	vivo	not dead
simplification/ approximate synonym	fue vergonzoso	it was terrible
circumlocution	se mostro reacio	he didn't want to do it
simplification	el precio del viaje se compensa por lo lo barata que es la vida	the ticket's expensive but life's cheap there
Explanation	pulpo	it lives in the sea, It's got eight legs.

ADAPTED FROM “THE MOTHER TONGUE IN THE CLASSROOM” BY DAVID ATKINSON.

Despite the fact that Monolingual Approach and Bilingual Approach are theoretically contrastive to one another, as Miles (2004) states most teachers actually fall somewhere in the middle, preferring generally L2, however, preferring L1 when needed, as well. When these two approaches are taken into



account, it can be obviously seen that both policies have strong justifications in terms of pedagogical, sociological or psychological principles. Nonetheless, there is relatively little empirical evidence for the validation of both approaches (Turnbull and Arnett, 2002; Macaro, 2001).

#### **2.4. The Role of L1 in Teaching Different Language Skills and Language Components and at Different Proficiency Levels**

In general the main language skills are categorized as Receptive and Productive or the Oral Skills and the Written Skills (Table 2). A number of scholars (e.g., Kumaradivelu, 1994; Rodgers, 2002) state that since in day to day life language skills are integrated, language skills also have to be integrated in language instruction and be organized by proficiency level and by specific skills. The main four language skills are sometimes supported by other nominal skills which are not necessarily given components of the main four language skills. Thereby, Rodgers (2002) discusses a program which comprised eight skills areas as Reading, Writing, Listening, Speaking, Grammar, Vocabulary, Pronunciation and Conversation.

**Table 2: Categories of Language Skills**

LANGUAGE SKILLS	<i>Productive Mode</i>	<i>Receptive Mode</i>
<i>Written Mode</i>	Writing	Reading
<i>Oral Mode</i>	Speaking	Listening

Learners' mother tongue plays an important role in teaching four main language skills and language components in EFL classes. Indeed, L1 has a wide range of functions. Butzcam (2003) expresses “successful learners capitalize on the vast amount of linguistic skills and world knowledge they have accumulated via the mother tongue” (p. 31). Mattioli (2004) mentions five functions of mother tongue in an EFL classroom as follows; explaining vocabulary, giving instructions, explaining language rules, scolding learners, and talking to individual learners. In

this study, the role of L1 while teaching language skills (reading, listening, writing and speaking), language components (vocabulary, grammar) is discussed.

In a language learning context, a competent learner is supposed to be the one who is successful in each main language skill and language component, as well. As researches demonstrate, L1 use is determining in both teaching and learning the aspects of the language skills and language components. Nuttall (1996) addresses the reading skill while approving the significance of L1 and adds:

Inability to express themselves (learners) in the target language necessarily limits both the kind and the quality of the responses students give. It is quite possible that students who are permitted to use their L1 in responding will explore the text more accurately and thoroughly than those who are restricted to target language responses (p.187).

Koren (1997) observed learners who were taking notes in mother tongue as they were listening to lectures in a foreign language and induces that the employment of mother tongue while taking notes is not a bad strategy if the aim is to understand. Hamin and Majid (2006), in an experimental research, found out the effectiveness of the use of mother tongue while generating ideas for target language writing. Auerbach (1993) cites that before expressing themselves in the target language, elementary learners, who are not competent enough in L2, have to permanently think and this inner speech happens in L1. Also, Condelli and Wrigley (2006) achieved positive gains in reading and speaking skills for learners whose teachers employed the mother tongue for aims as clarifying concepts, introducing new ideas, or supplying explanation in their research.

In discussing English language components vocabulary and grammar are often emphasized. Macias and Kephart (2009) assert that employing the mother tongue enables an efficient and accurate ways for analysing semantic features of lexical items and their appropriate usage in different contexts in the foreign language. Prodromou (2002) defends the use of L1 for certain procedures such as explaining difficult grammar concepts and checking comprehension or vocabulary clarification.

## 2.5. English Teaching in Primary Education in Turkey

Turkey is in the process of European Union membership. Recently, in European Union countries concepts of multilingualism and multiculturalism have gained importance. In line with this popularity English teaching and learning has come into prominence. In this regard, now it is essential for an individual to know and identify more than one foreign language or culture in order to find a good job in the future. Therefore, English course is made compulsory in primary education in Turkey, as well. English is taught as a first foreign language and as a second foreign language either German or France is given preference.

According to the Ministry of National Education's English teaching framework, the learners are supposed to recognise the main similarities and differences between the L1 and L2 in primary education level. In English teaching, it is significant that the four main language skills, language components and language sub-skills are all acquired by learners.

**Table 3. The Weekly Schedule of English Lessons in State Primary Schools**

<b>English Lessons</b>	<b>4<sup>th</sup> grade</b>	<b>5<sup>th</sup> grade</b>	<b>6<sup>th</sup> grade</b>	<b>7<sup>th</sup> grade</b>	<b>8<sup>th</sup> grade</b>
<b>Compulsory</b>	3	3	4	4	4
<b>Selective</b>	2	2	2	2	1

According to the table 3, with latest regulations, as part of compulsory English education; 4<sup>th</sup> and 5<sup>th</sup> graders take 3 hours; 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders take 4 hours of English while as part of selective lessons, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> graders take 2 hours and 8<sup>th</sup> graders take 1 hour of second foreign language.

### 2.5.1. Textbooks Used in English Teaching

The textbooks used in English courses in state primary schools are published by the Ministry of National Education.

### **2.5.2. Testing and Evaluation Methods**

Testing and evaluation techniques in English teaching which can be employed in primary educational level are as follows; (i) written exam, (ii) oral exam, drills (pop quizzes), (iii) true-false questions, (iv) multiple-choice questions (mapping creative questions, keeping/writing a diary, comprehension questions, project reviews) (Haznedar, 2010). Also, the learners English proficiency level is evaluated through the TEOG Exam applied in Turkey according to which the learners are enrolled in high schools that they want or prefer on the basis of the scores they get in this exam. In the TEOG exam in the English course part, the learners are responsible for reading and answering comprehension questions as well as they are assessed for vocabulary and grammar knowledge.

### **2.5.3. English Course Syllabus in Primary Educational Level**

#### **SYLLABUS FOR THE 4TH GRADE: General Introduction**

**In order to achieve the above mentioned objectives, the following structures are suggested:**

Simple present tense “to be” as the copula verb: affirmative, negative, yes/no questions

Imperatives: Classroom commands

Wh- questions: What, How many, What colour, Where? When? How old?

Possessive pronouns

Have got: affirmative, negative, yes/no questions

Plural nouns

Predicate adjectives

Prepositions of place (in, on, under, next to)

Prepositions of time on/at/ in

adj. + noun combinations

There is/ are

Countable and uncountable nouns

Quantifiers: Some / a lot of

Time expressions such as in the morning, at noon, at night, etc.

### **SYLLABUS FOR THE 5TH GRADE: General Introduction**

**In order to fulfil the above mentioned objectives, the following structures are suggested:**

Simple present tense to be: affirmative, negative, interrogative

Wh- questions: What, How many, What colour, Where? When? How old? How much? Whose? Prepositions of place (in, on, under, next to, behind, in front of, etc.) + prepositions of direction

Have got: affirmative, negative, interrogative

Adjectives of state (hungry, thirsty, etc.) + Predicate adjectives

Can for ability: affirmative, negative, yes/no questions

Simple Present Tense for likes and dislikes (I/YOU/WE/THEY): affirmative, negative, interrogative  
Simple Present Tense for likes and dislikes (HE/SHE/IT): affirmative, negative, interrogative

Like + N / Like + Gerund

Possessive pronouns + Possessive „s + Possessive adjectives: mine, yours, hers, his, ours, theirs, its

Should for advice: affirmative, negative, interrogative

Present Progressive Tense: affirmative, negative, interrogative

Can for requesting: affirmative, negative, interrogative

Countable and uncountable nouns

Plural nouns

Prepositions of time on/at/ in

adj. + noun combinations

There is/ are

Quantifiers: Some / a lot of

### **SYLLABUS FOR THE 6TH GRADE: General Introduction**

**In order to achieve the above mentioned levels, the following structures are suggested:**

BASIC SENTENCE PATTERNS, PHRASES Simple present tense to be: affirmative, negative, interrogative Wh- questions: What?, How? How many?, What color?, Where?, When?, How old?, How much?, Who?, Whose?

Prepositions of place (in, on, under, next to, behind, in front of, etc.)

Have got/ has got: affirmative, negative, interrogative

Adjectives of state (hungry, thirsty, etc.)

Can for ability: affirmative, negative, yes/no questions

Simple Present Tense affirmative, negative, interrogative

Like + N; Like + Gerund

I want/he wants .....

I + V + every day, every morning, etc., in the morning, etc., at 7, etc., by bus, on foot, etc., every summer, every Sunday, etc.

Action verbs

He + Vs everyday, every morning, etc., in the morning, etc., at 7, etc., by bus, on foot, etc., frequency adverbs (always, usually, sometimes, seldom, never, once, twice, etc.)

How often ...?

Present tense for factual info

Present tense + What is the weather like ..... in ....?

To be + adj.

Present tense for rules and general information

Imperatives

Modals:

Can for requesting: affirmative, negative, interrogative

Should for advice: affirmative, negative, interrogative

Can, could, would (for requests and possibility)

Can/can't, must/mustn't

It opens/ closes

Common connectors: And, but, then

Possessive pronouns and adjectives

Possessive's

Present Progressive Tense: affirmative, negative, interrogative

Present progressive for future

Future: will, going to - affirmative, negative, interrogative

Countable and uncountable nouns

Measurements: kilometer, meter, kilograms, grams, litres, etc. How much does it weigh? How far ...? Plural nouns

Predicate adjectives

Prepositions of time on/at/ in

adj. + noun combinations

There is/ are

Quantifiers: some, any, a lot of, a little, a few

Numbers

any + sisters/brothers

Nouns (occupations)

Adjectives (physical description)

Adjectives such as windy, foggy, snowy, sunny, etc.

Adverbs

Conditionals (Zero and First types): If / when

### **SYLLABUS FOR THE 7TH GRADE: General Introduction**

**In order to fulfil the above mentioned objectives, the following structures are suggested:**

Prepositions of place and direction

Revision of tenses studied before

let's, shall, why don't we ...,

Modals: affirmative, negative, interrogative, Wh- questions

Imperatives

Comparatives with “-er” and “more” + Superlatives with “-est” and “most”

Simple Past: “To be”- affirmative, negative, interrogative, Wh- questions

Time phrases: at 5 o'clock, yesterday, last year, ago, etc.

Adjectives and adverbs

Simple past: (common verbs) affirmatives, negatives, interrogative, Wh- questions

There + was/were

after, before, while

When I was ....,

Could/ couldn't (past ability)

Used to/ would (past habits)

**SYLLABUS FOR THE 8TH GRADE: General Introduction**

**In order to fulfil the above mentioned objectives, the following structures are suggested:**

Adjectives and adverbs (bad vs badly)

Past progressive (+ s. past) When / while

Past progressive (+ s. past) When / while, affirmatives, negatives, questions, Wh-questions

Present perfect “Ever/ never/ before”, when + s. past, affirmatives, negatives, questions, Wh- questions

Present perfect “Just/already/yet”, affirmatives, negatives, questions

Present perfect “for / since”, How long, affirmatives, negatives, question why, because, in order to

too and enough + adjectives and adverbs

Adjectives and adverbs (with prefixes, suffixes) (boring-bored)

If clause type 1 (revision)

in case, so that

Modals

Imperatives

would rather, had better, prefer

Tenses studied before



## CHAPTER 3

### METHODOLOGY

#### 1.1. Research Design

The aim of the study was three folded:

1. To examine the views of both EFL teachers and learners on the use of first language (which is Turkish in this context) during the lessons.
2. To look into teachers' reported practices with respect to their employment of Turkish while teaching different language skills and language components at different proficiency levels and whether they are congruent with learners' demands.
3. To sift through teachers' reasons and learners' demands for Turkish switch.

The current study was set out to find out both teachers' and learners' opinions on the use of the L1 in EFL classes. It aimed to address how they view and practice L1, to elucidate whether there is a congruency between the teachers' and learners' opinions and the teachers' current classroom practices, in this vein to explore the reasons of teachers and the demands of learners for L1 employment.

In the study as a methodological approach qualitative analysis method was employed. Since it enables the researchers to interpret and make judgement about unmeasurable data (O'Tool and Backet, 2010). Even though it is regarded that opinions or beliefs may be investigated quantitatively and qualitatively, employing quantitative analysis method while questioning opinions or beliefs receive criticism. With reference to Maiklad (2001), employing quantitative method is not appropriate for issues that necessitate reflective thinking. It is essential to interact with individuals in order to ask questions as regards to their answers which can allow the researchers to comprehend individuals' opinions thoroughly.

Qualitative researchers are coupled with understanding the meaning that people give to phenomena. A researcher's presence in the field of study is thus crucial to watch over the behaviour in its natural context. Bogdan and Biklen (2007) state that "qualitative research is a naturalistic process because the researcher tries to gather data from the place where it occurs naturally" (p.4).

Bogdan and Bilken (2007) also mention that:

Qualitative research put emphasis on broad descriptive data and data includes interview transcripts, field notes, photographs, video tapes, personal documents, memos and other official records and data collected in the form of words, pictures rather than numbers. Qualitative articles and reports often contain direct quotations and the written word is very important in the qualitative approach both in recording data and disseminating finding (p.5).

Qualitative researchers are more interested in the "how" and "why" questions. Broad narrative questions are posed to the informants to express their opinions. (Creswell, 2003:106).

Furthermore, Bogdan and Biklen (2007) cite that qualitative data research is flexible as the data collections and research questions can be changed in respect to the needs of the study and no statistical method is obviously needed for data analysis. Also, as Maxwell (1996) cites:

Qualitative researchers typically study a relatively small number of individuals or situations and preserve the individuality of each of these in their analyses, rather than collecting data from large samples and aggregating the data across individuals or situations (p.17).

Therefore, in the current study qualitative research was regarded as the appropriate research methodology.

## **1.2. Participants of the Study**

The present study consists of 12 participants. After a negotiation phase with the English teachers, the learners and the learners' parents, six EFL teachers and six EFL learners agreed to participate in the study. They were all native speakers of

Turkish, and their L2 was English. Using the non-probability sampling technique called purposive sampling (Ary et al., 2005), the target participants were selected from different grades and amount of teaching experience. All of the teachers were female and their ages ranged from 26 to 45. In terms of teaching experience the range was quite large, with the most novice teacher having three years of teaching experience, and the most experienced ones having up to 25 years. Among these teachers, there were two 6<sup>th</sup> grade-class-teachers, two 7<sup>th</sup> grade-class-teachers and two were 8<sup>th</sup> grade-class-teachers. This sampling was constructed according to the study's aim, which was to find out the result of L1 use regarding proficiency level variable as previously mentioned.

Table 1 summarizes the data for each of the participants who took part in the study.

**Table 1. Demographic Information about the Participants**

<b>THE TEACHERS' SAMPLE</b>			
<b>Teachers</b>	<b>Teachers L1</b>	<b>Years of Experience</b>	<b>Education</b>
Teacher 1(7 <sup>th</sup> Grade)	Turkish	25	ELT Department
Teacher 2(8 <sup>th</sup> Grade)	Turkish	10	ELT Department
Teacher 3(6 <sup>th</sup> Grade)	Turkish	6	ELT Department
Teacher 4(7 <sup>th</sup> Grade)	Turkish	15	ELT Department
Teacher 5(8 <sup>th</sup> Grade)	Turkish	8	ELT Department

Teacher 6(6 <sup>th</sup> Grade)	Turkish	3	ELT Department
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The other six participants were six learners. Five of the learners were female, one was male. For the purpose of the study, two learners were from 6<sup>th</sup> grade, two learners were from 7<sup>th</sup> grade and the last two learners from 8<sup>th</sup> grade classes respectively.

<b>THE LEARNERS' SAMPLE</b>		
<b>Learners</b>	<b>Learners' L1</b>	<b>Learners' Grades</b>
Learner 1	Turkish	7 <sup>th</sup> Grade
Learner 2	Turkish	8 <sup>th</sup> Grade
Learner 3	Turkish	6 <sup>th</sup> Grade
Learner 4	Turkish	8 <sup>th</sup> Grade
Learner 5	Turkish	6 <sup>th</sup> Grade
Learner 6	Turkish	7 <sup>th</sup> Grade

### **3.3. Data Collection Instrument**

The current study mainly aimed to explore the teachers' and learners' opinions on the use of L1 and the teachers' current practices in foreign language classes. In quest of unearthing Turkish EFL teachers' and learners' views on the use of L1,

among the qualitative data gathering instruments, a semi-structured interview was conducted to collect descriptive data from the lived experience of the samples through systematic questioning of several respondents in a formal or informal context. Burns (2000) expresses that in semi-structured interviews, participants can procure their own point of views, employ language naturally and enjoy equal rights to the researcher in the dialogue. This type of interview is helpful for creating natural conversational environment since researchers do not ask pre-determined questions rather talk about the themes in respect to the scope of the study. It gives opportunity to both the researchers and informants to go into more depth of the subject of the study.

Moreover, to compare the perception of participants to each other, their responses were placed on a five point scale regarding the percentages they gave. This method is similar to (though not identical) the one used in Ibar-Lourie (2010), where the informants reported frequency of L1 use versus observed frequency were compared through the scale.

As stated above, in the interest of comparing the teachers' and learners' opinions on the use of L1, an individual in-depth interview was carried out. The semi-structured interview was designed to describe the teachers' and learners' perspectives and preferences on the use of L1 in EFL context. (See Appendix A for interview's questions.) With this aim, teachers and learners were mainly interviewed with the questions focusing on the teachers' opinions, practices and reasons on the L1 use as well as learners' opinions on the use of L1 and demand for L1. The interviews lasted between 25 and 35 minutes and were audio-recorded. On account of avoiding any confusion considering the samples' inability to express themselves in English, all the interviews were carried out in Turkish which was the language shared both by the participants and the researcher. The researcher also took notes as a supplement to the audio-recordings. The literal English translations of the excerpts were presented in the result section, hence there may be some occasionally grammatical lapses. Before conducting the interview, two experts from ELT department and one expert from assessment and evaluation department were consulted and some modifications regarding the length, content of the questions and the wording were made

accordingly. In this way, it was guaranteed that the interview questions would minister to collect comprehensive data for the intended purpose of the study. Finally, the qualitative data obtained from individual interviews were analysed interpretively (Cohen, Manion, and Marrison, 2007).

### **3.2. Data Collection Procedures**

The present study was undertaken in a school in Ankara, Turkey in the spring semester of 2015 academic year. In order to initiate the present study the researcher got in touch with the head of the English department and schoolmaster via one of the English teacher in that school, a former friend of the researcher, and sought her help in finding the volunteer teachers and learners.

In order to initiate the instrumentation phase, ethical approval was first sought from the school administration. The school administration was provided with detailed information about the purpose and possible contributions of the present study, the data collection procedures (i.e. how data would be collected and how long data collection would last), and the position of the researcher during the interview section. Since the present study focuses on the learners, as well, the consent of the learners' parents was sought, too. To make sure that the reliability and validity of the research would not be affected by the data collection approach, both school administration and the participants were broadly informed about the exact purpose and nature of the research and were explained that the result of the study would not be used for any other purposes other than the present study. After all this information was negotiated with the research samples and after approval was received from the school administration, data collection process was initiated. As for the curriculum, the school consists of two terms, each of which has a sixteen-week study period. The classes meet two times a week for a total of at most four lesson hours, each lesson lasts 45 minutes. The main goal of the program of English course is to improve four main language skills and language components. There is no separate course for each language skill or language component. The proficiency levels of the learners are determined by means of their class grades. The number of learners in each class ranges from 25 to 35. The primary teaching material is a language teaching course book which is published

by the Ministry of National Education. The classroom activities are organised around four major language skills: Listening, speaking, reading and writing. Grammar and vocabulary are the other organising themes of classroom activities.

### **3.3. Data Analysis**

In order to analyse the views of the teachers and the learners, first, all of the L1 utterances in the interview data were translated into English and transcribed verbatim by two professional translators. (12 transcripts in total). Later, the transcripts of the interviews were read thoroughly and emergent themes were sought for and classified by means of constant comparative method (Glaser and Strauss, 1967) which breaks down the data into “incidents” (Glaser and Straus, 1967) or “units” (Lincoln and Guba, 1985) and coding them to categories. Taylor and Bogdan (1984) define the constant comparative method as follows:

the researcher simultaneously codes and analyses data in order to develop concepts; by continually comparing specific incidents in the data, the researcher refines these concepts, identifies their properties, explores their relationships to one another, and integrates them into a coherent explanatory theory (p.126).

According to Taylor and Bogdan (1998), “data analysis in qualitative research is a difficult part as it requires thinking and reasoning, rather than mechanical and technical process. It is an inductive process” (p.140). Bogdan and Biklen (2007) also notice that data analysis in qualitative research consists of working with data, arranging them, breaking them into manageable units, coding them, synthesizing them and looking for patterns.

In the study, content analysis, “a systematic procedure that categorizes, quantifies text and makes inferences from such texts,” was used (Jaroongkhongdach, 2011:55). The term systematic procedure refers to the planning of operational procedures which begins with categorizing. As Warovut (2014) argues categorizing may be thought as a way to sort things out. Once categorized, data is quantified. This characteristic assists content analysis to adjust information that is

difficult to count to numeric value, which is then becomes suitable to deal with large volumes of data (Krippendorff, 2004).

To obtain inter-rater reliability, other two researchers from ELT department who were familiar with the study were asked to analyse and regroup the extracted themes which is an attempt to raise the reliability of the findings (Gass and Mackey, 2000). Ninety percent of consistency was achieved among the researcher and the outside examiners. To overcome the dissimilarities between the researcher and the co-researchers, a final decision was made through discussion. For intra-rater reliability, the researcher rescanned the whole transcriptions for a revision after a certain time passed the initial analysis subsequently. In light of these afterthoughts, all the categories were reconsidered and finalised.

In essence, content analysis was conducted to find out the views of both teachers' and learners' on L1 use. Data for content analysis were collected by applying interviews to the participants. Transcriptions of the interviews were analysed through the "chunks" in the questions and frequently uttered words by the samples. Content analysis started with the scan of the data with the aim of finding meaningful segments (codes) inductively. Considering the connections between the codes, themes were generated. Then, the data were reorganized on the basis of these themes and were ordered from the most frequent to the least common theme.

In the study eight questions can be labelled as semi-structured questions. Some of the answers was including one or two words so the answers to the questions were illustrated in a tabulated format to present the results in a contrastive and organized way. The frequency of L1 use for different purposes, in different main language skills and language components and at different proficiency levels was reported in terms of percentages out of the overall amount of language use in the lessons. In order to compare not only the teachers to each other but also the learners both to one another and the teachers, they were placed on a five-point scale considering the percentage of their L1 use and demand. Each interval on the scale signified 20 percent of L1 use and view (i.e. 1=20%; 2=40%; 3=60%, 4=80%; 5=100% L1 use and L1 view). Each of the teacher and learner was then



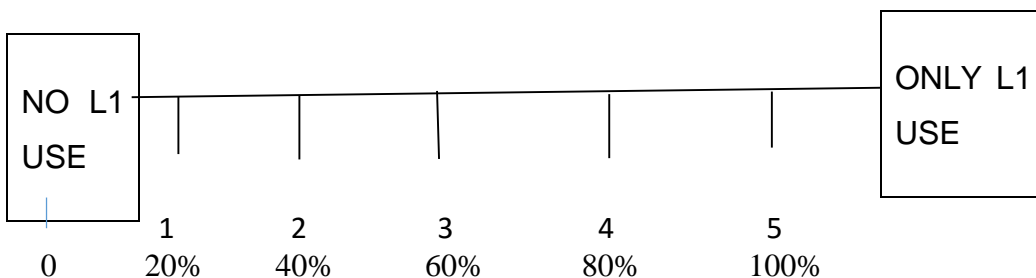
put on the scale at the level that matched the degree of their L1 use and view. The quantified or graphic representation of these scales is presented in different tables.

**Table 2. Example for L1 Use and Its Positioning on the L1 Use Scale**

Teachers	% L1 Use**	Position on L1 use scale*
Teacher 1	-----	-----
Teacher 2	-----	-----
Teacher 3	-----	-----
Teacher 4	-----	-----
Teacher 5	-----	-----
Teacher 6	-----	-----

\*(1= minimal use, 5= maximal use)

\*\* (refers to the learners' L1 Turkish)



The EFL teachers L1 use continuum

Thanks to the rest of the two open-ended questions, several themes emerged. The transcribed interview data were subdivided into three categories as academic functions, managerial functions and social functions according to words or chunks most frequently stated by the samples. Two questions were analysed holistically inasmuch as the themes of the questions overlapped from time to time, thus three functions were offered to represent explicit and well-arranged findings. Three broad categories obtained from the interview sessions are presented in the result and discussion part.

**Frequency of the Reasons for Teachers' Use of L1 as a Communicative and Methodological Tool in Different Language Skills and Language Components**

	Codes	Frequency
<b>Academic Functions</b>	to explain difficult grammar concepts	5
	to define new lexical item	4
	to translate when the students demand	4
	to check	3
	new materials	2
	to help	3
<b>Managerial Functions</b>	while explaining an instruction or an activity	4
	to catch up with the curriculum	6
<b>Social Functions</b>	lack of self-confidence and motivation	2

**Frequency of Reasons for Learners' Demand for L1 as a Communicative  
and Methodological Tool in Different Language Skills and Language  
Components**

	<b>Codes</b>	<b>Frequency</b>
<b>Academic Functions</b>	need Turkish in grammar	4
	vocabulary explanation should be in Turkish	4
	to understand and do the activity	4
<b>Managerial Functions</b>	our teacher do not use different techniques, visuals etc.	6
<b>Social Functions</b>	lack of self-confidence	5

## CHAPTER 4

### RESULTS AND DISCUSSION

#### 4.0. Introduction

In this part, the research questions of the current study were enumerated and the answers for these questions were provided depending on the order of questions in Chapter 1.

With the purpose of getting a deeper understanding about what opinions of both teachers and learners on the use of L1 are, a semi-structured interview including both open-ended and some structured questions was implemented.

In the interview the teachers were asked to reflect their use of L1. Unlike some of the previous researches, the teachers in this study seemed well aware of the amount of L1 they employ, and rationalized that use respectively.

The data were collected with the assistance of 12 interviewees' responses towards 10 interview questions. The first question includes the opinions of both teachers and learners on the use of Turkish in EFL classes. Both EFL- TOI (EFL Teacher-Opinion-Interview) and EFL-LOI (EFL Learner-Opinion-Interview) have 10 items. Eight questions were employed to get the percentage on the opinions of teachers and learners in terms of use of L1 in EFL classes in different language skills and components and these eight questions were tabulated according to the responses of the participants. The aim of tabulation of the eight questions was to represent the results in a well-organized and comparative way. The remaining two interview questions were analysed in terms of words and chunks most frequently uttered by the respondents. These eight questions were resented holistically since the answers of the questions overlapped from time to time.

The tabulated eight ELF-TOI questions are as follows:

1. Do you think that L1 (Turkish) should be used in EFL classes? If yes, can you give a percentage?
2. How much Turkish do you use in your classes in practice?
3. How much Turkish do you use while teaching speaking?
4. How much Turkish do you use while teaching writing?
5. How much Turkish do you use while teaching reading?
6. How much Turkish do you use while teaching listening?
7. How much Turkish do you use while teaching grammar?
8. How much Turkish do you use while teaching vocabulary?

The tabulated eight ELF-LOI questions are as follows:

1. Do you think that L1 (Turkish) should be used in EFL classes? If yes, can you give a percentage?
2. How much Turkish do you expect your teachers to use during the lessons?
3. How much Turkish do you expect your teacher to use while teaching speaking?
4. How much Turkish do you expect your teacher to use while teaching writing?
5. How much Turkish do you expect your teacher to use while teaching reading?
6. How much Turkish do you expect your teacher to use while teaching listening?
7. How much Turkish do you expect your teacher to use while teaching grammar?
8. How much Turkish do you expect your teacher to use while teaching vocabulary?

The other two TOI questions which were subdivided into three categories with regards to most frequently uttered words or chunks by the samples are below:

1. In which situations do you use Turkish as a communicative tool while teaching different language skills and language components?
2. In which situations do you use Turkish as a methodological tool while teaching different language skills and language components?

The other two LOI questions which were subdivided into three categories with regards to most frequently uttered words or chunks by the samples are below:

1. In which situations do you demand Turkish as a communicative tool while learning different language skills and language components?
2. In which situations do you demand Turkish as a methodological tool while learning different language skills and language components?

The following tables presented the findings of eight semi-structured questions.

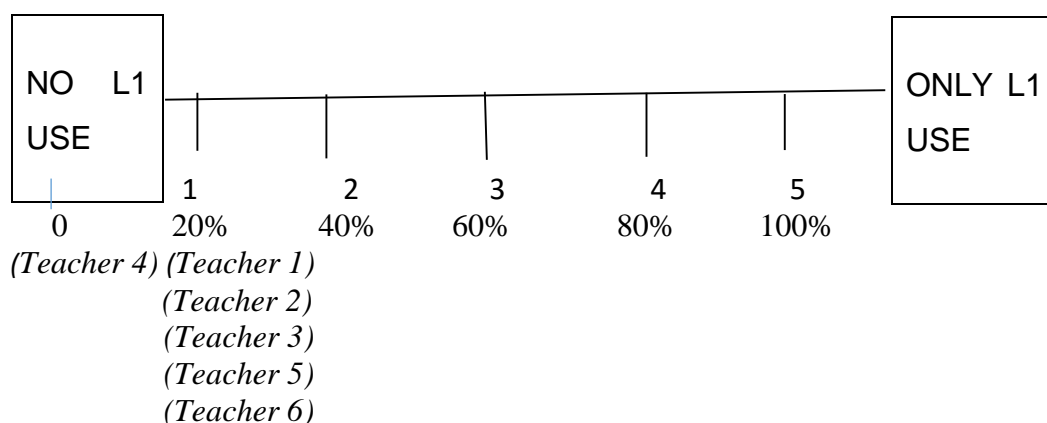
#### 4.1. RESULTS OF THE TEACHERS' INTERVIEWS

The first two questions of the interview intended to investigate the teachers' attitudes towards the use of L1 in EFL classes. The first question aimed to find out the teachers' opinions on the L1 use in general. The second question in direct proportion to first one tried to recognise how much Turkish the teachers use in current practice. To accomplish this, the results of the all teachers' responses to the first two items in EFL-TOI were analysed. This made it possible to see what their opinions on the use of L1 in general in foreign language classes are and how much they feel themselves obligated to make use of L1 in reality during their lessons.

**Table 1: Teachers' Attitudes towards the Use of L1 in General**

Teachers	% L1 Use	Position on L1 use scale
Teacher 1	5%	1
Teacher 2	10%	1
Teacher 3	20%	1

Teacher 4	0%	0
Teacher 5	20%	1
Teacher 6	20%	1



As seen in the table above, results ranged from 5 percent to 20 percent L1 use. Table 1 displays these results per teacher, from the highest to the lowest L1 use. In terms of the L1 use intervals, 83, 3 of teachers fell between 5 to 20 percent bracket (1 on the continuum). In other words, 5 teachers believe that at most only 20% of L1 should be employed in EFL skill-focused classes while one of the teachers is of the idea that no L1 use ought to be resorted to in EFL classrooms and was placed in the lowest 0% interval of L1 classroom use scale.

This percentage indicated that except one of them the teachers believe that use of L1 is not an inevitable part of language teaching but rarely should be used during the lessons. The perceptions of interviewees were expressed below:

*-“95 % L2 must be in English lessons. When the teacher has trouble with explaining something, the 5% Turkish may be used. It can be understandable with gestures and mimic as well as visual materials.” (T1)*

Another interviewee who believes that there is no space for mother tongue if language teaching and L1 use are taken into account, stated her ideas as follows:

*-“I think that English must be spoken 100%. However, when we speak English for three hours per week, the students get confused and do not know how to differentiate things.” (T4)*

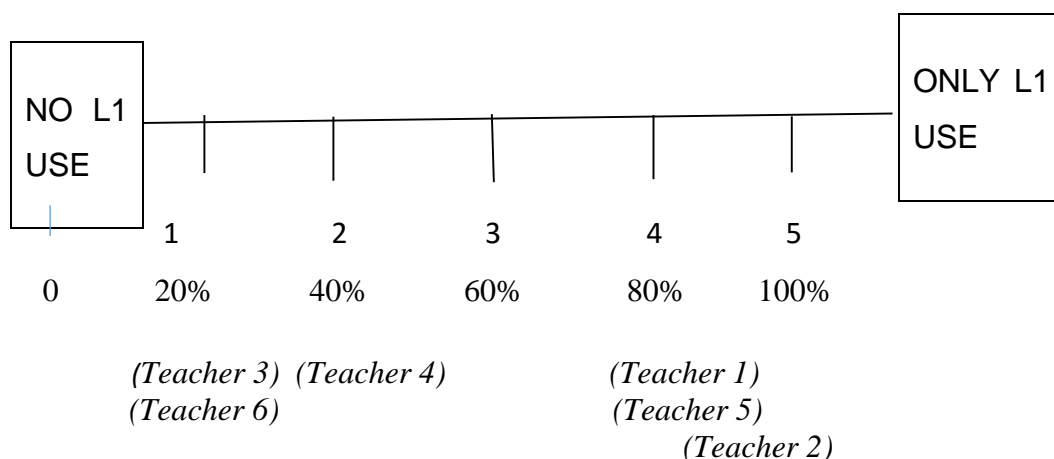
One another participant who believes the necessity of first language use in EFL classes said that:

*-“Unless it is really a necessity, mother tongue should not be employed. As a last resort it should be used.” (T3)*

**Table 2: Teachers’ Use of L1 in Current Practice/in Reality**

Teachers	% L1 Use	Position on L1 use scale
Teacher 1	80%	4
Teacher 2	95%	4-5
Teacher 3	20%	1
Teacher 4	40%	2
Teacher 5	80%	4
Teacher 6	45%	2





This question goal to figure out to what extent the teachers feel obliged to use learners' first language in practice. To achieve this, the percentage that all the teachers' gave to the second item was analysed. This made it possible to find out how often the teachers feel the necessity of L1 use in practice and whether there are any differences between the percentages that how much L1 should be used in EFL classes in general according to their beliefs, and how much it is actually used.

Table 2 provided that there is big inconsistency between the percentage the teachers gave to the first and the second question. The answers varied between 20 percent and 95 percent. As seen 100% of the teachers frequently turn to L1 as teaching English. With regards to the L1 use intervals, 83, 3% of teachers fell between 40 and 95 percent bracket (numbers 2 and 5 on the continuum). This finding indicated that the teachers mostly seem to have negative attitudes towards the use of L1 in general yet the distribution of responses to the second item demonstrated that the virtual position is much higher than the general position of L1 use in EFL classes. It may be concluded that the EFL teachers are generally positive about using L2, however, they maintain a maximal L1 use to help learner understand better and easier. They stated their reasons of L1 use in practice in their classes as below:

*-“I teach the learners in English first and if there is no reaction, I try to continue with the Turkish meaning. I try to do this always; I speak in English and then in Turkish.” (T1)*

-“As the whole subject must be transferred to the learners, we sometimes have to speak in Turkish. I speak Turkish 40% of the time. (T4)

- “I use Turkish nearly 45% of the time due to the fact that the learners’ proficiency levels are low, that there are too many units in the books and that we have to catch up with curriculum.” (T6)

-“I use Turkish 80% of the time. It normally has to be 20% yet I have an opposite situation.” (T5)

**Table 3: Teachers’ Reported Practices Concerning the Use of L1 while Dealing with Different Language Skills and Language Components**

Teachers	Speaking	Writing	Reading	Listening	Grammar	Vocabulary
Teacher1	80	80	80	80	80	80
Teacher2	80	90	95	70	95	95
Teacher3	20	20	20	20	40	0
Teacher4	40	40	20	40	40	60
Teacher5	60	80	90	80	90	80
Teacher6	30	50	60	30	40	60

When the amount of L1 use while dealing with different language skills and language components were examined (Table 3), it was seen that in grammar teaching teachers employ L1 more when compared to the other skills. There are different reasons for this result. Nonetheless, as stated before, the education

system in Turkey has a direct and form focused structure, therefore, the most crucial reason may be the system and expectations. 83, 3 % of the teachers voiced that they feel an obligation to use Turkish while teaching grammar. Interviewees pointed out:

*-“I use almost 100% Turkish in grammar teaching owing to the fact that learners do not understand so well and they have not started learning English systematically and I cannot catch up with the curriculum.” (T2)*

*-“Grammar is partly taught in Turkish as it has to be for the exams.” (T4)*

*-“Actually, I prefer to teach new grammar concepts by explaining them with the help of the words from the previous units; however, the learners do not want it. They want me to lecture in Turkish.” (T6)*

Another reason is all the teachers who took part in this research were non-native speakers of English. All of them were Turkish. Recently, an attempt to turn the syllabi into communicative ones has been made, nonetheless, for a long time they were more structured-based and teachers chose explicit instructions in their classes which means though the teachers believe the necessity of TL-only input, they cannot alter their understanding of instructions owing to their own learning and teaching background.

*-“While teaching new items in grammar; for example, when I teach “used to”, I write the title on the board. I make the introduction in English. The class gets organized as one student or a few learners get it. Then, I look at their reactions, according to this, I give some Turkish examples and lead them to the exercise book directly.” (T1)*

*-“I use Turkish 100% in grammar since learners do not understand and they have not started learning English systematically.” (T2)*

*-“While teaching grammar, firstly, I give the subject’s English meaning; nonetheless, I switch to Turkish later. Indeed, learners create the form on their own but we still explain it in Turkish.” (T5)*

*-“I want the learners to get the new grammar subject by giving them a couple of example sentences, then I write some sentences on the board and emphasize them by saying “subject+verb” etc. If there is someone who does not understand, I tell them in Turkish.” (T4)*

There are some other reasons, as well. As the learners are also responsible for English course in the exam TEOG, which is a proficiency level exam and via which the learners are enrolled to the high schools that they want according to the scores they get in this exam, as the English course questions are based on grammar and vocabulary knowledge level testing, teachers try to save time and they teach all the grammar topics as much as possible.

*-“I teach learners who always have limited time. I have a topic that I have to teach at a certain time. The system also evaluates you. When you do not teach learners grammar directly, parents gather and say “the other teachers can teach, but you cannot. That is why unfortunately I do not use English 100%.” (T1)*

When it was asked whether the teachers simplify, use examples, visuals, videos etc. while teaching grammar instead of employing Turkish, one of the interviewees mentioned that:

*-“As we said, we do not do it. It is not possible. Otherwise, we cannot catch up with the curriculum. There are units to catch up with for the exam.” (T2)*

The teachers may also feel more comfortable while teaching grammar in Turkish due to the nature of the grammar course in which most instructions are given.

Going back to the Table 3, it demonstrates that listening and speaking skills are the areas where the Turkish is used the least. Indeed, although the teachers gave percentages that are valid for listening skill in normal time, except one of the teachers, 83, 3% of teachers stated that they currently cannot do listening activities because of technical and time limitation problems. As the results indicated, both for speaking and listening the lowest percentage stated was 20%. The other five respondents implied that they generally turn to mother tongue during speaking

and listening activities. Hence, in the light of these percentages and the responses that the teachers gave, the reason can be the nature of listening and speaking skills and their practices. When the other skills are considered, there is generally a constant teaching-learning process. For example; learners want to comprehend a grammar concept or they usually need help while answering reading comprehension question; nevertheless, in speaking or listening learners are not completely aware that there is a learning-teaching process. Therefore, the teachers do not feel the necessity of getting support from L1.

Moreover, these skills are based on dialogues which the learners adopts themselves easily. Shortly, the percentages that the teachers gave are an illustration of translation of instructions.

On the other hand, while reading is a receptive skill while writing is a productive one, when reading and writing percentages were analysed, surprisingly, it was found that the percentages are close to one another. Both of the skills being in written mode may be the reason for this similarity. As seen in the table, two teachers reported that they only use 20% Turkish in reading. Therefore, the learners have to do their best in order to understand the reading texts. The rest of the teachers cited frequent use of L1 during reading activities which was 60% at least. The teachers' practices showed that they focus on the input rather than the output so making the learners understand every word is crucial for them. Otherwise, they do not believe that the learners can understand or do the given task.

#### **4.2. RESULTS OF THE LEARNERS' INTERVIEWS**

The same as the teachers' first two questions, the learners came across the same items, as well. This time with the help of these questions the learners' attitudes towards the use of L1 in general in EFL classes was focused on and how much Turkish is used by their teachers in reality/practice was tried to be found out.

**Table 4: Learners' Attitudes towards the Use of L1 in General**

Learners	% L1 Use	Position on L1 use scale
Learner 1	60%	3
Learner 2	50%	2-3
Learner 3	15%	0-1
Learner 4	30%	1-2
Learner 5	20%	1
Learner 6	20%	1

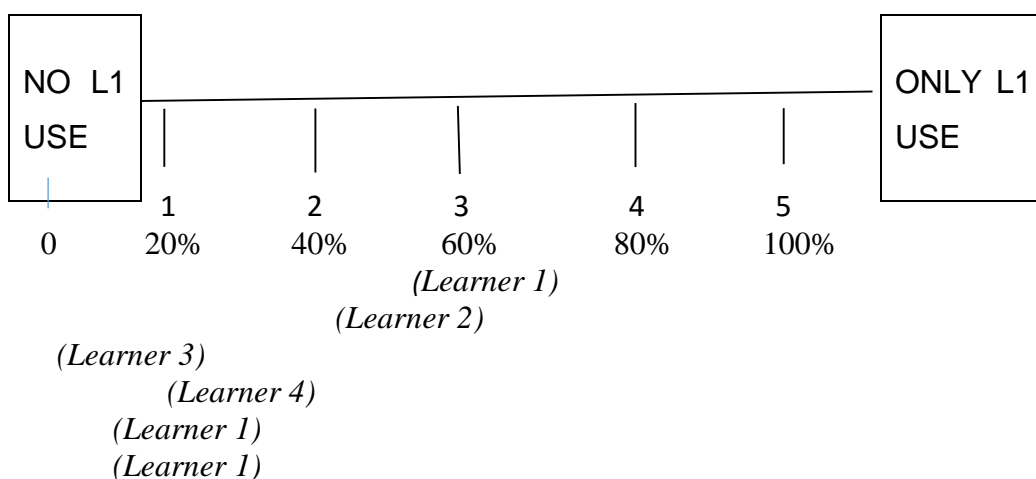


Table 4 indicates the results of the first interview item which aimed to find out to what extent the learners generally think that Turkish should be employed in EFL classes. To achieve this, the learners were requested to give a percentage. This

made it easier to understand to what extent learners demand the use of L1 in the classroom. Generally, most of the learners tend to find little space for L1 use during the lessons except Learner 1 and Learner 2. Four of the participants expressed the importance of target language exposure. The other two respondents were more positive about L1 use. To make it clear, 66% of the samples stated that at most 30% L1 ought to be employed in EFL classes. Considering the L1 use intervals, 66% of learners fell between 15 to 30 percent bracket which was between 0 and 1 on the continuum. On the other hand, 33% of the learners reported percentages which were between 2 and 3 on the continuum. The first learner claimed that 60% of the lesson should be in Turkish while the other learners again gave percentages close to it which was 50%. Both positive and negative perceptions towards L1 use were expressed below:

-*“Let’s say 50% Turkish. As we are learning English newly, it must be about 50% at the beginning yet it may be reduced afterwards.” (L2)*

-*“In fact, I think almost the whole lesson must be in English. However, words that will be needed during the lessons ought to be given beforehand.” (L3)*

-*“L1 must be used less frequently. 20% in Turkish must be employed at most.” (L5)*

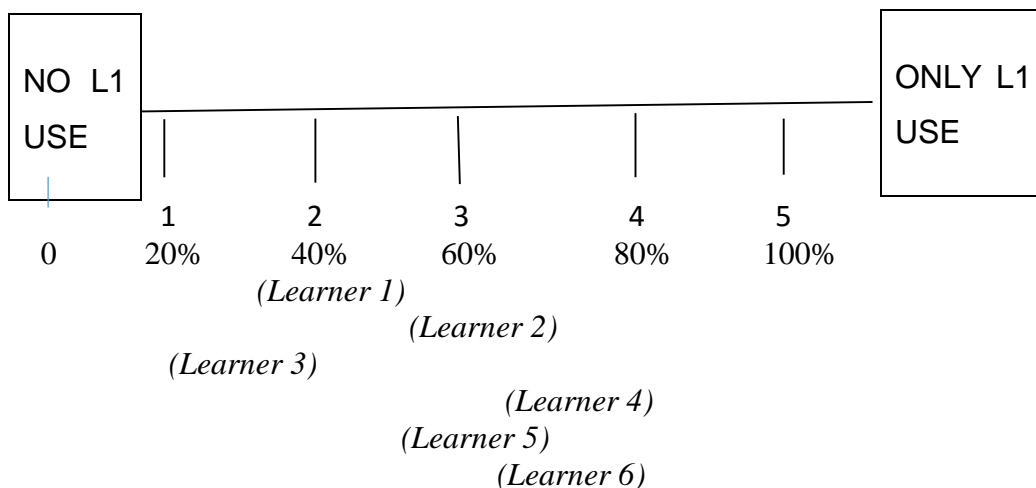
-*“80% English should be spoken in the classroom.” (L6)*

-*“Well, we need to employ Turkish so as to get English. Otherwise, how will we ever understand grammar if the teacher speaks only in English?” (L4)*

**Table 5: Teachers’ Use of L1 in Reality/ Practice regarding the Data Given by Learners**

Learners	% L1 Use	Position on L1 use scale
Learner 1	40%	2

Learner 2	80%	3
Learner 3	30%	1-2
Learner 4	85%	3-4
Learner 5	50%	3
Learner 6	80%	3-4



This question can be assessed with regard to the first question. In the first item the learners were asked to whether or not L1 (which is Turkish in this context) should be preferred by teachers. Moreover, this time the purpose of the second question was to obtain a percentage, i.e. to what extent their teachers use L1 during the English lessons. The purpose of this question was to learn the percentage i.e. to what extent the teachers employ L1 in the classroom according to the observation of their learners and in this vein, to see whether the teachers are actually aware of their L1 tendency as well as whether there is a congruency between the learners' opinions and the teachers' practice or not.



Table 5 reflected consistency with the teachers' answers. In other words, a consistency was found between the percentages the teachers and the learners gave as their opinions on L1 use in EFL classes in general. Besides, the results of this table revealed a big inconsistency between the learners' opinions on the general use of L1 in EFL classes in general and the extent to which it is currently practiced by their teachers. According to this table, although the learners believe the necessity of L1 in the classroom, they do not demand it through the whole lesson. Nonetheless, when the amount of L1 employment by the teachers which was provided by the learners was analysed, it showed that there is general tendency towards L1 use among the teachers. With reference to the findings of the table above, 66% of the learners stated that their teachers use L1 from 50% to 85% of the time (between 3-4 on the continuum) whereas 33% learners mentioned that their teachers do not employ the mother tongue more than 40 percent which fell between 1 and 2 on the continuum. The samples noted that:

*-“In our lessons, we mostly use English. It is 70% English. Our teachers need Turkish as there are words that we do not know their definitions in the book and she tells us their meanings in L1.” (L3)*

*-“20% English is spoken during the lessons, in that the learners cannot understand when English is only spoken so they cannot answer, they cannot take the responsibility. Albeit as Turkish is common language, they can understand.” (L6)*

*-“Our teacher uses 85% Turkish and 15% English now that some learners in the class can understand English well yet some cannot.” (L4)*

**Table 6: Learners' Demand of L1 while Learning Different Language Skills and Language Components**

Learners	Speaking	Writing	Reading	Listening	Grammar	Vocabulary
Learner1	40	55	60	40	85	80
Learner2	40	45	55	35	65	60
Learner3	5	15	20	5	25	20
Learner4	15	25	30	10	55	45
Learner5	10	15	20	10	35	30
Learner6	10	15	15	10	50	20

When the amount of L1 employment, given by the learners as their opinions on how much Turkish they expect their teachers to resort to while lecturing different language skills and language components, were examined (Table 7), a big inconsistency was seen between the percentages that the teachers gave as their current practice and the percentages that the learners reported as their demand. However, when Table 7 was analysed in a detailed way, similar to the data obtained from the teachers, the learners' data demonstrated that in grammar teaching learners believe the necessity of L1 more than the other skills. Except two learners, 66% of the learners reported that Turkish should be employed at least 50% and at most 85%. The other two samples stated that the teachers should use at most 35% Turkish while teaching grammar. Going back to the Table 7,

again the data showed that L1 demand during vocabulary teaching follows grammar teaching. In other words, regarding the learners' opinions on the use of L1 during the lecturing of different language skills and language components, the largest portions belong to grammar and vocabulary teaching.

On the other hand, based on the findings of the learners' information indicated, parallel to the teachers' reports, listening and speaking portions comprised the lowest percentages. The learners gave percentages falling between 5 and 40. Nonetheless, when the other skills were taken into account, although reading is a receptive skill while writing is productive one, the percentages obtained from the learners illustrated that the amount of L1 demand in both are close to each other. As it is seen, the lowest percentage of both reading and writing was 15% while the highest one was 60%. In essence, these findings showed that there is a parallelism between the data of teachers and learners which implied that both the teachers and learners agree about the order of L1 tendency while teaching or learning different language skills and components teachers as percentages, however, the data presented that in spite of the fact that learners believe the importance of the exposure to the target language, their teachers do not meet the learners' expectations.

*-“In percentage our teacher employs 40% Turkish during speaking activities to make us understand the task and I believe it is ideal” (L1)*

*-“While teaching different language skills and language components, our teacher uses Turkish more. Inasmuch as, as a student, I think there should be more English use” (L4)*

*-“Generally, our teacher uses 80% Turkish while lecturing. Since some learners in the classroom can understand English well, but some cannot. Still, I think teachers should use Turkish mostly in grammar teaching. It is not too much necessary when the other skills or components are taught.” (L6)*

### **4.3. Comparison of Teachers and Learners Attitudes towards Use of L1 in the Classroom**

When all the data from not only teachers but also learners were analysed, it was discovered that there is no significant difference between the teachers' and the learners' attitudes towards use of L1 in the classroom. The results indicated that 75% of all the interviewees gave a percentage between 0 and 20 to the first item questioning their attitudes towards L1 use in general in EFL classes. On the other hand, 25% of the participants stated percentages falling between 30 and 60. Thus, the findings demonstrated that both teachers and learners do not believe the necessity of L1 in the classroom a lot in general. Nevertheless, when the reported current L1 practice was considered, in other words, how much Turkish is used during the lessons was examined, a big gap appeared between the percentages. 66% of the teachers cited that over 60% Turkish is used in the classroom in current practice. Indeed, the highest percentage was said by a teacher as 95% of Turkish usage with some reasons of this tendency. In other respects, 33% of interviewees voiced percentages between 40 and 20. Only one teacher mentioned that she benefits from Turkish 20% which was the lowest reported number. Besides, by the time teachers' reported methodological practices concerning use of L1, while dealing with different language skills and language components, were assessed, a big significant difference between the teachers' L1 practice and the learners' L1 demand as amount was noticed. Even though they order the language skills and language components in which L1 is need more or less, they gave different percentages. The findings revealed that in grammar and vocabulary teaching teachers' switch to L1 more when compared to the other skills and learners support this finding, as well. Going back to Table 7, it showed that listening and speaking are the least L1 used skills in the classroom and learners also believe that they should be the lowest ones. The reason for this can be the curriculum and needs of the learners. Due to the fact that learners have to be prepared for the exam TEOG, either teachers skip these activities or as in speaking and listening learners are not aware that there is a learning- teaching process when compared to a constant teaching-learning process such as grammar and vocabulary teaching both teachers and learners prefer L1 less than the other language skills or components.

#### 4.4. Teachers' Reported Practices and Their Learners' Demands regarding Different Proficiency Levels

This part of the study investigated whether the teachers' L1 tendency changes according to the grades they teach. To succeed this purpose, in fact, no direct questions were asked; however, the interviewees were chosen regarding this aim. In order to get a reliable data two teachers and learners were selected from 6<sup>th</sup> grades, two teachers and learners were picked out from 7<sup>th</sup> grades and lastly two teachers and learners were preferred from 8<sup>th</sup> grades respectively. For this aim the teachers were asked how much Turkish they employ while instructing and the learners were asked how much Turkish they expect their teachers to use during the lessons. In the light of the information obtained from the participants, a conclusion was made.

**Table 8: Teachers' Reported Practices and Their Learners' Demands regarding Different Proficiency Levels**

TEACHERS	% L1 USE	LEARNERS	% L1 USE
Teacher1(7 <sup>th</sup> grade)	80	Learner1(7 <sup>th</sup> grade)	60
Teacher2(8 <sup>th</sup> grade)	95	Learner2(8 <sup>th</sup> grade)	50
Teacher3(6 <sup>th</sup> grade)	20	Learner3(6 <sup>th</sup> grade)	15
Teacher4(7 <sup>th</sup> grade)	40	Learner4(8 <sup>th</sup> grade)	30
Teacher5(8 <sup>th</sup> grade)	80	Learner5(6 <sup>th</sup> grade)	20

Teacher6(6 <sup>th</sup> grade)	45	Learner6(7 <sup>th</sup> grade)	20
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According to the data based on teachers' current L1 practice and their learners' demands for the amount of L1 employment by the teachers during the lesson, Table 8 showed that although a parallelism is supposed between the proficiency levels of learners and L1 use, there was not found a parallel significant difference in the teachers' practices who instruct in higher proficiency levels and the ones instructing in lower proficiency levels. On the contrary, it was seen that the more the proficiency level increases, the more L1 use is preferred though the learners believe the opposite. According to the data obtained, this is caused by the burden of the exam TEOG on teachers' shoulders and lack of enough lesson hours as well as learners educational background, in other words, the education system's itself. The samples noted that:

*-“We learn English from the age of eight but nobody can go further than “How are you?” or “What is your name?”. Why? Because we cannot internalise it. I think that there should be a language class in every school. Course hours should to be more. I should be able to have two separated hours for grammar, four hours for listening, one hour for writing and one hour for speaking so that the language learning can reach to higher levels. Nonetheless, the Ministry of National Education gives you the curriculum from October to June, exams and orders which are to be in the plan. I consider them and the TEOG exam, then I feel obligated to use L1 to teach them. (T1-7<sup>th</sup> Grade)*

*-“For instance, there are some words in the text that are written with bold letters. I give their Turkish meaning. Especially, I have to hurry up in 8<sup>th</sup> grades. I have to catch up with the curriculum.” (T2-8<sup>th</sup> Grade)*

*-“We have to use Turkish because of the circumstances. This circumstances are the result of the lack of enough course hours per week. I mean there are three hours that we have. Owing to transferring the whole subject to the students completely, we sometimes have to speak in Turkish.” (T4-7<sup>th</sup> Grade)*

*-“I use 45% Turkish. Due to the fact that the learners’ education levels are low, there are too many units in the course books and we have to catch up with the curriculum.” (T6-6<sup>th</sup> Grade)*

#### **4.1.1. FREQUENCY OF THE REASONS FOR TEACHERS’ USE OF L1**

To clarify where and why the teachers need L1 in the classroom, in other words, in which cases they feel the necessity of L1, the data obtained from each interviewees were combined. This furnished a comprehensive understanding on the research issues under scrutiny. Each of the transcript was allocated a theme with a phrasal structure based on the main reasons expressed by the teachers for their L1 tendency. Then, all the themes with a similar content were classified and a particular label consistent with the common thematic content was taken. This generated a classification of reasons as the motives for the recourse to Turkish. The data were then categorised into three major and nine minor functions. Each class received a label best describing the common core characteristic of its belonging themes. Three major functions of the L1 use appeared in the data were: Academic, Managerial and Social which composed the following sub-functions.

##### **1. Academic Functions**

- 1.1. Explaining grammatical concepts
- 1.2. Defining new lexical items
- 1.3. Answering learners questions and translating upon request
- 1.4. Checking comprehension
- 1.5. Introducing new materials
- 1.6. Scaffolding

##### **2. Managerial Functions**

- 2.1. Explaining and instructing how to do an activity
- 2.2. Saving time

##### **3. Social Functions**

- 3.1. Motivating learners

The functions concentrate on the interview questions below:

1. In which situations do you use Turkish as a communicative tool while teaching different language skills and language components?
2. In which situations do you use Turkish as a methodological tool while teaching different language skills and language components?

#### **4.1.1. Academic Functions**

The essential data of this dimension were derived from the responses of the samples. This part comprises of the teachers' purposes of using Turkish. In the light of the teachers' answers, academic functions presented a significant tendency for the use of L1 which signals an apprehension for efficient and economical transfer of the content knowledge.

##### **4.1.1.1. Explaining Grammatical Concepts**

Explaining grammatical concepts was one of the most-widely practices that the teachers make along with defining new lexical items. According to the respondents, by using Turkish in this way, they try to make rather complex concepts more straightforward for the learners. The teachers expressed that:

*-“When I have to make grammar concepts understandable for the learners, for example; they ask for the meaning of “must”, “need to” or “have to”, I try to make them understand with short simple Turkish explanations.” (T1)*

*-“I use almost 100% of Turkish in grammar teaching. As learners do not understand and they have not started learning English systematically.” (T2)*

*-“In our circumstances, personally, when I feel that the learners cannot get the grammar concepts, I start to speak Turkish. They can understand easily in this way.” (T3)*

*-“I use contexts in some subjects. I employ adjectives, adverb, as well. However, for example, while teaching present perfect tense, which is difficult to get, I resort to Turkish.” (T4)*



-“For instance, while explaining “would”, firstly, I write “Use: We use would for request.” on the board. The learners ask what request means and I immediately give example. However, I can do it only in easy/flexible concepts. When it comes to, for example, past tense in seventh grades, I hardly do it and I employ Turkish.” (T6)

#### **4.1.1.1.2. Defining New Lexical Items**

Defining new lexical items was another most-widely practice, the aim of which was to enable the learners grasp and learn the meaning of unfamiliar lexical items in an easier, better and faster manner. The expressions of teachers echo the results acquired from the research of Şensoy and Özad (2009) where they state that as primary school learners have not totally enhanced their target vocabulary, the lexical items the learners have in their native language ought to be employed while teaching English. The respondents’ speeches were presented below:

-“For instance, there are some words in the text that are written with bold letters. I give their Turkish meanings. I try to give English examples yet after the learners’ reactions, I mostly say the Turkish meanings.” (T3)

-“Mostly, I give Turkish meaning of an English word. As I said before, we cannot use videos, pictures etc. owing to time limitation.” (T4)

-“The Turkish meanings of new words are given when we are in trouble. For example, the learners face “Disney Holiday”. They have already known the lexical “holiday”; however, what about “Disney”? I take the easy way out and write “Walt Disney”. Finally, they find it. Still, I cannot do it for every word.” (T6)

#### **4.1.1.1.3. Answering Learners’ Questions and Translating upon Request**

As the teachers try to enhance learners’ comprehension at any cost, they resort to Turkish while answering learners’ questions and their L1 request. Overall, almost all the reasons for L1 switch are concerned with learners’ comprehension in one way or another. Turkish becomes the preferred code to provide an easier explanation and understanding. The teachers stated that since some of the activities, grammatical points etc. seem more difficult to explain in English,

besides, it is hard for the learners to comprehend certain complex parts, they demand Turkish translation and as teachers they switch to L1. The samples noted that:

-*“When the learners say “I do not understand this question”, I give its Turkish meaning directly.” (T3)*

-*“The learners think that they cannot understand without Turkish. They want the teachers to speak in Turkish.” (T4)*

-*“I try so much to teach and speak in English. Nevertheless, one group can be willing while another group can be the opposite of this. They can demand Turkish to comprehend. They can force you to speak in Turkish.” (T5)*

-*“Actually, the learners take the easy way out. They want teachers to give everything directly and in Turkish. They want the fish instead of learning how to fish.” (T6)*

#### **4.1.1.1.4. Checking Comprehension**

The study showed that L1 is employed by the teachers not only to increase the learners' comprehension but also to check if they have understood a point or not. More obviously, in order to find out whether further elaboration is needed, the teachers use translation. They want to be sure that the whole message is transferred to the learners properly. The perceptions of the teachers are below:

- *“I use Turkish during the consolidation phase of a subject that I have taught. Giving directly the Turkish meaning of a concept or subject and going on is not suitable for me.” (T1)*

- *“In grammar, the learners form the formulation on his or her own; however, we still explain it in Turkish to check.” (T5)*

- *“For instance; in vocabulary teaching, even if I explain and make the learners understand the words in English, to check I make them write “interesting=ilginç” or “hate= nefret etmek” on the board.” (T6)*

#### 4.1.1.1.5. Introducing New Materials

Relying on the findings obtained from the interviews, the teachers reported that they employ L1 in order to introduce new materials. New materials are constructed on the basis of learners existing knowledge with the help of Turkish. They make comparisons between Turkish and English. L1 is resorted to as a device to create content and to reflect on the materials introduced. The interviewees expressed their practices as follows:

*-“If there is even one student who understands, I try to expand the new topic with him or her. I do not use Turkish as long as it is possible. If no one understands, then I explain it in Turkish.” (T3)*

*-“Turkish may be needed while making comparisons in the lessons. In fact, the child is not able to fully understand even his own language. Nonetheless, you want to support the target language, you want to teach in your own language in a way. You want to infuse the thing that you want to teach. It is like comparing the both languages. It is needed a lot at this point.” (T5)*

#### 4.1.1.1.6. Scaffolding

Another function of L1 appears when the teachers would like to scaffold the learners. In education, the term scaffolding is defined “assisted performance and more apparently as all those interventions let the learners to acquire explicit information when it can most applicably regulate and guide practice” (Poehner and Lantolf, 2005: 259). The teachers draw on Turkish to support their learners. They switch to Turkish to help the learners while lecturing or doing an activity with the learners. L1 in this sense acts as a means for supporting their teaching of English effectively by the teachers. According to the teachers, the spur of the moment situations which may arise in the classroom guides their L1 decisions.

*-“When a student comes and asks me to translate a sentence, I do not say it directly. Firstly, in Turkish I ask him whether he knows the structure of that sentence, I mean, which one must be put at the beginning etc.” (T2)*

*-“For instance, in reading if the learners do not understand a part, I say in Turkish “Firstly, you should see the conjunction, then I can ask them in English*

like “What is the conjunction here?” and then they see and say it. Lastly, I want them to see the verbs of the sentences since they are the determiners.” (T2)

-“When a learner say “Can you translate this sentence?” I do not but instead I draw attention to some parts in Turkish and say if s/he knows the words and the correct tense, s/he can do it, I let her/him do it herself/himself.” (T3)

#### **4.1.1.2. Managerial Functions**

##### **4.1.1.2.1. Explaining and Instructing How to Do an Activity**

Explaining or instructing how to do an activity is another category which came to the light in the data. The teachers resort to Turkish before they start a new activity or when the lesson consists of a change of activity. In this regard, L1 is employed to clarify the instructional message, to expand efficiency and to assist the learners having trouble in understanding the instructional messages.

-“For instance, in writing I do like this: “Let’s say you are in a restaurant. Order what you want to drink or eat with your friends.” I give some part of this instruction in English, some parts in Turkish. After that, the learners can express their opinions easily.” (T4)

-“While doing an activity, firstly, I give instructions in English. If they do not understand, I explain one more time. If they do not get it again, I use Turkish.” (T5)

-“I give instructions in Turkish. Sometimes, learners come without knowing even what “read” means.” (T6)

-“Sometimes, we give exercises to the learners; inasmuch as, they cannot do them owing to being not able to understand the instructions. Thus, we give instructions in Turkish in common exams. We write the Turkish meaning of them in brackets.” (T1)

##### **4.1.1.2.2. Saving Time**

Saving time was the most-widely reported impetus to shift from English to Turkish. Lack of the sufficient course hours and the TEOG exam are the motive behind teachers’ L1 preference in the classroom. On the authority of teachers,

sometimes it takes a lot of time to teach or explain something in English and they have to employ Turkish to save time. This result which is advocated by the existing literature (e.g. Duff and Polio, 1990; Qian et al., 2009) has to do with the fact that teachers are generally supposed to cover particular units of a predetermined textbooks and at the end of the term, learners are required to have an exam which will designate the future of their studies. It was a problem that all the teachers mentioned and was the most significant reason of resorting to Turkish in order to complete the curriculum within the schedule. In teachers own words:

*-“I always teach learners who have limited time. I have a topic that I have to teach at a certain time. That is why unfortunately I do not use 100% English. Now that, if they do not have to take an exam at the end of the class, it can be different because the education system also evaluates you.” (T1)*

When one of the teachers was asked before utilizing Turkish whether she simplifies, uses examples, videos, visuals etc. She mentioned that:

*-“It is not possible. Otherwise, I cannot catch up with the curriculum. We are always in a hurry. There are units to cover for the exam.” (T2)*

In the words of another teacher:

*-“Due to the necessity of transferring the whole subject to the learners, we sometimes have to speak in Turkish. I speak in Turkish 40% of the time. If we have more course hours, we can practice more. For example; in private schools, the learners have eight hours in a week, but we have three hours. In these circumstances, personally, when I feel that the learners cannot get it, I start to speak in Turkish. They can understand easily in this way.”(T4)*

She also stated that:

*-“Everything in the books is for the exam. We have to make the learners understand the topic and finish the book at the same time. I have to say that our goal has become to make the learners learn words academically/ theoretically rather than to make them speak English in their daily life. The education system forces the teachers to this condition.” (T4)*

Commenting on one of the occasions of L1 use in her class, T5 stated that:

*-“We want to go on without losing the momentum. There are nine reading passages in a unit. It is too many for a unit. There are so many words that the learners do not know. Therefore, I have no alternatives.”*

Another teacher commented on her Turkish preference:

*-“If the exams in the 8<sup>th</sup> grade are abolished, if we have more stable exam system and if there is no exam or mark worry, it will not happen. Anxiety is very effective on teachers, as well. We are also anxious about the exams. There is a curriculum to catch up with. It is a source of pressure for us.” (T6)*

#### **4.1.1.3. Social Functions**

##### **4.1.1.3.1. Alleviating Learners’ Anxiety**

The reported data also revealed that in some situations where teachers would like to alleviate learners’ anxiety, they switch to Turkish. The samples stated that their tendency to the use of L1 is also because of the humanistic needs of the learners. This result showed that even though the teachers uphold the exclusive use of L1 in EFL classes, this is one of another variable which adjusts their L1 use to break down the prejudice and to motivate them. Two teachers stated their practices as follows:

*-“When you see the learner profile, you understand and determine better. According to their reactions, you say to yourself “I must speak Turkish or not.” There is no other way to motivate them. Thus, I usually use Turkish to motivate them.” (T2)*

Similarly, T2 noted that she construes L1 as a means of breaking psychological barriers. She told her reason of switching to Turkish as bellow:

*-“Self-confidence is very important in language teaching. There are some learners who can speak English very well in some classes. Then, you say to yourself that you have to do something for these classes. However, there can be some learners who has no self-confidence in the same classrooms. “What should I do now?”, “Should I speak with five learners in English?” yet there are 25 learners given to me to educate or train. It is really hard for me as the learners are so prejudice about learning English.” (T2)*

#### **4.2.1. FREQUENCY OF REASONS FOR LEARNERS' DEMAND FOR L1**

To make where and why the learners demand L1 in the classroom clear, the data obtained from learners were classified in the same way as the teachers'. The scrutiny showed a significant consistency between teachers' needs of L1 and learners' demand for L1 in the classroom. There is a consensus on the use of L1. The content analysis of learners' also resulted in three major functional categories as Academic, Managerial and Social Functions with five minor functional classifications.

##### **1. Academic Functions**

1.1. Explaining grammatical concepts

1.2. Explaining new lexical items

##### **2. Managerial Functions**

2.1. Explaining and instruction how to do an activity

2.2. Covering up the teachers' insufficient preference of different methods and techniques

##### **3. Social Functions**

3.1. Reducing lack of self-confidence

The functions concentrated on the interview questions below:

1. In which situations do you demand Turkish as a communicative tool while learning different language skills and language components?
2. In which situations do you demand Turkish as a methodological tool while learning different language skills and language components?

##### **4.2.1.1. Academic Functions**

This aspect was subdivided into two categories. The respondents mentioned the effect of L1 as an academic tool. These two functions were introduced below:

###### **4.2.1.1.1. Explaining Grammatical Concepts**

Based upon the data obtained, a great deal of learners ask for use of their native language as much as possible while learning grammar concepts as they believe that they can be able to understand better if they unearth their Turkish

counterparts. The statements reflected the respondents' perspectives towards employing Turkish while explaining grammatical concepts.

*-“If grammar teaching happens completely in English, nothing can stay in my mind.” (L2)*

*-“We need Turkish in order to get English. Otherwise, how will we understand grammar if the teachers use only English?” (L4)*

*-“In grammar teaching there should be Turkish but it must be a little. We need it. I do not know why but we cannot trust ourselves. We are afraid of being unable to succeed it.” (L5)*

*-“We have two teachers who teach to the 7<sup>th</sup> grades in the school. Our friends in the class of the other teacher say “She teaches grammar only in English and we cannot understand.” However, when it is compared, our teacher uses Turkish during grammar teaching and we do not have a problem like this.” (L6)*

#### **4.2.1.1.2. Explaining New Lexical Items**

The results of the qualitative data revealed that most of the participants are seen to hold the opinion that Turkish is an auxiliary tool for facilitating of vocabulary learning. The finding was in line with the finding obtained from the teachers who believe the use of L1 for teaching vocabulary is indispensable. The respondents stated the necessity of Turkish so as to comprehend the new vocabulary by putting forward the following sentences:

*-“I do not understand if the teachers do not speak Turkish. We learn thanks to the Turkish meanings of words. It is an obligation otherwise we do not understand. It becomes easier if the Turkish meaning is provided.” (L1)*

When it was asked one of the learners as a reaction to her opinion on the necessity of Turkish use in vocabulary teaching, she quoted that:

*-“How can we learn, otherwise?”(L3)*

*-“We need Turkish mostly in vocabulary because of the fact that there are lots of words that we do not know. It will be useful if the teachers tell us the words that we do not know.” (L5)*



*-“I think almost the whole lesson must be in English, however, the words that will be needed during the lesson must be given beforehand. Definitions of words must be given in Turkish.”(L2)*

#### **4.2.1.2. Managerial Functions**

##### **4.2.1.2.1. Explaining and Instructing How to Do an Activity**

The same as the data obtained from the teachers, the data acquired via learners also brought out that learners necessitate Turkish so as to do a task. They stated that if they do not understand an instruction, they cannot go on and can get stuck. It seems that learners' difficulty in understanding some explanations and instructions result in the demand for Turkish.

*-“Due to the fact that there are some friends whose English is of a lower level, the teachers explain the activities in Turkish to make us understand better. Everyone's perception is different.” (L3)*

As it was asked one of the learners, who said that her teacher translates the activities to make them understand better, whether all of them understand in this way, she quoted that:

*-“Yes, at least we understand in Turkish in case we do not understand in English” (L2)*

*-“We want our teacher to explain the activities in Turkish. We need Turkish here for a short period. It helps us understand.” (L5)*

*-“Our teacher explains the instructions/ activities in English. Then, she translates them into Turkish since we do not understand. We ask questions like “What does it mean?”, “What do you mean?” ” (L6)*

##### **4.2.1.2.2. Covering Teachers' Insufficient Preference of Different Methods and Techniques**

The data demonstrated that the most-widely reported reason for the learners' demand for Turkish was the strategies that the teachers employ while teaching English. In other words, the teachers' beliefs spark off the necessity of Turkish. The learners' interviews unveiled a significant difference when compared to the

data received from the teachers. The difference was that, the teachers' pedagogical maxims of what teaching of English involves and what strategies should be employed to make way for Turkish demand. Put it differently, on the ground that the teachers do not use different techniques such as visuals, simplifications, skimming, scanning, games etc. learners only demand Turkish as an easy way out.

When different techniques were suggested to the learners instead of direct Turkish use or demand, the learners showed positive attitudes towards L2 preference. Below are some quotations reflecting the learners' reasons for the demand for Turkish.

*- "We want Turkish on account of the fact that we have difficulty in understanding, nevertheless, if different techniques are used, we probably will understand in English." (L1)*

*- "I need Turkish since I have not been met such kind of a teacher who simplifies, uses visuals etc. Therefore, I need Turkish at the point that the teacher does not do the necessary things. That is why I say Turkish must be presented. I do not feel that I can learn under these circumstances." (L2)*

*- "If different techniques are used, there will not be any need for Turkish even for the low level learners. Our teacher uses Turkish for my friends with a lower level of English or to make us understand better. Still, I think I can understand better if different techniques are used." (L3)*

When a learner, who reported that in reading activities they use all the time translation and it is better, was informed about skimming and scanning sub-skills, she uttered that:

*- "I think we have had trouble owing to translating everything into Turkish. It is better for us to understand the sentence in English without translating them into Turkish." (L4)*

*- "Use of different techniques is better than translation. It stays in my mind much more. We want Turkish but if there are visuals, videos etc. we will not need it." (L5)*

When a learner, who demands total Turkish use in vocabulary teaching, was asked whether saying “pen” then holding and showing a pen or simply saying pen=kale (the Turkish translation of the word) stays in her mind better, she put forward that:

*-“It is better when the pen is shown. Our teacher does not use these kinds of things. Maybe, she thinks our level is not sufficient.” (L6)*

#### **4.2.1.3. Social Functions**

##### **4.2.1.3.1. Reducing Lack of Self-confidence**

The lack of self-confidence of learners was yet another issue that appeared. The findings indicated that the learners do not believe in themselves and this lack of trust forces them to demand Turkish. They believe that they cannot be successful without Turkish. The respondents noted that:

*-“We learn thanks to Turkish meanings of the words. It is an obligation. Otherwise, we cannot understand. Turkish is better.” (L1)*

*-“Turkish must be absolutely used. We do not trust ourselves. We do not know English perfectly.” (L2)*

When it was asked a learner as a response to her utterance whether she cannot learn without Turkish, she cited that:

*-“It sounds like I cannot understand.” (L4)*

Another participant also reported that:

*-“In grammar there ought to be Turkish, but little. We need it. I do not know why; however, we cannot trust ourselves. We are afraid of not being able to get it without Turkish.” (L5)*

L6 mentioned that Turkish is the only way for her English success and she uttered her lack of self-confidence as follows:

*-“English is spoken in the class 30% of the time on the grounds of the fact that we cannot understand when English is spoken more. Therefore, we cannot answer.*

*We do not take the responsibility. Nonetheless, as Turkish is a common language, we can get it.” (L6)*

## CHAPTER V

### CONCLUSION

#### 5.0. Presentation

The present study started an enterprise to light into the resort to mother tongue in Turkish EFL classes. In particular, it goaled to probe into the similarities and differences between the opinions of the teachers and learners regarding the employment of L1 in EFL classes and to what extent they defend L1 use as well as the functions that L1 serves in the classroom. Moreover, it focuses on whether L1 preference changes according to different language skills and language components as well as different proficiency levels. This chapter summarises the study by concluding the main results of the data obtained from both the teachers and the learners through interviews and interprets the findings in the light of relevant literature.

#### 5.1. Overview of the Study

The findings of the first aim of the study presented that the EFL teachers in Turkey mostly have negative attitude towards L1 use in language classes. Nonetheless, although all the teachers that participated in the study defend almost no L1 use, the results demonstrated that, in practice, they generally employ L1 in their classes and feel obligated. This finding is parallel to the study of Nzwanga's (2000) which presented that it was sometimes indispensable to resort to L1 not only as a methodological but also as a communicative tool despite the fact that teachers had negative perception towards the employment of mother tongue in language classrooms. This dilemma occurred owing to the notion which regards L1 as a forbidden fruit. The employment of L1 has been a taboo subject for ages since the determinant resort to L2 has been seen as a crucial tenet of foreign language learning. In accordance with this orthodoxy, the teachers are considered to be the main source of L2 input, thereby they are in charge of providing massive L2 exposure. Otherwise, they limit learners' access to critical target language input

(Ellis, 1984; Polio and Duff, 1994; Turnbull and Arnett, 2002; Crawford, 2004). Accordingly, avoidance of mother tongue is accommodated to good teaching in due course of the golden age of Direct Method and Audio-Lingual Method. The evaluation of a foreign language teachers' qualification is generally associated with his/her ability to do the whole lesson in L2. However, when the teachers' practice of L1 was investigated, findings revealed that, indeed, the teachers do not have strong prejudice against L1 use which is in line with Brooks and Donato's demonstration that switching to L1 is pretty natural when cognitive and psychological factors are considered. They refuse the blind acceptance that language acquisition can best occur through exclusive employment of the L2 (Turnbull and Dailey-O'Cain, 2009).

Moreover, the findings on to what extent the teachers and the learners defend and practice L1 use demonstrated that L1 plays an important role in EFL teaching and learning process. Nonetheless, the data about opinions of the teachers and the learners on how much L1 ought to be used were not consistent with each other. In other words, even though both teachers and learners are in favour of L1 use as long as it does not block target language acquisition, they do not agree on the amount of L1 use in the classroom. Both the teachers and the learners appreciate the benefits of L1 but they do not build a consensus. It was recognized that the teachers' L1 use is more than their learners' demand. The learners defend and view L1 as a helpful compensation strategy. According to the learners, mother tongue serves as a facilitator in their learning process; however, as a considerable number of proponents of L1 use, the learners also support *the judicious use theory* (Atkinson, 1993).

When the results of teachers' practices and learners' demand were analysed, the data indicated that both the teachers and the learners need L1 mostly in grammar teaching and vocabulary. According to the data obtained from the samples, one of the reasons is learners' expectation of being given explicit instruction. The other reason is related to the requirements of the exams, especially the exam TEOG which mostly tests the learners' grammar and vocabulary knowledge. Thus, getting high scores is important not only for learners but also for teachers. Furthermore, the data revealed that teachers and learners prefer L1 in listening and speaking teaching the least. The reason for this may be in speaking and

listening, the learners can see the results of their studies much later. In other skills, there is generally a constant teaching-learning process but in speaking and listening learners are not fully aware that there is a learning teaching process. Thereby, they do not demand to understand everything properly. Furthermore, since the learners are not responsible for speaking and listening in the exams as they are for grammar and vocabulary, reading or writing, they need L1 less. Another surprising result obtained was even though reading is a receptive skill and writing is a productive one, the amount of L1 preference interestingly illustrated close results. The reason for this is the participants focus on the input rather than output. In essence, the findings revealed that there is almost consensus among the samples that the employment of mother tongue while teaching grammar, vocabulary, reading, writing is inevitable while its usage in speaking and listening teaching is not tolerable. This was also found in previous studies such as Giannikas (2001), Liu et al., (2004), Forman (2012). It can be interpreted from the interviews that although the teachers started to teach with the notion of employing only L2, then they recognized that they need to use L1 regarding the proficiency levels of the learners and exam pressure.

On the other hand, the study also presented that L1 in Turkish EFL classes carries out intricate functions. Both the teachers and learners prefer L1 for academic, managerial and social factors. The mostly widely encountered functions were explaining grammatical concepts, defining new lexical items and saving time on the behalf of the teachers' factors of L1 switch. On the other hand, explaining grammatical concepts, defining new lexical items, lack of self-confidence and teachers' methodological insufficiency were the most frequent reasons for learners' demand for Turkish. The results showed that when the learners have difficulty in producing the desired target language output, the teachers and learners prefer Turkish. In addition to the functions of L1 revealed in earlier studies, the present study yielded two novel sub-categories of L1 use which are saving time and the teachers' methodological insufficiency and this extended the previously identified classifications for the resort of mother tongue in EFL classrooms. Considering use of L1 in all language skills and language components as well as learners' proficiency levels, the teachers' reports revealed that saving time is the most frequent and important reason for their switch to Turkish in the

classroom. They expressed that although they support maximal use of L2, they cannot realize it owing to the exam pressure and limited course hours. The teachers cited this reason as the most obligated variable. On the other hand, the reason that the learners stated for their L1 demand was lack of different techniques' employment by their teachers.

## **5.2. Pedagogical Implications**

The analysis of the data and the findings of the present study suggest some implications for the teachers, administrators, test developers and ELT department instructors. It provides a framework for the employment of mother tongue in EFL classes. This information can be valid in similar foreign language environments, where teachers and learners share the same L1, as well as it can act as an awareness-raising medium that reinforces EFL teachers' perceptions on the use of mother tongue as one of the argumentative issue in foreign language teaching. One of the primary results is that there are some factors affecting L1 preference. Both teachers and learners consider that L1 ought to be treated as a resource which contributes to the learning process (Brooks and Donato, 1994; Cook, 2001, Evans, 2009). Accordingly, either solutions for reducing these factors ought to be found or switching to L1 ought to be done by being more conscious of its aim via training the teachers so that L1 may be employed as a supporting tool in EFL classes. As mentioned above, the teachers seem not to have particular policies as to the use of mother tongue and target language which echoes the findings of Sali (2014). They do not seem to be aware of when to use L1 or L2 and how to equalize the use of both codes. Therefore, there seems to be a paramount need to aid EFL teachers to raise their awareness on the strategies and policies related to when and how L1 can be a facilitative tool. Teacher training units in foreign language departments can supply student teachers with training through considering the learners' needs while being lectured in different language skills and language components and at different proficiency levels. Furthermore, workshops as a part of in-service training may be organized. Action research in which teachers analyse their L1 switch in their classrooms may be promoted as despite being useful communicative and methodological tool, L1 must be resorted to carefully in EFL context especially where learners do not have many opportunities to exposure to L2 outside the classroom (Ellis, 1984; Turnbull, 2001).



Another striking implication appeared in the study is in grammar and vocabulary teaching the mother tongue is employed the most. Also, L1 should be decreased in line with learners' proficiency levels in that the participants' reports revealed the opposite. These findings are resulted from the way the learners are tested in the exams, especially the exam TEOG. Therefore, the way of testing ought to be changed owing to the fact that exams are important variables both for teachers and learners. Testing and evaluation in language teaching may be modified and alternative testing styles, which may help to decrease the anxiety level of both learners and teachers, should be looked for so not only the teachers but also the learners may pay more attention to the process rather than the product.

In addition, due to the heavily loaded schedules and lack of enough course hours the teachers resort to L1 more than they actually support. Thereby, the course hours may be changed and more hours can be added.

On the other hand, one of the novel findings in the present study, which focuses on the teachers' insufficient methodological knowledge, presented that instead of immediately depending on the mother tongue, teachers may use L1 to convey a point when other strategies and techniques cannot be effective.

Admittedly, the scope of this study does not let us to make generalization beyond the participant teachers, nonetheless, the present research revealed that the teachers do not have particular principles considering L1/L2 employment in their classrooms. This result revealed crucial and relevant data for language teachers' education and required necessity to train foreign language teachers about why, how and to what extent they should make use of mother tongue in their EFL classes.

### **5.3. Limitations and Suggestions for Further Research**

The present study is not without its limitations and suggestions. First, it was a small case study confined to six EFL teachers and six EFL learners, thereby no claims can be made as to its generalisability. It may be beneficial to replicate the present study with more number of samples at different settings. Secondly, different results can be obtained if a longitudinal study may be conducted so

longitudinal studies can be done. Thirdly, the present study obtained the data only through interview which can be diversified by quantitative analysis methods.

As there is no present curriculum for L1 and L2 comparison practices in Turkey, a need analysis may be conducted. Relevant training needs can be explored, as well.

In order to get more information about the needs for L1 preference in different language skills and language components at different levels, pre- and post-test applications may be searched.

The study presented the findings collected from only one state primary school in Turkey, therefore it does not reflect the attitudes, practices and demands of all the primary school teachers and learners in Turkey. Other studies with more institutions may be carried out and the findings may give a better understanding of teachers' and learners' opinions on the use of L1 in EFL classes. The findings of such researches may be even compared with the researches of other countries with EFL settings and this may greatly contribute to the relevant literature by providing another perspective to the field.

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## APPENDICES

### Appendix 1: EFL Teacher- Opinion-Interview Questions

1. Do you think that L1 (Turkish) should be used in EFL classes? If yes, can you give a percentage?
2. How much Turkish do you use in your classes in practice?
3. How much Turkish do you use while teaching speaking?
4. How much Turkish do you use while teaching writing?
5. How much Turkish do you use while teaching reading?
6. How much Turkish do you use while teaching listening?
7. How much Turkish do you use while teaching grammar?
8. How much Turkish do you use while teaching vocabulary?
9. In which situations do you use Turkish as a communicative tool while teaching different language skills and language components?
10. In which situations do you use Turkish as a methodological tool while teaching different language skills and language components?

### Appendix 2: EFL Learner- Opinion-Interview Questions

1. Do you think that L1 (Turkish) should be used in EFL classes? If yes, can you give a percentage?
2. How much Turkish does your teacher use during the lessons?
3. How much Turkish do you expect your teacher to use while teaching speaking?
4. How much Turkish do you expect your teacher to use while teaching writing?
5. How much Turkish do you expect your teacher to use while teaching reading?
6. How much Turkish do you expect your teacher to use while teaching listening?
7. How much Turkish do you expect your teacher to use while teaching grammar?
8. How much Turkish do you expect your teacher to use while teaching vocabulary?
9. In which situations do you demand Turkish as a communicative tool while learning different language skills and language components?

10. In which situations do you demand Turkish as a methodological tool while learning different language skills and language components?

### **Appendix 3: Quoted Utterances from Teacher-Opinion-Interview Transcripts**

-“95 % L2 must be in English lessons. When the teacher has trouble with explaining something, 5% Turkish may be used. It can be understandable with gestures and mimic as well as visual materials.” (T1)

-“I think that English must be spoken 100%. However, when we speak English for three hours per week, the students get confused and do not know how to differentiate things.” (T4)

-“Unless it is really a necessity, mother tongue should not be employed. As a last resort it should be used.” (T3)

-“I teach the learners in English first and if there is no reaction, I try to continue with the Turkish meaning. I try to do this always; I speak in English and then in Turkish.” (T1)

-“As the whole subject must be transferred to the learners, we sometimes have to speak in Turkish. I speak Turkish 40% of the time.” (T4)

- “I use Turkish nearly 45% of the time due to the fact that the learners’ proficiency levels are low, that there are too many units in the books and that we have to catch up with curriculum.” (T6)

-“I use Turkish 80% of the time. It normally has to be 20% yet I have an opposite situation.” (T5)

-“I use almost 100% Turkish in grammar teaching owing to the fact that learners do not understand so well and they have not started learning English systematically and I cannot catch up with the curriculum.” (T2)

-*“Grammar is partly taught in Turkish as it has to be for the exams.” (T4)*

-*“Actually, I prefer to teach new grammar concepts by explaining them with the help of the words from the previous units; however, the learners do not want it. They prefer me to lecturing in Turkish.” (T6)*

-*“While teaching new items in grammar; for example, when I teach “used to”, I write the title on the board. I make the introduction in English. The class gets organized as one student or a few learners get it. Then, I look at their reactions, according to this, I give some Turkish examples and lead them to the exercise book directly.” (T1)*

-*“I use Turkish 100% in grammar since learners do not understand and they have not started learning English systematically.” (T2)*

-*“While teaching grammar, firstly, I give the subject’s English meaning; nonetheless, I switch to Turkish later. Indeed, learners create the form on their own but we still explain it in Turkish.” (T5)*

-*“I want the learners to get the new grammar subject by giving them a couple of example sentences, then I write some sentences on the board and emphasize them by saying “subject+verb” etc. There is a little bit information. Nevertheless, if there is someone who does not understand, I tell them in Turkish.” (T4)*

-*“I teach learners who always have limited time. I have a topic that I have to teach at a certain time. The system also evaluates you. When you do not teach learners grammar directly, parents gather and say “the other teachers can teach, but you cannot... that is why unfortunately I do not use English 100%.” (T1)*

-*“As we said before, we do not do it. It is not possible. Otherwise, we cannot catch up with the curriculum. There are units to catch up with for the exam.” (T2)*

-*“We learn English from the age of eight but nobody can go further than “How are you?” or “What is your name?”. Why? Because we cannot internalise it. I think that there should be a language class in every school. Course hours should*

*to be more. I should be able to have two separated hours for grammar, four hours for listening, one hour for writing and one hour for speaking so that the language learning can reach to higher levels. Nonetheless, the Ministry of National Education gives you the curriculum from October to June, exams and orders which are to be in the plan. I consider them and the TEOG exam, then I feel obligated to use L1 to teach them. (T1-7<sup>th</sup> Grade)*

*-“For instance, there are some words in the text that are written with bold letters. I give their Turkish meaning. Especially, I have to hurry up in 8<sup>th</sup> grades. I have to catch up with the curriculum.” (T2-8<sup>th</sup> Grade)*

*-“We have to use Turkish because of the circumstances. This circumstances are the result of the lack of enough course hours per week. I mean there are three hours that we have. Owing to transferring the whole subject to the students completely, we sometimes have to speak in Turkish.” (T4-7<sup>th</sup> Grade)*

*-“I use 45% Turkish. Due to the fact that the learners’ education levels are low, there are too many units in the course books and we have to catch up with the curriculum.” (T6-6<sup>th</sup> Grade)*

*-“When I have to make grammar concepts understandable for the learners, for example; they ask for the meaning of “must”, “need to” or “have to”, I try to make them understand with short simple Turkish explanations.” (T1)*

*-“I use almost 100% of Turkish in grammar teaching. As learners do not understand and they have not started learning English systematically.” (T2)*

*-“In our circumstances, personally, when I feel that the learners cannot get the grammar concepts, I start to speak Turkish. They can understand easily in this way.” (T3)*

*-“I use contexts in some subjects. I employ adjectives, adverb, as well. However, for example, while teaching present perfect tense, which is difficult to get, I resort to Turkish.” (T4)*

*-“For instance, while explaining “would”, firstly, I write “Use: We use would for request.” on the board. The learners ask what request means and I immediately*

*give example. However, I can do it only in easy/flexible concepts. When it comes to, for example, past tense in seventh grades, I hardly do it and I employ Turkish.”*

*(T6)*

*-“For instance, there are some words in the text that are written with bold letters. I give their Turkish meanings. I try to give English examples yet after the learners’ reactions, I mostly say the Turkish meanings.” (T3)*

*-“Mostly, I give Turkish meaning of an English word. As I said before, we cannot use videos, pictures etc. owing to time limitation.” (T4)*

*-“The Turkish meanings of new words are given when we are in trouble. For example, the learners face “Disney Holiday”. They have already known the lexical “holiday”; however, what about “Disney”? I take the easy way out and write “Walt Disney”. Finally, they find it. Still, I cannot do it for every word.”*

*(T6)*

*-“When the learners say “I do not understand this question”, I give its Turkish meaning directly.” (T3)*

*-“The learners think that they cannot understand without Turkish. They want the teachers to speak in Turkish.” (T4)*

*-“I try so much to teach and speak in English. Nevertheless, one group can be willing while another group can be the opposite of this. They can demand Turkish to comprehend. They can force you to speak in Turkish.” (T5)*

*-“Actually, the learners take the easy way out. They want teachers to give everything directly and in Turkish. They want the fish instead of learning how to fish.” (T6)*

*- “I use Turkish during the consolidation phase of a subject that I have taught. Giving directly the Turkish meaning of a concept or subject and going on is not suitable for me.” (T1)*

*-“In grammar, the learners form the formulation on his or her own; however, we still explain it in Turkish to check.” (T5)*

-“For instance; in vocabulary teaching, even if I explain and make the learners understand the words in English, to check I make them write “interesting=ilginç” or “hate= nefret etmek” on the board.” (T6)

-“If there is even one student who understands, I try to expand the new topic with him or her. I do not use Turkish as long as it is possible. If no one understands, then I explain it in Turkish.” (T3)

-“Turkish may be needed while making comparisons in the lessons. In fact, the child is not able to fully understand even his own language. Nonetheless, you want to support the target language, you want to teach in your own language in a way. You want to infuse the thing that you want to teach. It is like comparing the both languages. It is needed a lot at this point.” (T5)

-“When a student comes and asks me to translate a sentence, I do not say it directly. Firstly, in Turkish I ask him whether he knows the structure of that sentence, I mean, which one must be put at the beginning etc.” (T2)

-“For instance, in reading if the learners do not understand a part, I say in Turkish “Firstly, you should see the conjunction, then I can ask them in English like “What is the conjunction here?” and then they see and say it. Lastly, I want them to see the verbs of the sentences since they are the determiners.” (T2)

-“When a learner say “Can you translate this sentence?” I do not but instead I draw attention to some parts in Turkish and say if s/he knows the words and the correct tense, s/he can do it, I let her/him do it herself/himself.” (T3)

-“For instance, in writing I do like this: “Let’s say you are in a restaurant. Order what you want to drink or eat with your friends.” I give some part of this instruction in English, some parts in Turkish. After that, the learners can express their opinions easily.” (T4)

-“While doing an activity, firstly, I give instructions in English. If they do not understand, I explain one more time. If they do not get it again, I use Turkish.” (T5)

-“I give instructions in Turkish. Sometimes, learners come without knowing even what “read” means.” (T6)



-“Sometimes, we give exercises to the learners; inasmuch as, they cannot do them owing to being not able to understand the instructions. Thus, we give instructions in Turkish in common exams. We write the Turkish meaning of them in brackets.” (T1)

-“I always teach learners who have limited time. I have a topic that I have to teach at a certain time. That is why unfortunately I do not use 100% English. Now that, if they do not have to take an exam at the end of the class, it might be different because the education system also evaluates you.” (T1)

-“It is not possible. Otherwise, I cannot catch up with the curriculum. We are always in a hurry. There are units to cover for the exam.” (T2)

-“Due to the necessity of transferring the whole subject to the learners, we sometimes have to speak in Turkish. I speak in Turkish 40% of the time. If we have more course hours, we can practice more. For example; in private schools, the learners have eight hours in a week, but we have three hours. In these circumstances, personally, when I feel that the learners cannot get it, I start to speak in Turkish. They can understand easily in this way.”(T4)

-“Everything in the books is for the exam. We have to make the learners understand the topic and finish the book at the same time. I have to say that our goal has become to make the learners learn words academically/ theoretically rather than to make them speak English in their daily life. The education system forces the teachers to this condition.” (T4)

-“We want to go on without losing the momentum. There are nine reading passages in a unit. It is too many for a unit. There are so many words that the learners do not know. Therefore, I have no alternatives.”

-“If the exams in the 8<sup>th</sup> grade are abolished, if we have more stable exam system and if there is no exam or mark worry, it will not happen. Anxiety is very effective on teachers, as well. We are also anxious about the exams. There is a curriculum to catch up with. It is a source of pressure for us.” (T6)

-“When you see the learner profile, you understand and determine better. According to their reactions, you say to yourself “I must speak Turkish or not.”

*There is no other way to motivate them. Thus, I usually use Turkish to motivate them.” (T2)*

*-“Self-confidence is very important in language teaching. There are some learners who can speak English very well in some classes. Then, you say to yourself that you have to do something for these classes. However, there can be some learners who has no self-confidence in the same classrooms. “What should I do now?”, “Should I speak with five learners in English?” yet there are 25 learners given to me to educate or train. It is really hard for me as the learners are so prejudice about learning English.” (T2)*

## Appendix 4: Quoted Utterances from Learner- Opinion- Interview

### Transcripts

-“Let’s say 50% Turkish. As we are learning English newly, it must be about 50% at the beginning yet it may be reduced afterwards.” (L2)

-“In fact, I think the whole lesson must be in English. However, words that will be needed during the lessons should be given beforehand.” (L3)

-“L1 must be used less frequently. 20% in Turkish must be employed at most.” (L5)

-“80% English must be spoken in the classroom.” (L6)

-“Well, we need to employ Turkish so as to get English. Otherwise, how will we ever understand grammar if the teacher speaks only in English?” (L4)

-“In our lessons, we mostly use English. It is 70% English. Our teachers need Turkish as there are words that we do not know their definitions in the book and she tells us their meanings in L1.” (L3)

-“20% English is spoken during the lessons, in that the learners cannot understand when English is only spoken so they cannot answer, they cannot take the responsibility. Albeit as Turkish is common language, they can understand.” (L6)

-“Our teacher uses 85% Turkish and 15% English now that some learners in the class can understand English well yet some cannot.” (L4)

-“In percentage our teacher employs 40% Turkish during speaking activities to make us understand the task and I believe it is ideal” (L1)

-“While teaching different language skills and language components, our teacher uses Turkish more. Inasmuch as, as a student, I think there should be more English use” (L4)

-“Generally, our teacher use 80% Turkish while lecturing. Since some learners in the classroom can understand English well, but some cannot. Still, I think teachers should use Turkish mostly in grammar teaching. It is not too much necessary when the other skills or components are taught.” (L6)

-“If grammar teaching happens completely in English, nothing can stay in my mind.” (L2)

-“We need Turkish in order to get English. Otherwise, how will we understand grammar if the teachers use only English?” (L4)

-“In grammar teaching there should be Turkish but it must be a little. We need it. I do not know why but we cannot trust ourselves. We are afraid of being unable to do it.” (L5)

-“We have two teachers who teach to the 7<sup>th</sup> grades in the school. Our friends in the class of the other teacher say “She teaches grammar only in English and we cannot understand.” However, when it is compared, our teacher use Turkish during grammar teaching and we do not have a problem like this.” (L6)

-“I do not understand if the teachers do not speak Turkish. We learn thanks to the Turkish meanings of words. It is an obligation otherwise we do not understand. It becomes easier if the Turkish meaning is provided.” (L1)

-“How can we learn, otherwise?”(L3)

-“We need Turkish mostly in vocabulary because of the fact that there are lots of words that we do not know. It will be useful if the teachers tell us the words that we do not know.” (L5)

-“I think almost the whole lesson must be in English, however, the words that will be needed during the lesson must be given beforehand. Definitions of words must be given in Turkish.”(L2)

-“Due to the fact that there are some friends whose English is of a lower level, the teachers explain the activities in Turkish to make us understand better. Everyone’s perception is different.” (L3)

- *“Yes, at least we understand in Turkish in case we do not understand in English”*  
(L2)

- *“We want our teacher to explain the activities in Turkish. We need Turkish here for a short period. It helps us understand.”* (L5)

- *“Our teacher explains the instructions/ activities in English. Then, she translates them into Turkish since we do not understand. We ask questions like “What does it mean?”, “What do you mean?” ”* (L6)

- *“We want Turkish on account of the fact that we have difficulty in understanding, nevertheless, if different techniques are used, we probably will understand in English.”* (L1)

- *“I need Turkish since I have not been met such kind of a teacher who simplifies, uses visuals etc. Therefore, I need Turkish at the point that the teacher does not do the necessary things. That is why I say Turkish must be presented. I do not feel that I can learn under these circumstances.”* (L2)

- *“If different techniques are used, there will not be any need for Turkish even for the low level learners. Our teacher uses Turkish for my friends with a lower level of English or to make us understand better. Still, I think I can understand better if different techniques are used.”* (L3)

- *“I think we have had trouble owing to translating everything into Turkish. It is better for us to understand the sentence in English without translating them into Turkish.”* (L4)

- *“Use of different techniques is better than translation. It stays in my mind much more. We want Turkish but if there are visuals, videos etc. we will not need it.”*  
(L5)

- *“It is better when the pen is shown. Our teacher does not use these kinds of things. Maybe, she thinks our level is not sufficient.”* (L6)

- *“We learn thanks to Turkish meanings of the words. It is an obligation. Otherwise, we cannot understand. Turkish is better.”* (L1)

-“*Turkish must be absolutely used. We do not trust ourselves. We do not know English perfectly.*” (L2)

-“*It sounds like I cannot understand.*” (L4)

-“*In grammar there should be Turkish, but little. We need it. I do not know why; however, we cannot trust ourselves. We are afraid of not being able to succeed it without Turkish.*” (L5)

-“*English is spoken in the class 30% of the time on the grounds of the fact that we cannot understand when English is spoken more. Therefore, we cannot answer. We do not take the responsibility. Nonetheless, as Turkish is a common language, we can get it.*” (L6)

**APPENDIX 5: Categorization of the Codes under Themes**

**Frequency of the Reasons for Teachers' Use of L1 as a Communicative and Methodological Tool in Different Language Skills and Language Components**

	<b>Codes</b>	<b>Frequency</b>
<b>Academic Functions</b>	to explain difficult grammar concepts	5
	to define new lexical item	4
	to translate when the students demand	4
	to check	3
	new materials	2
	to help	3
<b>Managerial Functions</b>	while explaining an instruction or an activity	4
	to catch up with the curriculum	6
<b>Social Functions</b>	lack of self-confidence and motivation	2

**APPENDIX 6: Categorization of the Codes under Themes**

**Frequency of Reasons for Learners' Demand for L1 as a Communicative and Methodological Tool in Different Language Skills and Language Components**

	<b>Codes</b>	<b>Frequency</b>
<b>Academic Functions</b>	need Turkish in grammar	4
	vocabulary explanation should be in Turkish	4
	to understand and do the activity	4
<b>Managerial Functions</b>	our teacher do not use different techniques, visuals etc.	6
<b>Social Functions</b>	lack of self-confidence	5



## ÖZGEÇMİŞ

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