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THE USE OF TURKISH AS THE MOTHER TONGUE IN EFL (ENGLISH AS A FOREIGN LANGUAGE) CLASSROOMS

MASTER'S THESIS

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Republic of Turkey
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Taahhütname

Yüksek lisans tezi olarak sunduğum **"The Use of Turkish as the Mother Tongue in EFL (English as a Foreign Language) Classrooms"** adlı çalışmanın, tarafımdan, bilimsel ahlak ve değerlere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yaparak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

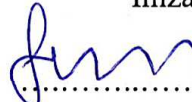Tarih

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Özet

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Bu çalışma, öğrencilerin ve öğretmenlerin İngilizce sınıflarında anadil kullanımına karşı tutumlarını ve anadilin hangi amaçlar için kullanılması gerektiği hakkındaki görüşlerini incelemiştir. Çalışma, hazırlık sınıflarında İngilizce'yi yabancı dil olarak öğrenen 96 öğrenci ve 18 İngilizce öğretmeniyle Çanakkale Onsekiz Mart Üniversitesi Yabancı Diller Yüksekokulu'nda yürütülmüştür. Anketler uygulanmış ve karşılıklı görüşmeler yapılmıştır. Öğrenci anketi aracılığıyla toplanmış olan veri öğrencilerin anadil tutumuna karşı genel tutumunun olumsuz olduğunu göstermiştir. Ayrıca karşılıklı görüşülen öğrenciler anadil kullanımına karşı olumsuz ve olumsuza yakın bir tutum sergilemişlerdir ve sınıftaki esas dilin İngilizce olması gerektiğine inanmışlardır. Öğrenci anketi sonuçlarına göre, öğrenciler ana dilin zor konuları açıklama, duygularını ifade etme, İngilizce deyimleri anlama ve düşüncelerini ifade etmeamaçları için kullanılmasını faydalı bulmuşlardır. Bunlara ek olarak, karşılıklı görüşmedeki soruya verdikleri cevap, dinleme ve konuşma derslerinde ana dil kullanımını uygun bulmadıklarını, fakat yazma derslerinde ana dil kullanımının faydasına inandıklarını göstermiştir.

Öğretmen anketinin sonucuna göre, öğretmenlerin anadil kullanımına karşı genel tutumu kısmen olumsuz bulunmuştur, fakat öğretmenlerle yapılan karşılıklı görüşmeler öğretmenlerin anadil kullanımına yönelik genel düşüncelerinin olumlu olduğunu göstermiştir. Ayrıca, gerektiğinde ana dilin kullanılması gerektiği fikrini savunmuşlardır ve ana dilin özellikle yeterlilik seviyesi düşük olan öğrencilerle kullanılması gerektiğine inanmışlardır. Öğretmenlerin ana dilin sınıflarda hangi amaçlar için kullanılması gerektiğine dair düşünceleri de belirtilmelidir. Öğretmenler, ana dilin öğrencilerin İngilizce ve Türkçe

dillerinin arasındaki farklılıkları ve benzerlikleri fark etmelerini sağlama, yeni sözcükleri açıklama, zor konuları anlatma, disiplinle ilgili problemleri çözme ve dilbilgisi öğretmegibi durumlarda kullanılmasının faydalı olduğu üzerinde ortak görüş bildirmişlerdir. Sonuç olarak, çalışmanın sonuçları, özellikle öğretmenlerin ana dil kullanımı hakkındaki görüşleriyle ilgili olanlar, son zamanlarda popülaritesini tekrar kazanmış olan ve anadilin makul kullanımını destekleyen iki dilli yaklaşımın öğretmenler tarafından kabul gördüğünü göstermektedir.

Anahtar Kelimeler: Amaç, Ana Dil, İlk Dil, Tutum, Türkçe

Abstract

The Use of Turkish as the Mother Tongue in EFL (English as a Foreign Language) Classrooms

This study investigated the attitudes of the teachers and students towards the use of L1 and their opinions regarding the purposes for which L1 should be used in English classes. The study was conducted with 96 EFL preparation class students and 18 EFL teachers at the School of Foreign Languages of Çanakkale Onsekiz Mart University, Turkey. The questionnaires and interviews were administered. The data collected through the students' questionnaire demonstrated that the students' overall attitude towards the use of L1 was negative. The students who were interviewed also displayed a general negative or nearly negative attitude towards the use of L1 and believed that English should be the main language in the classroom. The students thought that the use of L1 for the purposes of explaining difficult concepts, expressing their feelings, comprehending English idioms and expressing their ideas was beneficial as the results of the students' questionnaire revealed. Additionally, the students' responses to the interview question indicated that they perceived the use of L1 in listening and speaking classes as inappropriate; however, they believed in benefit of using L1 in writing classes.

The teachers' overall attitude towards using L1 was found to be slightly negative according to the result of the teachers' questionnaire; however, the result of the teachers' interviews demonstrated that the teachers' general opinion concerning the use of L1 was positive. Additionally, they were in favor of the idea of making use of L1 when it is necessary and they believed that L1 should be used particularly with students whose proficiency level is low. The teachers' opinions concerning the purposes for which L1 should be used in the classroom should also be noted. The teachers agreed that using L1 for the occasions of

making students aware of the differences and similarities between Turkish and English languages, explaining new vocabulary, clarifying difficult concepts, solving disciplinary problems and teaching grammar was useful. It could be concluded that the results of the study, particularly the ones related with the teachers' views on using L1, reveal that judicious use of L1 supported by the bilingual approach which has regained its popularity recently is favored by the teachers.

Key Words: Attitude, First Language (L1), Mother Tongue, Native Language, Purpose, Turkish

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Abbreviations

ALM	Audiolingual Method
CEFR	Common European Framework of Reference for Languages
CLL	Community Language Learning
CLT	Communicative Language Teaching
CP	Critical Pedagogy
CT	Critical Theory
EFL	English as a Foreign Language
ELT	English Language Teaching
ELL	English Language and Literature
ESL	English as a Second Language
GTM	Grammar Translation Method
ITTO	International Teacher Training Organization
L1	First Language
L2	Second Language
Prep	Preparation
IQ	Interview Question
RQ	Research Question

SLA   Second Language Acquisition

S 1, 2, 3…   Student One, Two, Three…

T 1, 2, 3…   Teacher One, Two, Three…

TL   Target Language

TPR   Total Physical Response

UK   United Kingdom

Chapter I: Introduction

Introduction

This chapter presents the background, aims, research questions, significance, assumptions, limitations and design. Additionally, in the last section, the suggestions that have been proposed on the use of first language (L1, hereafter) throughout the history of foreign language teaching, monolingual approach and bilingual approach that specifically focus on the issue of L1, views on how to use L1 effectively and the international and local studies that aimed to investigate the relevant issue are highlighted.

Background of the Study

The scholars' opinions on the use of L1 in the process of foreign language learning and teaching have been affected by a number of pedagogical, linguistic, ideological and political factors throughout the history of foreign language teaching. In the early years of the period, the main goal of the teachers was to develop their learners' reading ability in the target language and the main focus was on the written word. Accordingly, the scholars and teachers had positive attitudes towards L1 use and learners' L1 was totally welcomed in language classrooms in parallel with what was proposed by the Grammar Translation Method (GTM, hereafter) which was dominant at the time. The main goals and needs of language learners changed over time as it wasn't sufficient for L2 learners to read literature in the target language rather they needed to communicate in foreign languages due to mobility and immigrations. In other words, as people had more opportunities to travel and had to migrate from their homelands to other counties for a variety of reasons, it was a necessity for them to develop their speaking ability in the target language in order to be active in their daily lives. Consequently, the Direct Method (DM, hereafter) was developed as a reaction to the GTM and students' L1 was totally rejected. Thus, the attitudes of the theorists, researchers and

teachers towards the students' native language were generally negative. Accordingly, students' L1 was excluded from the process of foreign language learning for a long time. Yet, the related figures of the area have displayed a mild manner towards the use of L1 as humanistic approaches to language learning have been popular recently. In short, reviewing the history of foreign language teaching reveals that the English-only approach was dominant in the 20th century. Yet, the English-only has lost its appeal over time as the bilingual approach that supports judicious use of L1 has regained its popularity recently. It should be stated that how these opposing opinions are actualized by teachers in classrooms today is quite important. Thus, language teachers' views of L1 use which could influence their classroom practices need to be explored. It is particularly vital to find out how these changing views mentioned above are reflected in local settings; therefore, this study will focus on the language teachers' attitudes towards the use of L1 and these teachers work mostly in English as a Foreign Language (EFL, hereafter) preparation classes of the School of Foreign Languages in Çanakkale Onsekiz Mart University, Turkey.

To gain more insight about the dynamic and practices of L1 in actual classrooms, students' ideas on what role L1 should play in language classrooms also need to be investigated. Thus, this study will particularly explore the opinions of students who will be majoring in English Language Teaching (ELT, hereafter) and English Language and Literature (ELL, hereafter) on the use of L1 which could impact their performance both as language learners and prospective language teachers.

Aims of the Study and Research Questions

The main aim of this study is to examine the teachers' and students' attitudes towards the use of L1 and their opinions about the purposes for which L1 should be used in the

classroom. To perform the aim of the study, the following research questions will be investigated and answered:

1. What are the attitudes of the Turkish EFL preparation class students towards the use of L1 in English classes?

2. What is the students' perspective on the purposes for which L1 should be used?

3. What are the attitudes of the English language teachers towards the use of L1 in English classes?

4. What is the teachers' perspective on the purposes for which L1 should be used?

Significance of the Study

How learners' L1 should be dealt with by teachers and students in language classrooms has been an important area of discussion and research in the field of language education. In addition, how it could be used in a balanced way has particularly been discussed recently (Atkinson, 1993). Accordingly, a variety of frameworks and principles that provide practitioners with useful information on how to use L1 effectively in language classrooms have been proposed by the figures of the area. One of these principles is about maximum provision of L2 in language classrooms that is supported by both L1 and L2 proponents as "there seems to be near consensus that teachers should aim to make maximum use of the target language" (Arnett & Turnbull, 2002, p. 211). Therefore, it is significant to add that the idea of maximum provision of L2 usage does not imply that L1 should be excluded totally in language classrooms. Turnbull (2001, p. 535) agrees that "a principle that promotes maximal teacher use of the target language acknowledges that the L1 and target language can exist simultaneously". In this respect, the beneficial roles L1 plays in language classrooms should be noted. Speaking of the pedagogical role of L1, L1 knowledge is present in learners' minds and learners initially rely on it in the process of learning the new language. Additionally, the

psychological role of L1 presents that L1 helps language learners develop positive feelings towards the L2 through making them more confident and independent. Furthermore, total banishment of L1 is regarded as an inappropriate preference on the grounds that it has a detrimental effect on learners' identity. It is vital to add that L1 is a tool to respect learners' identity and is related with both its psychological and socio-cultural roles. Speaking of the socio-cultural role of L1, one of the practical ways of respecting learners' cultural and linguistic identity is to involve L1 culture in to the process of language learning. This idea is also compatible with what critical pedagogy offers in the related aspect. According to this pedagogy, individuals should be guided to respect their identities and change their realities for a more equal society. In this process, teachers are recommended to use L1 as a resource. In this way, learners could feel more secure and their linguistic rights could be kept. It could be stated that how students feel and think in terms of L1 use is quite important as it has variety of dimensions that could affect learners. Therefore, this study will focus on both teachers' and students' attitudes towards L1 use, which could be referred as the valuable contribution of this study as very few studies examine both teachers' and students' views on the use of L1 in the Turkish context. Additionally, this study could act as a guide to help teachers to use L1 more appropriately by providing them with reactions of students towards L1 use.

Assumptions of the Study

As stated earlier, the aim of the present study is to investigate the teachers' and students' attitudes towards the use of L1 in English classes and it is assumed that the attitudes of the participants might change in time as attitudes are unstable opinions. Another assumption this study indicates is that the interviews and the questionnaires used as the data collections tools are reliable. Additionally, the researcher and participants are assumed to be objective in the process of data collection and data analysis as well.

Limitations of the Study

The study was carried out with 96 students studying in EFL preparation classes of the School of Foreign Languages of Çanakkale Onsekiz Mart University and 18 English teachers working in the relevant school. Thus, the findings obtained through analyzing the data do not represent opinions of EFL teachers or students of the other preparatory schools of the universities in the region or all over the country, which could be regarded as one of the limitations of the present study. Additionally, the students and teachers who participated in the present study might not have paid close attention while filling in the questionnaire and they might also have been reluctant to be interviewed.

Design of the Study

The structure of the study could be divided into four sections. In the first section, background, aims, significance, assumptions and limitations of the present study are presented. Besides, certain amount of general information about the methods and approaches and the specific details of the principles concerning the role of L1 are highlighted to present the theorists', researchers' and teachers' attitudes towards the use of L1 throughout the history of language teaching. Two main approaches that particularly deal with the issue of L1, views proposed on how to use L1 systematically, and some of international and local studies in relation with the scope of the current study are also detailed in this section.

The second section consists of detailed information related with the setting, participants, and data collection tools of the study. Additionally, the steps taken to collect and analyze the data are presented.

In the third section, the findings obtained as a result of the analysis of the quantitative and qualitative data are provided.

The last chapter contains summary of the study along with the discussions, conclusion and implications and lastly suggestions for further researches are presented.

Review of Literature

The attitudes towards the use of L1 throughout the history of foreign language teaching. How students' L1 should be dealt with by teachers and learners in the process of foreign language teaching and learning is a crucial point to be taken into consideration. Therefore, a variety of suggestions have been proposed on the use of L1 by the scholars of the area either independently or by means of the methods and approaches. Thus, it is reasonable to benefit from the methods and approaches to be informed about the place of L1 throughout the history of language education as the changes in the attitudes towards L1 have been displayed through these methods in a proper way. Richards and Rodgers (2001, p. 3) point out that 'changes in language teaching methods throughout history have also reflected changes in theories of the nature of language and language learning'. In other words, teaching methods have revealed both general changes related with language learning and with the specific issue of L1 which is under the scope of this study. Thus, certain amount of general information about the methods and approaches and specific details of the principles regarding the role of L1 should be provided in this step.

The methods, which have played a vital role in the world of language education, have been developed successively throughout history of language teaching and the oldest of them was the Classical Method. The languages of Latin and Greek were quite influential in a good many areas approximately 500 years ago and the Classical Method was developed for the purpose of teaching these languages. As the position of Latin changed and turned into a dead language over time, it was perceived as a subject area to be studied at schools and mainly an intellectual discipline. It was believed that learners involved in the process of studying Latin

could do mental exercise and consequently their intellectual capacity was improved (Brown, 2001). Additionally, "Latin and Greek were further justified as the key to the thought and literature of a great and ancient civilization" (Rivers, 1968, p. 15). Thus, it could be implied that studying of the ancient languages was highly respected as the basic part of intellectual development. It should be added that the principles of the Classical Method used to teach these ancient languages were applied to teach modern languages as well. What was suggested by the main principle of this method was that learners be expected to translate long reading passages into their L1 or vice versa. Therefore, learners' L1 had a considerably important place and was mainly used in classrooms. This method, which concentrated on providing the students with grammatical rules and long lists of vocabulary, was referred to as the Grammar Translation Method in the 19th century (Brown, 2001).

As the Classical Method came to be known as the GTM over time, it is possible to state that most of the aims and procedures of the two methods were identical. For instance, the main purpose of the GTM was to help learners read literature in L2. It was not crucial for teachers applying this method to develop their learners' speaking ability in L2. Yet, the focus was on the consequence that students could become more competent in their L1 by means of studying L2. In addition, another aim was to develop the learners' capacity of dealing with challenging tasks (Chastain, 1976). In this way, the students would benefit from mental exercise as a result of studying L2, which was considered to be more important than being orally proficient in the L2. The students' grammatical and lexical knowledge had to be improved in the process of achieving the aims noted above. According to the rules of the method, grammar was to be taught deductively and words were to be taught with their L1 equivalents. In the process of learning words, cognates were utilized and in this way contrastive analysis was applied by emphasizing the similarities between L1 and the L2 (Anderson & Larsen-Freeman, 2011). Additionally, the learners were expected to use

dictionaries and memorize bilingual lists of words (rote learning) and grammatical rules were explicitly explained. In this way, mental exercise was promoted. The main objective of providing the students with grammatical rules was to help them translate the sentences and reading passages from L2 to L1 or vice versa. When translation, the basic technique of this method, and other procedures of the GTM that suggested the use of L1 are considered, it is possible state that the L1 and L2 were constantly compared in classrooms (Chastain, 1976). Thus, it is important to note that L1 was used as the medium of instruction and that the language of the classroom was mainly the learners' L1 (Anderson & Larsen-Freeman, 2011). The skills of reading and writing were improved, whereas improving the skills of listening and speaking was totally ignored. In addition, it was almost impossible for students studying a foreign language through application of this method to be able to communicate in the L2 as Brown (2001, p. 19) indicated that "it did virtually nothing to enhance a student's communicative ability". Speaking of the other disadvantages of the method, it was regarded as monotonous on the part of the students since it is "remembered with distaste by thousands of schools learners, for whom foreign language learning meant a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted or literary prose" (Richards & Rodgers, 2001, p. 6). In spite of the fact that the GTM is thought to be a "theory-less" method and to have serious defects, it is still widely used by a great many language teachers around the world. The reason for the relevant situation could be attributed to the fact that it is quite simple for teachers to apply this method and it could be simply tested through multiple-choice tests (Dörnyei, 2009).

The GTM was accepted appropriate method for the learners whose main aim of language learning was to read the literary texts, particularly the sophisticated ones, in L2; however, this trend changed as people, particularly the citizens of Europe, had more possibilities to communicate in foreign languages and demanded to become orally proficient

(Richards & Rodgers, 2001, p. 7). The fact that the GTM did not develop the ability to communicate in the L2 and was not sufficient to cater for the shifting needs of the learners was the main reason why this method started be criticized towards the 1850s. Marcel and Gouin, the two specialists of the time, contributed to the act of rejecting the GTM with their radical opinions. The related figures could be stated to be the first to benefit from the way children learn how to use the language as a model for foreign language learning. Gouin, who developed the Series Method as a result of examining his nephew in the process of acquiring the language, had a particularly significant impact on the world of education. The basic principle of this method suggested that meaning was to be made clear through actions as "language learning was primarily a matter of transforming perceptions into conceptions" (Brown, 2001, p. 8). Additionally, the technique of translation was not utilized and concepts were made use of instead of grammatical rules. In other words, the Series Method could be considered to be one of the earliest methods which rejected the use L1 in an implicit manner. In short, the radical movement started by Gouin and other reformers of the time needed to be spread. Therefore, practitioners and specialists in need of new approaches took action revealing their ideas by means of books and papers and this attempt came to be known as the Reform Movement in the late 19th century (Richards & Rodgers, 2001).

The leading supporters of the Reform Movement advocated the view that the focus of language teaching was to be on the spoken word rather than the written word. Accordingly, the International Phonetic Association (IPA, hereafter), which was founded in the relevant period, supported that it was necessary for practitioners to help learners pronounce correctly. Another point of view proposed by the IPA was that meaning had to be conveyed by means of linking connections with the foreign language instead of linking connections with the L1 (Richards & Rodgers, 2001). Additionally, exclusion of translation was supported by the reformers. It is also important to state that another common belief among the relevant

supporters was related to the use of L1. According to leading advocates such as Vietor and Sweet, learners' L1 could be used merely in a certain number of stages of the lesson, such as in the stages of teaching new vocabulary and testing students' understanding. The idea of banishment of L1 from language classrooms was also emphasized by Blackie who is accepted as one of the first to ban L1. Blankie's view concerning teaching of words also acted as a leading factor for the upcoming methods. Blankie proposed that new vocabulary be taught through connection with objects in a direct way without recourse to L1 (Kelilo, 2012). It is vital to note that natural approaches be developed based on Blankie's related suggestion and the idea that learners acquired L2 in the same way children acquired the language. The Direct Method emerged at the end of the 19th century along with the efforts of the Reform Movement and evolved as one of the most well-known natural methods.

The Direct Method could be regarded as a reaction against the GTM whose aim was to develop reading skill. Thus, the main goal of the Direct Method was to make learners become competent in communicating in the target language. Question-answer was the basic technique that was used for the purpose of developing the learners' ability of oral communication. It was quite important for the learners to be able to converse in a proper manner; therefore, they were asked to form full sentences as answers to the questions. In this way, new vocabulary was practiced by the students. Speaking of presentation of new words, objects, realia, illustrations, pictures, and demonstrations were used in this stage, as the teacher using this method believed that the meaning and form of L2 needed to be directly associated by the students (Anderson & Larsen-Freeman, 2011). In this respect, the theory underlying this method should be noted. As the name of the method suggested, the message was to be transmitted in a direct manner without reference to the learners' L1 (Anderson & Larsen-Freeman, 2011). It is vital to state that the use of students' L1 was not allowed and the banishment of L1 in an explicit manner was first brought out by this method. Exclusive use of target language was so strictly

supported that it received criticism due to its attitude towards learners' L1. Harmer (2007, p. 64) perceived the Direct method as a "… powerful prejudice against the presence of the L1 in language lessons".

Exposure to the L2 had to be promoted in the other areas of language as well. Grammar was taught inductively and the students were expected to infer the grammatical rules as they were not provided with explicit explanations. Comprehension was checked through exercises conducted in the foreign language. Correct pronunciation was another objective that that was to be achieved. In attaining this purpose, it was recommended that students were introduced with a phonetic notation and they could improve accurate pronunciation without being affected by the resemblances between L1 and L2 (Rivers, 1968). The skills of reading, writing, and listening were important to be developed as well as speaking and the students' L1 was avoided in developing these skills. For instance, students were suggested to guess the meanings of the words they did not know out of the context and use of bilingual word lists with L1 equivalents was avoided. In addition, the learners were never expected to translate the texts in to L1 (Rivers, 1968) as translation was another technique that was banned from the Direct Method classrooms. The reasons why translation was excluded in this method should be noted. This technique was linked with written word and it was thought to cause interference in developing direct relationship between form and meaning. Translation was also excluded due to the dominance of native teachers (Marques-Aguado & Solis-Becerra, 2013). When the attitude of this method towards the use of L1 is examined from a general perspective, it could be realized that this attitude could be explained with the ultimate goal this method aimed to attain, which was to help learners gain the ability to think in the L2.

Despite the fact that the Direct Method received considerable amount of attention and popularity in the early years of the 20th century, it lost its favor by the 1920s due to some of

its unrealistic requirements. In spite of the fact that the method was applied successfully in private schools where the students were highly motivated, the same result was not obtained in public schools as "it failed to consider the practical realities of the classroom" (Richards & Rodgers, 2001, p. 12). Additionally, its reliance on first language acquisition view was another factor that led to the criticisms in terms of impracticality. As the students already have knowledge of L1 which is quite effective in speech, it was thought to be "unrealistic to believe that the conditions of native language learning could be re-created in the classroom with adolescent students" (Rivers, 1968, p. 20). Another problematic requirement of this method was associated with teachers who had to be native speakers of the target language or possess at least native-like proficiency in L2, which a great many teachers lacked. Teachers were also suggested to avoid utilizing L1. This principle of this method was also criticized as explaining a point in the learner's L1 simply and briefly could have been a more effective path that could help the learner to comprehend it (Richards & Rodgers, 2001). Sole use of L2 proposed by this method was also criticized by Sweet. According to Sweet, the method mainly concentrated on the sole use of L2; however, it did not succeed in referring to most of the subjects Sweet perceived as more essential (Richards & Rodgers, 2001). The Direct Method fell out of favor due to the factors stated above and Coleman Report, published in 1929, offered that the focus was to be on reading and the GTM again became popular in the U.S.A and was used until World War II.

When the U.S.A entered World War II, the need for army staff who could speak the languages of both their allies and enemies arose. As a result, a program that aimed at developing communication abilities of the military personnel was created. The program proved to be successful and "it did convince a number of prominent linguists of the value of an intensive, oral-based approach to the learning of a foreign language" (Richards & Rodgers, 2001, p. 51). Fries, a prominent linguist of the time, influenced the world of foreign language

education through his opinions. According to Fries, the basic component of the language was a pattern and it was a necessity for learners to practice the patterns. Fries and other scholars of the time emphasized the importance of contrastive analysis on which the Oral Approach, developed by the American linguists, was based on. The Oral Approach that relied on contrastive analysis was integrated with structuralism and behaviorism, to become what is now known as the Audiolingual Method (ALM, hereafter) in the 1950s. The school of linguistics that the ALM allied with was structural linguistics and speech was considered more important than the written form. Accordingly, the main objective of the ALM was to help learners become orally proficient in the target language. Furthermore, students were expected to have native-like proficiency. Therefore, they were encouraged to join the conversation by giving quick answers without hesitation in the same way native speakers of the target language spoke. The school of psychology that the ALM relied on was behaviorism and stimulus-response-reinforcement model was proposed by the behaviorists to explain how learning occurred. This model was also benefited to get insight into the way language learning took place and the relevant procedure of the ALM was proposed. This procedure suggested that it was a necessity for the learners to give a response to stimulus by means of reinforcement and in this way they could replace the old habits of their L1 with new habits (Anderson & Larsen-Freeman, 2011). Thus, it was crucial to provide students with positive reinforcement in the process of foreign language learning and help them respond to all types of stimuli. Additionally, as learners' L1 was regarded as an interfering factor and to overcome the old habits of the L1 was thought to be necessary, students' L1 was mostly avoided. The advocates of the ALM believed that the students' L1 and L2 should be kept separate and Brooks (1964) was one of the descriptive linguists who supported coordinate bilingualism rather than compound bilingualism that could be associated with the GTM. Brooks (1964, pp. 56-57) also stated that "What he (the learner) does not know is that the sound system and the

structural system of the new language are different in nearly every detail from those in his mother tongue, that meanings in the new language will never be identical with those in English, and that there is no more a universal grammar than there is a universal diet". In spite of the fact that the students were discouraged to compare the two languages according to the ALM, teachers were encouraged to make use of contrastive analysis, which revealed the contrasts between the systems of L1 and L2. These contrasts between L1 and L2 were considered to be the source of errors the learners made in the learning process. Thus, teachers were recommended to anticipate the challenging parts for students through contrastive analysis and provide them with practice on these problematic points.

The idea that language learning was a process of habit formation was also associated with behavioral psychology and accordingly one of the aims of the ALM was to help students develop good language habits. In achieving this objective, the technique of repetition was used until the learners could produce error-free utterances. It was quite significant for learners to use the language without producing errors. Thus, it was a necessity for teachers to use the L2 correctly.

For the purposes of helping students form good habits and gain the ability of communication in the L2, dialogues were utilized as the main elements. It is important to add that presentation of the dialogues with their L1 versions was also recommended; however, the students were provided with idiomatic phrases in L1 rather than word-for-word translations (Rivers, 1968). Additionally, the dialogues that consisted of pattern and the drills were used mainly to make practicing of the pattern possible, which could be stated as the main technique of the ALM. Dialogue memorization, substitution, transformation, and question-answer drills were the basic techniques thought to be beneficial.

The students were provided with new vocabulary basically by means of dialogues and it could be noted that vocabulary was not a language area that was emphasized. In contrast, pronunciation was a stressed area of language in parallel with the main aim of the method. In addition, grammar rules were never presented and the students were expected to infer them out of the examples. Speaking of the reason of this principle, it was thought to be necessary for L2 students to experience the same process as children went through acquiring their first language. The same view dominates the teaching of the four skills in that the related principle of the ALM suggests that the skills be taught in the natural order: listening, speaking, reading, and writing.

Lastly, the relevant procedures of the ALM recommended by Brooks (1964, p. 142) should be noted:

- The subordination of the mother tongue to the second language by rendering English inactive while the new language is being learned.
- The summarizing of the main principles of structure for the student's use when the structures are already familiar, especially when they differ from those of the mother tongue.
- Practice in translation only as a literary exercise at an advanced level.

It could be implied that the ALM allowed limited use of L1 and the technique of translation was encouraged merely with students whose proficiency level was high. Thus, it is crucial for teachers applying this method to be conscientious in using the learners' L1. Furthermore, a teacher utilizing the ALM must get training on how the learners' L1 must be used in classes (Brooks, 1964).

Despite the fact that the ALM had a quite vital role in the world of language education and could be accepted as the first method that was based on science, it fell out of favor over

time. One of the reasons for the decline of the ALM was related with its practicality as the practical results of the method were considered to be unsatisfying due to its main techniques. Imitation and repetition caused boredom on the part of the students and "this focus on meaningless pattern drilling produced bizarre text-book-based exercises and generated the overall image of mindless mechanical language production" (Dörnyei, 2009, p. 275).

Chomsky's critique of Skinner's book was the other vital factor that led to the decline of the ALM. Chomsky's transformational grammar rejected the model proposed by behavioral psychology and supported the view that it was not possible for infants to acquire certain number of habits by means of imitating as the adults never produced them (Nunan, 2000). Additionally, according to Chomsky enabling learners to learn the rules through making use of mental properties was a necessity in language learning process, which resulted in the development of Cognitive Code Learning. A teaching method based on Cognitive Code Learning was not presented. However, the Silent Way developed by Gattegno had some features in common with the related model of learning. For instance, according to the rules of the Silent Way, the learners were expected to be active in the process of learning as learner-centeredness was highly supported and Chomsky's model of learning also encouraged the students to discover the rules actively (Anderson & Larsen-Freeman, 2011). Accordingly, the primary goal of the Silent Way was to improve the learners' production in the L2 and in this process, the students were required to speak the language as fluently as possible in a way that could be similar with production of native speakers and to pronounce properly (Richards & Rodgers, 2001). In addition, the students were expected to correct themselves and in this way they were led to obtain inner criteria which was rather crucial "in one's education throughout all of one's life" (Gattegno, 1976, p. 29, quoted in Richards and Rodgers, 2001, p. 83). In this way, the learners could have been responsible, independent, and autonomous players in the process of language learning. Speaking of the practitioner role, the teacher was expected to be

silent as the name of the method suggested and provide the learners with assistance merely when it was needed. Another vital role ascribed to the teachers was to make use of the learners' previous knowledge. The students' knowledge of their L1 was recommended for the teachers to benefit from particularly in teaching the sounds. More specifically, the similar sounds in the L2 and the students' L1 were suggested to be presented in order to facilitate the process of learning. In addition to the language area of pronunciation, the learners' L1 was also used to give instructions in the Silent Way classrooms. The students were also encouraged to present their reactions towards the applications in the lesson in their L1. In short, students' L1 was allowed; however, the message was to be conveyed in the target language generally by means of charts and rods and translation was avoided.

Pronunciation was the basic area that was stressed in the Silent Way and grammar was taught in an inductive manner. Vocabulary had a significant role and Gattegno was in favor of teaching functional vocabulary which could not be translated into the students' L1 directly (Richards & Rodgers, 2001). Lastly, the skills of reading and writing were to be improved on the basis of verbal skills.

The Silent Way, which was a humanistic approach, shared certain principles with the Suggestopedia that was also developed based on humanistic opinions of Lozanov in 1970s. For instance, according to both methods, it was possible for students to learn the language in a relatively short time. Another basic idea proposed by Suggestopedia was that the learners had mental obstacles for learning and it was the teacher's duty to "desuggest" these obstacles (Anderson & Larsen-Freeman, 2011).

Accordingly, the primary objective of the method was to help learners become proficient in communication by means of enabling them to overcome their obstacles. To reach the main goal, the teachers were recommended to lead their students to develop the feeling

that they could succeed by means of a simple and enjoyable way of learning. In this process, the teachers were encouraged to make use of direct and particularly indirect suggestions which were taught to be more influential. Decoration of the classroom with bright colours and the use of songs, games and fine arts contributed to the act of making learning process more enjoyable by enabling students to develop positive feelings towards learning. Another way of eliminating the learners' negative emotions and obstacles was through benefiting from music. The teachers were expected to present the dialogue and then read it with musical background. It is important to note that the students were to be supplied with both target language and native language versions of the dialogue. In the stage of presentation of the dialogue the students were asked to view the grammatical structures and vocabulary attentively and in this part the main language that was used was L2; however, the students were allowed to ask questions or make comments in the language they could deal with (Richards & Rodgers, 2001). After the dialogue was presented, the teachers were to read the dialogue by paying attention to the rhythm of the background music. Music that had a central role in Suggestopedia was useful in affecting the subconscious by giving the learner the message that learning could be simple and delightful (Anderson & Larsen-Freeman, 2011). The students' comprehension of the dialogue was to be checked through question-answer and translation of the sentences. It could be implied that students' L1 was a beneficial means suggested for comprehension in this method. In addition, vocabulary, which had a basic role in Suggestopedia, was to be presented with their L1 equivalents. It is also important to note that the teachers were advised to utilize L1 when it was needed and they were particularly suggested to decrease the amount of L1 use in classrooms as the students became more proficient (Anderson & Larsen-Freeman, 2011).

Speaking of the other language areas to be stressed, the students were to be provided with explicit but limited grammar rules. The skills of reading and listening were to be developed through dialogues and the students were encouraged to write essays.

Another humanistic method that emphasized the importance of feelings was developed in the 1970s and referred to as Community Language Learning (CLL, hereafter). One of the main principles of this affectively based method suggested teachers become aware of the learners' challenges with language learning as the teacher's role was to act like a "counselor". The teachers were supposed to understand students' feelings and this suggestion aimed at helping students realize their strengths and weaknesses in the experience of L2 learning. Another proposal that was offered by CLL was to create an environment in which learners could share their learning experiences with one another and group work activities were recommended for the relevant purpose. The learners were encouraged to develop a community through group work as the name of the method suggested. When the students were given the opportunity to learn in a community in which they could trust each other, they were also provided with the chance to learn in a non-threatening and non-competitive environment.

One of the basic aims of the method was to improve learners' ability to communicate and for this purpose the learners were encouraged to converse with one another through the aid of the teacher. The activity recommended for this step could be accepted as the essential part of the whole procedure. It could be added that "language alteration" in which the learners' L1 was used through translation was suggested to be used for this activity. The teacher was accepted as the knower in this step. "In CLL, a learner presented a message in L1 to the knower. The message is translated into L2 by the knower. The learner then repeats the message in L2, addressing it to another learner with whom he or she wishes to communicate" (Richards & Rodgers, 2001, p. 91). The conversation was recorded and transcribed by the

teacher. The teacher was also expected to write the L1 equivalents of the words of the conversation so that the learners could make use of them to form sentences in further steps. The main reason for the use of L1 was to make learners feel secure in their experience of learning a foreign language which could be threatening. The learners were advised to be provided with familiar knowledge in order to cope with the anxiety that the new learning situations could bring about. It should be noted that the learners' L1 played an important role in this process as "the purpose of using the native language was to provide a bridge from the familiar to the unfamiliar" (Anderson & Larsen-Freeman, 2011, p. 97). The teachers were also encouraged to ask about their students' feelings about the learning experience as the learners' emotions were as vital as their linguistic and intellectual ability according to whole-person learning, one of the models this approach was based on. It is significant to add that the language that was to be used in this stage was learners' L1. It could be implied that L1 was a beneficial tool for this method, particularly with students whose level of proficiency was low. However, decreasing the amount of L1 use was recommended with more proficient learners. Additionally, in multilingual classrooms the lessons were to be conducted exclusively in the L2 even in the earlier stages and different means such as illustrations were used to make the message understandable (Anderson & Larsen-Freeman, 2011). As CLL had extraordinary requirements for the teachers, their proficiency and sensitivity to use L1 and L2 must be high (Richards & Rodgers, 2001).

Speaking of the language areas to be emphasized, the skill of speaking was to be developed initially and correct pronunciation was also promoted through human computer. Vocabulary and grammatical structures were also reviewed through the conversations. In addition, writing skill was improved by means of enabling students to write dialogues.

Another humanistic method of the same period was Total Physical Response (TPR, hereafter) presented by Asher. The view that the affective domain had a vital impact on

learning was supported by the advocates of both TPR and CLL. TPR was also based on the idea that the process of foreign language learning was similar to first language acquisition of infants. Therefore, the order children acquired the linguistic skills was to be followed in teaching a foreign language. In other words, the learners of L2 were initially encouraged to listen and comprehend the features of the language and then speak when they felt sufficient. The students were expected to produce in later stages and this was considered to be a useful way to reduce learners' stress, which was one of the primary goals of the method. Another beneficial way to lower the learners' anxiety was to make use of actions, which was the basic requirement of the method. The teachers were suggested to explain the procedure in learners' L1 before the main activity that was to be applied through actions. The teachers were encouraged to give commands and demonstrate these commands and the students were expected to understand the message and respond with movements. Anderson and Larsen-Freeman (2011) pointed out the idea underlying this procedure by stating that message could be transmitted by means of movements and activation of memory was promoted by enabling learners to respond. This basic part of the procedure was perceived as enjoyable as the ultimate aim of TPR was to improve the skill of speaking in a funny manner. The imperative form was recommended to be made use of as Asher (1977, p. 4, quoted in Richards & Rodgers, 2001, p. 73) identified that "most of the grammatical structure of the target language and hundreds of vocabulary items could be learned from the skillful use of the imperative by the instructor". When the whole procedure is examined, it could be implied use of L2 was encouraged and actions were used rather than L1 to make comprehension attainable.

Krashen and Terrell's Natural Approach, which could be accepted as one of the current communicative approaches, was also based on the view that it was possible for language learners to acquire the L2 in the same natural way the infants acquired their L1. The teachers were recommended to benefit from Krashen's Input Hypothesis in this process of

acquisition. The Input Hypothesis proposed that it was necessary for learners to be exposed to comprehensible input since "acquisition could take place only when people understood messages in the target language" (Krashen & Terrell, 1983, p. 19, quoted in Richards & Rodgers, 2001, p. 180). It was rather crucial for learners to comprehend the messages and it was a necessity for learners to have sufficient knowledge of vocabulary to be able to understand messages. Thus, it could be implied that vocabulary had a central role in the Natural Approach. Speaking of the other language areas to be stressed, it is important to note that "the focus in the classroom should be on listening and reading; speaking should be allowed to "emerge"" (Richards & Rodgers, 2001, p. 183). The students were encouraged to speak only when they were ready for the purpose of lowering affective filter. Additionally, catering for students' needs and interests was another way that was suggested to create a non-threatening environment. It was believed that the ultimate goal of communication could have been reached merely in a relaxing atmosphere. When this method is examined in terms of its attitude towards learners'L1, it could be stated that the teachers were generally discouraged to make use of students' L1 in attaining the objectives stated above. Yet, restricted use of L1 was allowed in the earlier stages of learning. The Natural Approach offered that the experience of acquisition learners went through was divided into three stages and in the first stage the learners were expected to understand what they listened. The teachers permitted students to produce L1 responses in this step for the purpose of increasing their proficiency in comprehending what they listened by helping them focus on merely understanding the material (Taşkın, 2011). In short, production in the target language was not expected in the first stage and the students were allowed to use L1 to make comprehension possible.

The Natural Approach and a great many methods noted above aimed at helping students use the L2 for communication. However, the procedures suggested by these methods were considered to be insufficient in achieving this aim mainly due to their sole reliance on

linguistic forms. The relevant methods and approaches that stressed the importance of linguistic structures gained criticism and a need for an approach that was to emphasize communicative fluency arouse. British linguists had an important role in meeting the need as they found it necessary to enable learners to be proficient communicatively instead of leading them to learn the linguistic forms merely (Richards & Rodgers, 2001). Additionally, Wilkins' notional syllabus, which was transformed into a more comprehensive communicative syllabus by the Council of Europe, led to the development of Communicative Language Teaching (CLT, hereafter). The main objective of the CLT was to make students communicatively competent. In attaining this goal, the teachers were recommended to benefit from the techniques and activities that could enable learners to manage to communicate in L2 in their daily lives. Thus, Brown (2001, p. 43) pointed out that "language techniques were designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes." Accordingly, the activities that required mostly pair and group work were to be planned. According to Littlewood (1981, cited in Richards & Rodgers, 2001, p. 166), the activities suitable for CLT were separated in to two main categories: functional communication activities and social interaction activities. The technique of role play was applied as a social interaction activity and this technique had a quite effective role. The reason why it was effective was that it allowed students to communicate in an appropriate manner by considering the role of the person to whom they were talking to. In this way, students were provided with the opportunity to manage authentic tasks and consequently their communicative competence was improved. It was also rather crucial for learners to be exposed to authentic materials in order to make them competent in real life outside the classroom. It is important to add that the skill of speaking was the basic area of language to be stressed in CLT; however, the students were encouraged to be proficient in the other skills as well. In the process of helping students gain these skills, the language that was to be mainly

used was L2. Particularly, the activities that developed communication were to be conducted in the L2. "However, whenever possible, the target language should be used not only during communicative activities, but also for explaining the activities to the students or in assigning homework. The students learned from these classroom management exchanges, too, and realized that the target language was a vehicle for communication, not just an object to be studied" (Anderson & Larsen-Freeman, 2011 p. 125). Lastly, despite the fact that language was to be regarded as a means for communication, appropriate use of L1 was allowed in CLT (Anderson & Larsen-Freeman, 2011).

When the period that started with the Classical Method and ended with Communicative Language Teaching is examined, it is inevitable to realize that the methods and approaches were quite dominant in the world of education. According to Richards and Rodgers (2001, p. 15) "the most active period in the history of approaches and methods was from the 1950s to the 1980s". A great many methods and approaches were developed successively in the related period as the common idea was that successful language learning could be possible merely with application of an appropriate method in classrooms. The attitudes to this idea changed over time and in the late twentieth century the concept of methods was criticized (Richards & Rodgers, 2001). The limitations of methods were the reasons for criticisms and the notion of "method" was taken out of the picture. Principles were offered rather than approach in relation with accumulation of whole host of elements. This new understanding has come to be known as "post method era".

Linguistics, psychology, second language acquisition and society are included in post method. Yet the role of teacher as a central member is prominent among all the components in that teachers' personal knowledge and experience are considered notably in post method era. Personal knowledge and experience are interpretive and they consist of beliefs that have a considerable role in teachers' guiding their practices which could be attributed to teacher

cognition. In this respect, "personal approach" that was proposed by (Richards & Rodgers, 2001) should be noted. According to this approach, a personal approach is developed by teachers and in this process their sources, judgements and beliefs are considered to be quite effective in their practices. Another offer was proposed by Brown (2002) as "principled approach" In this approach the source is teachers' enlightenment by methodological knowledge and experience. It is based on the idea that every component in learning environment is changing and accordingly twelve principles were presented: automaticity, meaningful learning, anticipation of reward, intrinsic motivation, strategic investment, language ego, self-confidence, risk taking, language-culture connection, native language effect, interlanguage, and communicative competence. According to Brown (2002) the effect that the students' L1 creates on learners is both positive and negative; however, the negative effect tends to be the most noticeable. The L1 is also thought to be a beneficial system that the students could fall back on in the process of learning L2. Brown (2002, p. 13) claims that "the native language of learners will be a highly significant system on which learners will rely to predict the target-language system".

Stern, another important figure of the era, is also in favor of the use of L1 as "the L1-L2 connection is an indisputable fact of life" (Stern, 1992, p. 282). Stern (1992) lists three suggestions that support the use of L1in language classes. Firstly, what the language learners are familiar with is a starting point in the process of learning another language. Secondly, the L1 presents a model that could inform the learners with the L2 system. Lastly, students' L1 and L1 culture are strongly attached to their individual lives.

Stern also contributed to the post method pedagogy by means of the three-dimensional framework (Stern, 1992). The first dimension is intralingual and crosslingual dimensions. Cross-lingual strategies allow use of L1, whereas intra-lingual strategies emphasizeL2 use.

The points on which intralingual and crosslingual teaching strategies are based and the relevant method for each are presented in Table 1.

Table 1

Intralingual and Crosslingual Teaching Strategies

Intralingual	Crosslingual
Intracultural	Crosscultural
L2 used as a reference system	L1 used as a reference system
Immersion in L2/C2	Comparison between L1/L2, C1/C2
Keeping L2 apart from L1	
No translation from and into L2	Practice through translation from & into L2
Direct method	Grammar translation method
Co-ordinate bilingualism	Compound bilingualism

Stern (1992, p. 279)

As indicated in the table, crosslingual strategies are created on the basis of compound bilingualism which supports that L1 and L2 are connected and it is beneficial to make use of L1 in the process of learning L2. Thus, comparison of two languages through translation is promoted in crosslingual strategies. The idea that L1 is useful as a model of information for the L2 system is also highly supported by the advocates of crosslingual strategies. On the other hand, intralingual strategies believe in co-ordinate bilingualism which offers the view that L1 and L2 are totally different systems and L1 should not be used as a reference point. Thus, no translation is allowed in crosslingual strategies.

Stern (1992) recommends that using L1 in earlier stages is appropriate and as the learners display progress into higher proficiency levels, the use of L1 should be minimized. It could be implied that the figures of the post method era generally have positive attitudes towards L1 use in L2 classrooms. It is also important to note that the role ascribed to teachers in post method era is to be active as Can (n.d., para. 10) states that "post-method teachers are autonomous, analysts, strategic researchers and decision-makers". Accordingly, post methods teachers are expected to take the initiative in each step of the process; therefore, they are led to decide on the amount of L1 to be used in classrooms.

Another vital and radical theory whose implication is that teachers and students should behave as active citizens in promoting social change is referred to as critical theory (CT, hereafter). All theories emerge with philosophical bounds and the philosophers who could be stated as the pioneers of CT are Adorno, Marcuse, Habermas, Marx, Horkheimer, and Fromm. The philosophy under CT is related with the idea of making the world a fair and free place. According to Horkheimer, the aim of CT is to liberate human beings from the circumstances that enslave them. Additionally, the Frankfurt School contributed to CT by means of the attitude proposed for the "reality". According to the postmodern theory of Frankfurt School, the "reality" is subjective in that everyone makes their own realities. The reality is also shaped by ideologies, social and cultural factors. On the other hand, modern school explains the "reality" as objective and observable. This traditional theory acts as only a mirror and explains the "reality" as it presently is, which could be attributed to the ideas of the positivist school. The purpose of critical theory is to change this perspective and try to understand individuals' realities from their point of views. In the process, what is problematic with the social reality should be made clear to individuals and they should be led to ask the question of "Can I change the reality?". By means of this guiding question, individuals could be given the chance to take action to change their realities and in this way they could live in a world free of

situations that enslave them. This idea of emancipating oppressed people by means of the guiding question mentioned earlier played an important role in emergence of critical pedagogy (CP, hereafter).

As stated earlier, critical theory is based on the idea that oppressed individuals should be liberated. Emancipating oppressed people could be possible by social change and social transformation. The basic idea of CP is that social change and social transformation could be promoted through education. As language is a vital tool for critical thinking, initially what critical pedagogy comes to mean in language teaching should be made clear. Akbari (2008, p. 276) points out that "critical pedagogy in English Language Teaching is an attitude to language teaching which relates the classroom context to the wider social context and aims at social transformation through education". Teachers should be aware of the fact that language classrooms are communities and by means of language education change in a greater social context is possible. What is done in practice in classrooms is especially important as the approach that critical pedagogy is not a theory is supported by several authors. According to Canagarajah (2005, p. 932) "CP is not a set of ideas, but a way of 'doing' learning and teaching." In this respect, what critical pedagogy offers in terms of the use of L1 in language classroom practices should be discussed. According to CP, students' native culture and native language should be respected by practitioners in foreign language classrooms. Accordingly, the facts about learners' own culture should be involved in lesson plans. Akbari (2008) suggests the reasons why students' local culture should be used in L2 practices. Firstly, it is a necessity for learners to speak about their cultural background in communication that takes place in real life. Secondly, students should be led to be aware of their cultural realities to make transformation possible. Lastly, when the students are exposed to merely admirable characteristics of the target culture, they might feel inferior. Total banishment of L1 could also create the same effect on students as students' L1 is a considerably significant part of

their identity. The aim of CP is to empower the disempowered and in achieving this aim, practitioners are recommended to make use of L1 to a certain extent as it is one of the ways to respect learners' identity and their linguistic rights (Akbari, 2008).

Another recent framework that has influenced the world of language education is the Common European Framework of Reference for Languages (CEFR, hereafter). The CEFR is a descriptive framework for all language levels. It presents a mutual ground for the involvement of language curriculums, syllabus guidelines, tests, and course books, etc in Europe (CEFR, 2002). It is important to state the reasons for the development of the CEFR. Mobility was one of the most important factors that contributed to requirement of language use for the purposes of communication and exchange. In other words, as people had more opportunities to travel for a number of reasons, it was necessary for them to communicate in foreign languages. In order to obtain certificates, it was a necessity to label a variety of levels of knowledge in the learning process; therefore, the CEFR was the European answer to this requirement (Figueras, 2012). The CEFR was developed as a common guide that could be helpful for both learners and practitioners of foreign languages. Additionally, awareness of other cultures to support mutual collaboration and understanding brought about the necessity of proficiency in modern languages .Cultural reasons and the need to describe languages could be stated as the leading factors for the development of the CEFR.

The basic aim of the CEFR is to enable learners to become communicatively competent; therefore, it proposes that classroom instruction should be conducted mainly in the L2. On the other hand, the technique of translation is recommended as a basic mediation activity (Marques-Aguado & Solis-Becerra, 2013). It is important to state that mediation activities recommended by the CEFR help language users to behave as mediators between the speakers who are linguistically and culturally insufficient in the language communication takes place. Thus, it could be implied that translation as a mediation activity is considered to

be quite beneficial according to the CEFR and translation in improving lexical competence is particularly suggested. Marques-Aguado and Solis-Becerra (2013, p. 44) list the guidelines concerning the role of translation and L1 suggested by the CEFR:

- Using translations for students to process and produce texts.

- Translation into and from students' L1 (to convey lexical, grammatical, and pragmatic meaning).

- Memorising lists of words with their corresponding translations to develop lexical competence.

- Translating texts of increasing complexity into L2 (to develop pragmatic competence).

- Assessing contrastive factors between similar languages, since their learners usually tend to translate word-by-word.

Speaking of the reason why the technique of translation is highly recommended, it should be noted that it is one of the ways to make language learners pluricultural and plurilingual, which is quite significant for the CEFR. "Translating (or summarising) a second foreign language into a first foreign language, participating in an oral discussion involving several languages, interpreting a cultural phenomenon in relation to another culture, are examples of mediation which have their place to play in assessing and rewarding the ability to manage a plurilingual and pluricultural repertoire" (CEFR, 2002, p. 175).

Monolingual approach. There are two main approaches that particularly deal with the issue of the use of learners' L1 in language classrooms: bilingual approach and monolingual approach or English-only movement or policy. What is proposed by bilingual approach is that learners' L1 plays a positive role in the process of language learning and teaching. Accordingly L1 is to be utilized by both students and teachers judiciously. On the contrary, monolingual approach suggests that students' L1 is detrimental and the language that is to be

exclusively used in language classrooms is the L2. The attitudes towards these two opposing approaches have changed throughout the history of language teaching. It could be implied that bilingual approach was mainly applied in classrooms in the early years of the period as translation was the basic technique of the Classical Method and the GTM. The GTM received criticisms over time as it ignored improving learners' communicative ability and the focus was shifted towards the spoken word by the figures of the Reform Movement. In this movement, it was believed that the main goal of improving students' speaking skill was to be achieved by means of excluding students' L1. As a result, bilingual approach declined and monolingual approach whose aim is to make learners think in the target language began to dominate the world of language education. It is important to note that some English speaking countries whose aim was to teach their language in English as a Second Language (ESL, hereafter) contexts for a variety of ideological and political reasons contributed to the rise of English-only movement. Britain had a particularly important role as a leader in the process as Gabrielatos (2001, p. 34) points out that "monolingual English education was first used in the primary and secondary schools of former British colonies". The lessons were conducted in merely English in the neocolonial counties of Britain and in this way, Britain gained control and power over its neocolonial countries. It could be inferred that English language was an ideological tool used by the British in order to be more powerful in their international relations. Additionally, it is important to note that Britain was not the only country that benefited from monolingual approach for ideological and political reasons. Monolingual approach was preferred as the basic way of teaching the L2 for political reasons in the ESL contexts in the United States of America (U.S.A., hereafter). The learners educated in these ESL classrooms were generally European immigrants who had to leave their countries after World War I and the relevant mass immigration contributed to development of the Americanization Movement previously. Speaking of the related contribution, it should be

noted that immigrant-effect was held responsible for the difficulties the country had in politics and economy and the Americanization Movement was developed as a tool for handling this effect (Auerbach, 1993). One of the requirements that this movement brought about for immigrants was to speak English well and consequently, ESL teaching was spread directly in the early 20th century (Baron, 1990, cited in Auerbach, 1993). It was crucial for the native speaker teachers of English to help the ESL learners to develop their speaking ability in the L2. Accordingly, monolingual approach was applied in these classrooms to achieve the relevant purpose. The rise of the English-only movement continued until the mid-1960s and the Makere report that was presented in Uganda in 1961 had a significant role in the process of strengthening monolingual approach through its tenets presented below (Phillipson, 1992, p. 185, quoted in Labbas, 2009, p. 29):

1. English is best taught monolingually.

2. The ideal teacher of English is a native speaker.

3. The earlier English is taught, the better the results.

4. The more English is taught, the better the results.

5. If other languages are used much, standards of English will drop.

The first fallacy was particularly crucial in terms of its contribution to the improvement of English-only movement since it strongly supported the view that the English language was to be taught by means of sole use of it. In other words, what was suggested by this fallacy was that learners' L1 should not be used in any cost in language classrooms, which was the main principle of monolingual approach. Another principle of monolingual approach was based on the idea that the L2 and students' L1 were to be kept separate, which is referred to as coordinate-bilingualism. Brooks was a strict supporter of the idea that is proposed by coordinate bilingualism that provides the professionals of the area with implications for language teaching. These implications that equipped the practitioners who

worked in both second language and foreign language contexts with information that recommended an English-speaking student learning an L2 not to do were presented by Brooks (1964, p. 52): "a) he must not speak English, b) he must not learn lists of English-foreign-language equivalents, and c) he must not translate from the foreign language to the into English". Brooks' suggestions were particularly more advantageous to be applied for native speaker teachers of L2 as native speaker teachers generally were not proficient users of their students' L1. Additionally, the second tenet of the Makere report had an important impact on the reinforcement of the position of native speaker teachers. The fact that a good many native speaker teachers could not speak their students' L1 in language classrooms, particularly in ESL contexts, was considered to be an advantage by the advocates of monolingual approach. In addition to native teachers' lack of competence in students' L1, their superiority in their level of English language proficiency was regarded as the main benefit of native teachers by the proponents of English-only. The supporters of monolingual approach also claimed that native teachers were more advantageous than non-native teachers on the grounds that they had higher level of confidence and proficiency that enabled them to use the language more properly and they were perceived as appropriate role-models for their students due to their tolerance of errors, flexibility, radical manner and concentration on oral proficiency (Medgyes, 2001, p. 433-435, quoted in Caletkova, 2014, p. 22). The assumption that native speakers were better teachers than non-native teachers was quite useful for native teachers as it enabled them to be employed in language schools. Yet, some developed countries' real objective of employing native teachers to work in ESL contexts was totally political rather than linguistic. The tenet that suggests that native speaking teachers are the most proper teachers of English and other tenets of the Makere report were beneficial particularly for Britain as one of the developed countries mentioned above. The reason why it was beneficial for Britain was that the relevant tenets of the report catered for the ideological and political

interests of the British such as ensuring neocolonial control and making its own citizens more privileged. Phillipson (1992, cited in Auerbach, 1993, p. 13) "claims that the development of English Language Teaching (ELT, hereafter) as a profession was itself a direct response to a political imperative". It is possible to state that Britain was one of the most significant countries that had a great impact on the development of ELT, as a career by means of its contribution to both the rise and improvement of the English-only movement. In this respect, how the process was influenced by the British-based training system should be noted. Harbord (1992, p. 350) states that "the subsequent growth of a British-based teacher training movement out of the need to provide training for teachers working with multilingual classes served to reinforce the strategy of mother tongue avoidance". In other words, British-based teacher training system was based on the assumption that English-only was the most appropriate way of teaching the language in multilingual and multicultural classrooms. It is important to note that a great many students educated in multilingual classes were in the process learning English as a second language. As the teachers in ESL contexts were generally monolingual speakers of English and the students generally spoke different native languages, English-only was chosen as the easiest approach to be applied by the teachers in this type of classrooms. In this way, the teachers could deal with their worry regarding losing control of the class as Phillipson (1992, p. 188, quoted in Labbas, 2009, p. 28) claimed that "the teacher could assume control of the class, and would naturally be in a position of strength". Additionally, another benefit of the English-only for the teachers was that it was not necessary for them to learn their students' L1s. Thus, a great many teachers benefited from monolingual approach in multilingual classrooms. The idea of sole use of the L2 as the only possible option in multilingual classrooms has been supported not only by the teachers in practice but also by the figures of the area in theory. One of the related figures is Stern (1992, p. 286) who claims that "in a class of native speakers of different languages an intralingual

strategy is the only one that is normally possible". This view that promotes monolingual approach in multilingual classrooms is complemented by the idea against the use of L1 in multilingual ESL contexts proposed by the advocates of the English-only. It is almost impossible for the teacher to speak each L1 the students possess and the teacher could merely speak several L1s students speak in such contexts. When the teacher prefers to communicate with these several groups of students by using their L1s, an unfair atmosphere could be created in the classroom. Thus, the proponents of monolingual approach argue that "interacting with some students using their L1 might alienate other students in the students who do not speak that L1" (Qadri, 2006, p. 21). Additionally, it is necessary for language learners in ESL contexts to be able to communicate with native speakers on a variety of different subjects to be active in their lives. It should be added that the act of using English-only is considered to be more appropriate in such contexts. L1 is the language mainly used in learners' local relations; therefore, "the learner's first language will often be limited to that of a social role, and its use in other contexts may interfere with communication, or be inappropriate" (Wigglesworth, 2005, p. 3). In other words, ESL learners' L1 is regarded as an interfering factor in communication by the advocates of the English-only policy.

When the history of monolingual approach is examined, it is possible to realize that the political and ideological interests of some powerful countries and the conditions in ESL contexts have led to the rise and improvement of this approach. Monolingual approach was first used in ESL contexts and it had such a great impact that it was spread to EFL and other language classrooms over time. This approach was quite influential in the world of education in parallel with the attitudes against the use of L1 in language classrooms in the 20th century. According to Howatt (1984, p. 289) "the monolingual principle, the unique contribution of the 20th century to classroom language teaching, remains the bedrock notion from which the others ultimately derive". It could be implied that what is presented by the principles of a

variety of significant methods and approaches was that students' L1 should be avoided as much as possible. Accordingly, the L2 must be the medium of instruction in language classrooms. The Communicative Approach, which was developed in the 1970s, was one of the relevant approaches that promoted monolingual approach. The Communicative Approach enabled the scholars of the area to develop innovative attitudes towards language teaching. Consequently, the scholars started to concentrate on the idea of arrangement of language learning with suitable requirements rather than the debates on methods (Howatt, 2004, p. 326, quoted in Brooks-Lewis, 2009). In this respect, teachers were recommended to help their students be exposed to the L2 as the most important requirement of the Communicative approach, which was also the basic suggestion of the monolingual approach. The proponents of the Communicative Approach also promoted monolingual approach through supporting the view that students were to be involved in the activities in which they could communicate with each other in the L2 in authentic contexts. The students were to be encouraged to use the L2 in such planned activities; however, exposing the students to L2 input merely through such activities was considered to be insufficient. Accordingly the Communicative approach offered that L2 should not only be considered as a subject to be learned but also be accepted and used as the language of real communication in language classrooms. The teachers were encouraged to use the target language in their lessons for approximately all types of interaction with their learners and the use of L1 was considered to be inappropriate as Cook (2001, p. 209) argues that "a teacher who uses the L1 for classroom interaction is depriving the students of the only true experience of the L2 that they may ever encounter". Exposure of students to L2 input as much as possible is particularly beneficial for learners educated in EFL and other foreign language learning contexts as these students do not have many opportunities to use L2 outside the classroom, which is the most powerful rationale on which monolingual approach is based on. According to Krashen (1982, cited in Turnbull, 2001 p. 532) "in these contexts, the

teacher is most often the sole linguistic model for the students and is therefore their main source of TL input". Thus, teachers are expected to maximize their L2 use as appropriate role models. It is also important to note that the claim that teachers' maximum provision of L2 in language classrooms has a positive effect on students' achievement has been justified by some empirical research. According to the results of a study conducted by Turnbull (1998, 1999a, 1999b, cited in Turnbull, 2001), the learners of the two French teachers who used more French in their lessons were found to be more successful than the students of other teachers who spoke less French. Furthermore, L2 proponents support the view that teachers should increase the amount of L2 use on the grounds that this is the best way that helps learners become proficient in practicing the L2. It is believed that the students could get the opportunity to become practically proficient only if they could have the possibly of developing their receptive skills such as reading and hearing the target language as well as the productive skills such as speaking and writing L2 (Stern, 1992).

The Communicative approach, which suggests that students should be exposed to L2 as much as possible, was quite effective in the world of language education in the 1980s. It could be implied that the monolingual approach was also influential in the same period as the main purpose of the Communicative approach could be achieved though exclusive use of L2 in realistic contexts, which is offered by the Monolingual approach. It is important to note that the monolingual approach was further strengthened by the subsequently developed reports, teacher-training manuals, and national curriculums of some countries, particularly of the United Kingdom (U.K, hereafter). For instance, the reports presented by the British school inspectorate agency OFsted in 1993 had a vital role in increasing the popularity of the monolingual approach in that they presented that "teachers should insist on the use of the target language for all aspects of a lesson" (OFSTED, section 37, quoted in Labbas, 2009, p. 30). Thus, the monolingual approach was regarded as the most proper way of language

teaching in the 20th century. The advocates of this approach strongly supported the view that L1 should not only be used by the teacher but also by the students as they believed that "if students are not using English everyone is wasting their time" (Harmer, 2001, p. 131). Accordingly, the attitudes of methodologists towards the use of students' L1 were generally negative as Cook (2001, p. 405) claims that "this anti-L1 attitude was clearly a mainstream element in twentieth-century language teaching methodology". Accordingly, the idea of banishment of learners' L1 in language classrooms was strongly supported by the L2 proponents as they claimed that ban of learners' L1 in lessons increased the efficiency of L2 learning (Tang, 2002, p. 36).

Despite the fact that the monolingual approach has lost its favor recently in parallel with the rise of the bilingual approach, the idea of sole use of L2 in language classrooms has continued to be supported in theory and practice. One of the most important benefits of the English-only is that this approach helps teachers increase the usefulness of authentic and natural contexts in which students are expected to communicate with each other. According to the advocates of the English-only, learners should be encouraged to communicate mainly in L2 in such contexts since an atmosphere that reflects real-life situations could be created merely in this way. Accordingly, making use of students' L1 in these contexts is considered to be inappropriate as it impedes the authentic and natural atmosphere. Thus, it is possible to state that "the use of the mother tongue goes against this principle of authenticity" (Martinez & Olivera, n.d., p. 195). When students are provided with sufficient L2 input and with the opportunity to use L2 in authentic and other contexts, it is possible for a great many students to be highly motivated as "learners see the TL as immediately useful as opposed to at some distant point in the future" (MacDonald, 1993, cited in Turnbull, 2001, p. 533). In other words, another advantage of the monolingual approach is that it increases learners' motivation as they experience the immediate success of comprehending and using the target language.

Additionally, the monolingual strategies are intended to build a different network by creating associations internally and help the student progress in that network in the identical manner an experienced individual uses the language (Stern, 1992). The teachers applying the English-only approach also provide the students with the opportunity to hear a great amount of L2. It could be stated that this is considered to be one of the most important advantages of the monolingual approach as Asher (2012, cited in Blackman, 2014, p. 13) states that "the brain is neurologically hard-wired to learn best through oral stimuli". The supporters of the monolingual approach also argue that encouraging students to use the target language is one of the most important ways of respecting their current skills and teaching them how to deal with the difficulties they have related with fluency in communication (Hoff, 2013).

It is important to note that the arguments that support the monolingual approach are not only based on its advantages stated above but also the idea that L1 should be avoided in the process of second language acquisition (SLA, hereafter). The language acquisition view, one of the strongest SLA rationale on which the English-only is based on, proposes that the process a student learns L2 should be identical with the way a child acquires his/her L1 as much as possible. Moreover, at the end of the process of learning L2 students are expected to have native-like proficiency. The reason why the process of first language acquisition should be considered as a useful sample is that almost all children are totally successful in acquiring the language. In other words, "if the only completely successful method of acquiring a language is that used by L1 children, teaching should be based on the characteristics of L1 acquisition" (Cook, 2001, p. 406). One of the relevant characteristics of L1 acquisition is that a monolingual L1 child does not need another language in acquiring his/her L1. Therefore, the idea that students' L1 should be avoided in L2 classrooms is supported on the basis of the opinion that another language is also unnecessary in the process of SLA. As children in the process of L1 acquisition learn the language by being exposed to it, exposure of L2 learners to

the L2 to the possible extent is regarded as the most proper way of learning according to the language acquisition view.

The idea of exposing students to the target language is not only supported by the language acquisition argument but also by Krashen's Comprehensible Input Theory. The comprehensible input theory suggests that teachers should provide their students with comprehensible input in the L2 so that their students could acquire L2 properly. The meaning is to be negotiated by students by means of teachers' use of communicational tools such as repetition and clarification requests for the purpose of helping them to comprehend the input and acquire the language (Qadri, 2006). These suggested tools could be considered to be a useful way of minimizing L1 and maximizing the amount of L2 in language classrooms. Another requirement of the comprehensible input theory is that the input exposed to students is to be one step beyond their present level. The L2 should be mainly used even in this step due to the idea that it is useful for students if they do not comprehend a little amount of the input, which is against the idea of using L1 to help students comprehend every little item. Thus, it is possible to infer that the monolingual approach is strongly reinforced by Krashen's comprehensible input as the theory implies that L2 should be exclusively used and L1 should be avoided in L2 classrooms to the possible extent.

Another crucial view that promotes the monolingual approach is the language compartmentalization argument. As its name suggests, what is proposed by this view is that learners' L1 and L2 should be kept separate since it is claimed that they possess two completely different systems. The basic reason why the advocates of this argument are in favor of the separation of the two languages is that L1 is considered to act as an interfering factor and to be the main source of the student's errors. It is also vital to note that the language compartmentalization view has been developed on the basis of coordinate bilingualism that suggests the separation of the two languages. Ervin and Osgood (1954, cited

in Stern, 1992) play an influential role in strengthening the intralingual strategies as they perceive what is offered by the coordinate bilingualism as the sole advantageous objective and believe that the compound command of L1 and L2 is the cause of the ineffective strategies of traditional schooling. One of the monolingual instructional assumptions related with the language compartmentalization argument that has been presented by Cummins (2007, p. 223) is that "within immersion and bilingual programs, the two languages should be kept rigidly separate". The idea of keeping two languages apart has been useful for the practitioners who work in immersion and dual language programs and applying this rule in such contexts could be considered to be an act of reinforcing the monolingual approach. It is crucial to add that the language compartmentalization argument provides implications for language teachers working in the other contexts as well as the ones who teach in immersion and dual language programs. One of its implications is that translation, particularly word-for-word translation, should be avoided, which is in parallel with the language compartmentalization view. What is suggested by the supporters of the language compartmentalization view is that the monolingual strategies should be utilized instead of crosslingual strategies such as translation language classrooms. One of the language areas that are to be developed through intralingual strategies rather than translation is lexical knowledge of learners. The monolingual strategies that could be alternative to translation and help learners improve their lexical knowledge should be noted. According to Harbord (1992) "some effective target language strategies are visual prompts, mime, and evoking situational context to create a need for the item in question (for eliciting), together with paraphrase, definition, and multiple exemplification". Additionally, learners should be encouraged to benefit from monolingual dictionaries as a vocabulary learning strategy as they include samples that indicate how to use the word according to the context and to stress properly (Hedge, 2008). These intralingual strategies are recommended for language teachers to be used not only in planned vocabulary teaching stages

but also in responding students' spontaneous questions that demand the meanings of the unknown lexical items. The L2 proponents agree that responding to students' questions with a quick translation of the lexical item is to be avoided by language teachers. Grim (2010) found that when instant translations were used by the participant teachers, the learners were not provided with the opportunity to indicate that they comprehended. Another type of translation that is considered to have a negative effect on language learning is word-for-word translation. The reason why word-for-word translation is to be avoided is that lexical items do not naturally have precise correspondents between languages and thus it is a necessity for teachers to provide learners with extra knowledge to make the item completely meaningful (Martinez & Olivera, n.d.). Accordingly, it is suggested that teachers should not only avoid using word-for-word translation for explanation but also discourage the learners from using it. Translation out of context and translation to L2 are also considered to be inappropriate by the supporters of the monolingual approach. Translation into L2 is particularly criticized due to its demanding requirement for learners. Stern (1992, p. 296) points out that "translation presupposes a knowledge of the language into which one is to translate, and this is precisely the knowledge the learner lacks". In other words, translation into L2 requires knowledge that is beyond learners' level of ability; therefore, it is considered to be problematical.

The advocates of the monolingual approach also note that the use of translation and learners' L1 should be avoided in improving students' grammatical knowledge. Harbord (1992) perceives explanation of a grammar concept through L2 for the purpose of making it meaningful for students as the ideal way teaching grammar; however, practitioners usually switch to learners' mother tongue since they find explaining in L2 extremely complex and think that they are not capable of proving learners with an understandable information of the relevant item solely in L2 on the grounds that they are insufficiently trained.

L2 proponents recommend teachers to make use of the monolingual strategies not only for the purposes of teaching vocabulary and grammar but also other language areas. According to Stern (1992, p. 291) "they may be designed to practise a particular communication skill, for example, listening comprehension, reading or speaking, a combination of skills, or transposing from one skill to another". Making sole use of L2 is regarded as an effective way particularly in improvement of the listening skill. Even Atkinson (1996, cited in Caletkova, 2014), who is one of the leading proponents of L1, agrees that the use of learners' mother tongue is an improper act of developing students' listening skill. Moreover, utilizing L1 for the purpose of checking comprehension at the end of the reading and listening activities is suggested to be avoided. Harbord (1992) insists that when teachers decide to use L1 for the relevant purpose, they lose the chance of enabling learners to communicate and cannot be suggested at any costs. Another linguistic skill that is to be improved by means of exclusive use of the L2 is speaking. The activities that help learners to speak fluently are generally used by teachers in ELT classrooms. Practitioners should encourage learners to avoid using their L1 in such activities, particularly the ones that require pair work as Harmer (2001) suggests that if the students are involved in activity that could make them orally fluent, utilizing another language apart from the L2 causes the activity to be useless. The use of L1 is not only be avoided in conducting the speaking activities that require pair work but also in leading the activities that require all types of collaborative work for other purposes. What is common in most of the language classrooms is that more competent learners assist weaker ones about the points they have difficulty in comprehending and this is often conducted in their L1. According to the supporters of the monolingual approach, students should be discouraged from utilizing L1 in such situations since it may create an unfair atmosphere in classrooms. Harbord (1992, p. 354) states that "by focusing on certain students as weak and therefore deserving of special treatment, the first and second strategies

may also consolidate a class hierarchy which has a negative effect on those weaker students by reinforcing their reliance on the mother tongue". It is important to note that the first and second strategies include more competent students' explaining to others who do not comprehend and providing them with personal assistance in L1. The weaker students could develop negative feelings as a result of application of the relevant strategies. It is the teacher's duty to help their students to deal with their negative feelings and a great many teachers benefit from L1 to solve such problems and for other affective purposes. The other affective purposes include establishing rapport and building good relationships with students and L1 is often used in language classrooms by teachers for the relevant purposes. However, L2 proponents are against the idea of making use of L1 for such aims since it is considered to be risky and accordingly the intralingual strategies are presented. "Alternative strategies might include telling simple jokes or chatting to the students in L2 before the lesson or during breaks, and being prepared to reveal as much personal about oneself as one asks of the students" (Harbord, 1992, p. 354). When these strategies are applied by teachers, two of the most important requirements of a communicative classroom, authenticity and naturalness are reinforced. It is important to add that another way of promoting authenticity in language classrooms is to make sole use of L2 for the purpose of classroom management. How the instructions of an activity are given by a teacher is an indicator of how the classroom is managed by him/her. In this respect, the L2 proponents' suggestion on what role students' L1 should play in giving instructions should be noted. According to the advocates of the monolingual approach, giving instructions should be conducted mainly in the L2 as Harbord (1992, p. 353) points out that "(…) giving instructions for a task is one of the most genuine opportunities for teacher-student communication in the classroom". It is also crucial for teachers to be able to maintain discipline to manage the classroom properly and the L2 proponents argue that the problems related with discipline should be handled in the L2.

Chaudron (1985, p. 21, quoted in Turnbull, 2001, p. 532) argue that "in the typical foreign language classroom, the common belief is that the fullest competence in the TL is achieved by means of the teacher providing a rich TL environment, in which not only instruction and drills are executed in the TL, but also disciplinary and management operations".

The supporters of the monolingual approach believe that the L2 is to be mainly used for the purpose of testing as well as classroom management. Accordingly, translation as a testing technique is to be avoided as it is claimed that it is not reliable on the grounds that it does not test the student's achievement in an actual task of language (Atkinson, 1987). The avoidance of learners' L1 in exams has also been supported by the educational policies of a variety of countries, particularly the U.K by means of the maxim that "the form of a Target Language exam assumes also rubrics in the TL" (School Curriculum and Assessment Authority, 1994, quoted in Cook, 2001, p. 416).

The proponents of the monolingual approach, who are in favor of exclusive use of L2 in language teaching, support their argument on the basis of the approach's advantages and a certain number of SLA theories. Accordingly, they present the purposes for which the target language should be used instead of L1 that are stated above. When the issue of the use learners' L1 in language teaching is examined from the perspective of L2 proponents, it is possible to realize that the monolingual approach is considered to play a quite positive role and thus it is strictly supported. However, when different aspects on the same issue are reviewed, it could be realized that this approach has been criticized critically and some of the criticisms aimed at making the assumptions on which it is based on invalid.

The monolingual approach was developed in ESL contexts by mostly English-speaking countries for ideological and political purposes rather than pedagogic and linguistic ones, which could be regarded as the main source of criticisms towards the English-only

policy. The use of the English-only in ESL classrooms was a basic action of the dominant groups whose aim was to gain control and power over the non-dominant groups. This was merely one of the acts of the developed countries in managing the power relations. Such acts of the dominants groups are significant as Auerbach (1993, p. 11) states that "these every day, taken-for-granted practices constitute what Fairclough calls ideological power, one of the central mechanisms of ensuring control by consent". In this respect, the English language was used by Britain as a beneficial means in maintaining control over its colonial countries through the attempts without force, which reinforced linguistic imperialism. According to Phillipson (1992, p. 47, quoted in Auerbach, 1993), the supremacy of English is stressed and protected by establishing and reconstituting inequities related with structure and culture within English and different tongues by English linguistic imperialism. As an important way of practicing linguistic imperialism, the idea that it was a necessity for learners to have native-like proficiency in English was supported. In addition, it was revealed that native speaker teachers of British English were the ideal teachers that could make learners native-like competent. The real purpose of Britain that presented native teachers as the most proper practitioners was to make the British more privileged, which was totally political and ideological rather than linguistic. Accordingly, the tendency of idealizing native speaker has been criticized as a great number of native Englishes exist; however, this is not the mere reason why it has received criticism. Kachru (1994, cited in Wigglesworth, 2005, p. 2) notes that "this is an abstract notion since no such idealized native speaker exists-anybody speaking any language is always affected by the conditions of normal usage such as distraction, noise, the limitations of memory, and on-line planning".

The use of the English-only in ESL classrooms was an effective tool used by the dominant groups for ideological and political purposes. It is significant to add that the criticisms towards the monolingual approach were based on the empirical evidence that is

against the use of monolingual strategies in ESL contexts as well the factors that promoted this approach stated above. The research evidence indicates that the consequence of the application of the monolingual approach in some ESL classrooms, particularly the ones in which adults, who are minimally literate in L1 and insufficiently trained, are educated, could be negative. For instance, the findings of a study conducted by the University of Massachusetts revealed that learners who were minimally literate in L1 in ESL classrooms with monolingual instruction usually stated that they did not know what was happening in the classroom (Auerbach, 1993). In short, the use of the monolingual approach in such contexts might have a negative impact on both affective development and the political position of the learners with little literacy or training. As a result, the way they live out of the class is affected in that they could have less working opportunities and could be marginalized more (Auerbach, 1993). The avoidance of learners' L1 in ESL contexts serve for the benefits of the dominant groups by making the less powerful groups marginalized and disempowered, which could be regarded as a strong argument against the monolingual ESL instruction. The banishment of students' L1 in ESL classrooms is also criticized due to the idea that the use of learners' L1 is an effective way of respecting their identity in multilingual ESL classrooms as Cook (2007 online, quoted in Taşkın, 2011, p. 48) states that "the ESL classroom cannot follow the motto "One nation, one people, one language", a somewhat overrated statement since it implies that a classroom is a state". This implies that ESL teachers should take their students' psychological state and political position into consideration and be cautious in applying the monolingual approach that could cater for the ideological interests of the more powerful countries.

The factors that have led to the improvement of the monolingual approach and the consequences of the application of it in ESL contexts are the source of the arguments against the English-only. When the history of the monolingual approach is examined, it could be

realized that the monolingual approach was spread to EFL and other foreign language learning contexts. Thus, it is important to add that the views against it are not only based on its use in ESL contexts but also EFL and other language learning contexts. The idea of total banishment of learners' L1 is considered to be unsupportable in all types of language learning contexts as Dailey-O'Cain and Turnbull (2009, p. 186) conclude that "there is simply no evidence that a prescribed target-language only environment is beneficial to learners, and there is ample evidence that it may be detrimental". The monolingual approach is criticized on the basis of lack of evidence that reveals that it is useful for learners as well as the drawbacks of the monolingual strategies. According to Stern (1992), the basic difficulty for the practitioner in applying monolingual strategies is making the input meaningful, i.e., to assure that it is understandable for the learner and actually understood. In other words, intralingual strategies could act as an obstacle for students' comprehension. As a result, learners could feel stressed and that is one of the reasons why the English-only is considered to be impractical by the opponents of the approach. Another factor that reinforces the idea that banishment of L1 is not practical is the fact that a great many practitioners are non-native English speaking teachers (Hawks, 2001, cited in Kelilo, 2012). When such teachers make an effort to make sole use of L2 and to avoid L1 at all costs, the way they teach could be affected negatively. Furthermore, the ability of non-native teachers to speak learners' L1 is perceived as a significant advantage, which is against the monolingual approach's implication that the native speaker teacher is the ideal language teacher. The other advantages of non-native teachers, which are presented to discredit the relevant implication of the English-only policy, should also be noted. The greatest advantage of non-native teachers is that they have experienced "the laborious process of acquiring English as a second language and … have insight into the linguistic and cultural needs of their learners" (Phillipson, 1992, p. 195, quoted in Auerbach, 1993). As such teachers have gone through the same process as their learners, they are

considered to be more beneficial for learners in that they could deal with learners' linguistic problems more efficiently through empathizing with them more easily than the native teachers. Non-native teachers are advantageous in building proper social interaction with their learners as well as assisting them linguistically as they have the same cultural background. Additionally, non-native speaking teachers are regarded as crucial role-models for their students as Martinez and Olivera (n.d., p. 202) point out that "students feel more identified with the non-native speaker because they see it as a model they "can" achieve: an expertise in an L2, not a native speaker of the language to be learned". The act of presenting native teachers as the most proper language teachers is also criticized on the basis that it is possible for a non-native teacher to compensate for his/her deficiencies by means of training. According to Phillipson (1992, cited in Auerbach, 1993), most of the characteristics that are thought to cause native speaking teachers to be more efficient practitioners such as being fluent, using the language appropriately, and being knowledgeable about linguistic associations related with culture could be gained by means of education.

The idea that the native teacher is the ideal teacher, which is strongly supported by the monolingual approach, is criticized due to the factors stated above. It is also crucial to note that another significant view on which the English-only is based on, which is exposure of students to the L2, is questioned and further suggestions have been put forward to disfavor it. One of the relevant suggestions is related with the expected result of the exposure. It is believed that learners could benefit from being exposed to the L2 input on the condition that it turns into intake; however, exposing learners to L2 input merely does not guarantee intake (Dickson, 1992, Macaro, 1997, Sharwood-Smith, 1985, Chaudron, 1985, Ellis, 1994, Gass, 1988, cited in Turnbull, 2001). The question regarding students' L1 in the process of intake arouses as Turnbull (2001, p. 533) states that "it is valid, therefore, to consider whether TL input might become intake more readily if teachers use the L1 judiciously to catalyze the

intake process in some way". In other words, the role of students' L1 in turning the L2 input into intake should be reconsidered. In addition, another idea that handles the issue of exposure from a different perspective is that mere exposure is not sufficient as there more crucial points in language learning. The relevant points include standard of text material, educated practitioners and sensible methodology of teaching that are considered to be more significant than the quantity of exposing learners to the target language (Phillipson, 1992, cited in Kelilo, 2012). Exposure of learners to the target language by teachers has also been criticized on the basis of empirical evidence. A study conducted by Macaro (2009) revealed that teacher's using the L1 did not contribute to learner's using the L1 and that teacher's using the L2 did not contribute to learner's using the L2.

The ideas put forward to discredit the SLA rationale on which the monolingual approach is based on should be also noted. As stated before, what is proposed by the language acquisition view is that the two processes of L1 acquisition and learning of L2 should be similar. Thus, it implies that it is not necessary for L2 learners to have recourse to their L1 as L1 monolingual children do not rely on another language in the acquisition process. Yet, the distinctions between the two processes and between L1 children and L2 learners present the implication that the use of learners' L1 could play a role in L2 learning. In this respect, the basic differences between the way children acquire the L1 and learners learn the L2 should be stated. Children acquire the L1 innately, unconsciously, and without making an effort, which completes the main humanistic requirement to communicate, while learners acquire the L2 in a voluntary, conscious and effortful way, which is not a main requirement since they possess the L1 for communication earlier (Martinez & Olivera, n.d.). Speaking of the basic distinctions between L2 learners and L1 monolingual children, "L2 learners have more mature minds, greater social development, a larger short-term memory capacity, and other differences from L1-only young children above all, L2 learners already know 'how to mean'" (Singleton,

1989; Halliday, 1975; cited in Cook, 2001, p. 406). The language system L2 students already have is considered to influence the process of learning the L2. Developed L2 students utilize their L1 to make the L2 internal and to comprehend the way the L2 performs; therefore, the L1 has a significant place in acquisition of L2 that takes place consciously (Martinez & Olivera, n.d.). Another argument that aims at invalidating the language acquisition view through presenting the idea that learners' L1 should be welcomed by teachers is related with native-speaker ideal. As stated before, what is suggested by the language acquisition argument is that the students should have native-like competence at the end of the learning process by being exposed to the L2 to the possible extent. However, learners do not generally gain total native-like competence and thus they are presented as imperfect users of the target language. This attitude is considered to be quite pessimistic and thus an alternative suggestion that takes L2 learners' differences into account has been proposed. What is proposed by this alternative view is that the fact that L2 learners have two different language systems should be accepted and accordingly, "whether L2 learners are successful or not has to be measured against the standards L2 users, not those of native speakers" (Cook, 2001, p. 407). According to this alternative argument, L2 learners should be treated as students with the potential to be successful by making use of the two language systems they possess not as insufficient users of L2 failing to achieve native-like competence. This implies that L2 learners are inevitably affected by their L1 system and the efforts which aim at separating L1 from L2 are considered to be useless, which is also the main argument put forward against the language compartmentalization view. As noted before, the language compartmentalization view supports the idea that the two languages in learners' minds should be kept separate. "Yet, the two languages are interwoven in the L2 user's mind in vocabulary, in syntax, in phonology, and in pragmatics" (Beauvillain & Grainger, 1987; Cook, 1994; Obler, 1982; Locastro, 1987, cited in Cook, 2001, p. 407). The idea that the two languages are connected to each other is

also supported in terms bilingualism. Cummins, Kirkpatrick, and Swain (2011) claim that in bilingualism the mind does not keep the two tongues in disconnected cases that are totally kept apart from one another. Learners are also encouraged to benefit from their L1 in the identical way true bilinguals do as "the sign true bilingualism is not merely the possession of two languages, but also the ability to jump easily from one to the other" (Dodson, 1967, p. 90, quoted in Stern, 1992, p. 282).

In spite of the fact that the monolingual approach dominated the world of language education for a long time, as a result of the criticisms whose goal is to make the SLA rationale on which it is based on invalid, the other arguments put forward to disfavor the approach related with impracticality, native teacher paradox and exposure, and lack of evidence on the usefulness of it, it has lost its appeal recently.

Bilingual approach. One of the main approaches that particularly deal with the issue of the use of learners' L1 in language classes is the bilingual approach. What is suggested by this approach is that students' L1 acts as a facilitator in the process of language learning. Accordingly it is to be used judiciously in language classes. As stated before, the attitudes towards the bilingual approach have shifted throughout the history of foreign language teaching. The attitudes towards the use of L1 were generally positive in the early years of the period and along with the rise of the monolingual approach it lost its favor. Accordingly, students' L1 was regarded as an element that was to be avoided when the monolingual approach was dominant in the world of language education. Prodromou's well-known metaphor of "skeleton in the cupboard" represents the position of L1 in the world of language education in the relevant period. This metaphor of "skeleton in the cupboard" implies that the theorists and researchers did not pay adequate attention to the issue of the use of students' L1 as Prodromou (2001, p. 8, quoted in Gabrielatos, 2001, p. 33) points out that "the skeleton has been there all the time, we just haven't wanted to talk about it". On the contrary, Gabrielatos

claims that "… it seems that L1 has never been a "skeleton in the cupboard" (Prodromou, 2001, p. 8, quoted in Gabrielatos, 2001, p. 33); rather it has been a bone of contention for more than two centuries"(2001, p. 33). In other words, the act of presentation of the issue of L1 as a neglected subject area is considered to be inappropriate by some authors, particularly Gabrelatos (2001), on the basis of the opinion that that a variety of suggestions have been proposed either in favor or against the use of L1 throughout the history of foreign language teaching. This view implies that the issue of L1 has been the source of interest in theoretical literature. Yet, when the suggestions concerning the position of L1 in methodological literature view are examined, it could be implied that what is represented by Prodromou's metaphor of "skeleton in the cupboard" is considered to be appropriate by the important figures of the area. For instance, Atkinson (1987, p. 241) points out that "at present, it would seem to be true, in general, that in teacher training very little attention is given to the use of native language". In other words, the teacher trainees have been provided with inadequate information regarding the use of L1 in language classes, which has had a negative impact on their performance as practitioners. This blankness in discussion concerning methodology is seemingly partially the cause of the anxiety which a plenty of practitioners, the ones who have adequate experience or not, sense related with utilizing or allowing the employment of learners' L1 in the class (Atkinson, 1987). It is also important to note that language teachers have experienced not only the sense of uneasiness but also the sense of guilt regarding the use of learners' L1 due to the dominance of the English-only policy, which particularly influenced non-native speaker teachers. The employment of students' L1 in language classrooms has been regarded as an act to be avoided by a good many non-native teachers. According to Lewis (2001), it is surprising that a plenty of non-native practitioners have been convinced so simply to underestimate their personal skills, and reject a class means which is highly valuable potentially. The effect of the monolingual approach that was applied for economic

reasons could be considered to be responsible for teachers' holding the opinion that the use of L1 should be avoided. Cook (2001, p. 405) argues that banishment of L1 as a "core belief arising out of nineteenth-century theories language teaching is probably held in some form by the majority of the teaching profession". Despite the fact that L1 is regarded as an element that is to be avoided by a great number of language teaching professionals, students' L1 is used by a plenty of non-native language teachers in actual classroom practices despite the influence of the English-only approach. Prodromou (2002, p. 5) states that "the irony in ELT since 'direct methods' became the official orthodoxy is that most non-native speaker teachers of English have quietly been using the mother tongue, to a lesser or greater extent". In other words, students' L1 has been utilized by a great many teachers in practice despite the common belief of L1 avoidance promoted by the influential methods, such as Direct Method. However, the humanistic approaches and methods have played a significant role in changing practitioners' views on the role of L1 recently. The attitudes of theorists, researchers, and teachers towards the role of L1 in language classes have shifted from negative to positive recently along with the decline in the popularity of the English-only policy. Thus, the bilingual approach has regained its appeal in the world of language education as the variety and capacity of bilingual strategies has been taken into account again merely so lately in discussions related with pedagogy (Duff, 1989, cited in Stern, 1992). Accordingly, the new metaphors that reflect the idea that learners' L1 could play a facilitating and positive role in the process of language learning have been presented (Prodromou, 2002, p. 5):

- a drug (though it has therapeutic potential, it can damage your health and may become addictive)

- a reservoir (a resource from which we draw)

- a wall (for writing on or an obstacle to progress?)

- a crutch (it can help us get by in a lesson, but it is recognition of weakness)

- a lubricant (it keeps the wheels of a lesson moving smoothly; thus it saves time).

It is important to note that the benefits of the use of L1 in language classes are presented through these metaphors; however, what is suggested by a certain number of these metaphors such as "drug" and "crutch" could be considered as a warning against misuse or overuse of learners' L1 in language classes. Accordingly, the International Teacher Training Organization (ITTO, hereafter) recommends practitioners to "use caution, however, in using a student's L1 even early on because you could be creating a crutch that may be very difficult to lose as the students progress" (ITTO, 2007, quoted in Brooks-Lewis, 2009, p. 220). In spite of the fact that teachers have been suggested to be cautious in using L1 due to its risks by the ITTO, the bilingual approach is applied by a good many language teachers as noted before. The research has systematically demonstrated a variety of findings that indicated complete banishment (which was few) and approximately 90 % employment of the L1, even among practitioners who have identical positions and even when the practitioners are not non-native teachers of the L2 (Littlewood & Yu, 2011). The traditional methods, particularly the GTM, could be considered to be responsible for teachers' use of the bilingual approach in language classes. The GTM is still preferred by a plenty of teachers all over the world due to its practical advantage and according to Thornbury (2006, cited in Cook & Hall, 2013, p. 8), "the continued survival of grammar translation may be a consequence of its ease of implementation, especially with large classes". The fact that the GTM is still applied by a good many language teachers due to its practical benefit and the monolingual approach has lost its favor has contributed to the recent rise of the bilingual approach. Accordingly, learners' L1 has started to be welcomed in the world of language education. Howatt (1984, p. 289) states that "if there is another 'language teaching revolution' round the corner, it will have to assemble a convincing set of arguments to support some alternative (bilingual ?) principle of equal power". Accordingly, the proponents of the bilingual approach have

supported the use of learners' L1 in language classes through revealing the potential value of it. Yet, it is vital to note that the advocates of L1 are also aware of the drawbacks of the improper involvement of L1 in language teaching and learning process. Thus, it is reasonable to present the bilingual approach by means of the arguments in favor of it and the disadvantages the inappropriate use of it could cause. In this respect, L1 advocates' supportive arguments should be initially noted.

According to the proponents of the bilingual approach, students' L1 is one of the most effective tools that promote student comprehension, which could be regarded as one of the strongest rationale on which this approach is based on. In this respect, language teachers are recommended to benefit from L1 to help their students comprehend the challenging items. It is important to note that L1 advocates' supportive arguments are not only related with student comprehension but also other factors related with teacher performance. Hoff (2013, p. 22) states that "the L1 proponents typically argue that judicious use of L1 in the EFL classroom is based on factors such as student comprehension, teacher efficiency, authoritative role modeling and creating teacher-student relationships". Learners' L1 is considered to be beneficial for practitioners in interacting with students socially and in meeting their students' need for reliable role models. Additionally, the idea that use of L1 makes the process of language teaching more efficient is supported by the advocates of the bilingual approach. Teachers working in monolingual classrooms are particularly encouraged to make use of students' L1 is it is regarded as an act that improves the lesson's and the teacher's efficiency as Atkinson (1987, p. 247) points out that " … to ignore the mother tongue in a monolingual classroom is almost certainly to teach with less than maximum efficiency". In a classroom in which learners and practitioner have the same L1, bilingual techniques could be applied, and could broaden the comprehensiveness of the L2 course (Stern, 1992). The idea of involvement of L1 in language classrooms is not only supported on the basis of its advantage in

monolingual classrooms but also its positive impact on learners' level of proficiency in all types of contexts by L1 proponents. The core belief among the proponents of the bilingual approach is that "the more us made of the L1, the higher becomes the learners' L2 proficiency" (Lapkin & Swain, 2000, p. 251), which could be regarded as one of the strongest claims proposed by the L1 advocates that attempted to invalidate the L2 proponents' idea of exposing students to the L2 as much as possible. According to the supporters of crosslingual strategies, the L2 advocates' relevant argument concerning maximum exposure of L2 has been revealed to be wrong as there is ample empirical proof to indicate that L1 could be a scaffolding tool for the target language learners (Cummins, et al., 2011). Besides, the exponents of the bilingual approach strengthened their argument against the monolingual approach by suggesting the potential of L1 as a reference point in the Communicative Approach. In other words, although L2 as the main language in the classroom is supported by the Communicative Approach, what is claimed by the supporters of the bilingual approach is that appropriate use of L1 could improve the effectiveness of even communicative language courses, particularly immersion and dual language programs. Judicious amount of code-switching is particularly considered to be beneficial as it reflects the practice of bilingual or multilingual individuals in real life, which is known as the theory of code-switching in naturalistic environments (Macaro, 2009). According to the supporters of the bilingual approach, the appropriate use of codeswitching is more advantageous than exclusive use of L2 as "optimal use is where codeswitching in broadly communicative classrooms can enhance second language acquisition and/or proficiency better than second language exclusivity" (Macaro, 2009, p. 38). As stated before, the main reason why L1 advocates support the relevant idea about the value of optimal use of codeswitching in communicative courses is that it is a reflection of the everyday communication practices of bilinguals. Dailey-O' Cain and Liebscher (2009, p. 132) point out that "in the context of a communicative approach to

language learning, then, both teacher and students need to be aware that codeswitching is a normal part of bilingual linguistic behavior". Accordingly, language teachers are recommended to inform their learners that codeswitching is a natural act which could play an influential role in making them real bilinguals. Furthermore, the way students codeswitch is similar to the way proficient bilingual individuals codeswitch, which implies that the employment of the L1 in class communication is actually a necessity to make learners bilinguals, which is the primary objective for language learners (Dailey-O'Cain & Turnbull, 2009). In short, it could be implied that codeswitching is not an act that is to be avoided in communicative programs rather it should be welcomed by both teachers and students as it is beneficial in attaining the goal of bilingualism. Accordingly, L1 proponents have attempted to invalidate the "native speaker ideal" that implies L1 avoidance suggested by the monolingual approach. The supporters of crosslingual strategies argue that the total banishment of L1 has a negative impact on the language learning process. "It is therefore essential for instructors and policy-makers to keep in mind that we need to begin envisioning learners not as ineffective and imperfect monolingual speakers of the target language, but as aspiring bilinguals" (Dailey-O'Cain & Turnbull, 2009, p. 186). A need to develop new methods that could help teachers attain this new objective of making their learners aspiring bilinguals arouse over time. Consequently, new approaches and methods that could provide learners with opportunities to use the L2 naturally in a manner similar to the way real bilinguals speak their languages were developed. One of these radical methods is referred to as "New Concurrent Method". Cook (2001) explains that what is suggested by this method for teachers is the involvement of code-switching as it helps the language classroom reflect the actual bilingual practice rather than L2 monolingual practice:

This method acknowledges code-switching as a normal activity and encourages the students to see themselves as true L2 users, at home in both languages. Hence the

language classroom becomes a real L2 use situation in which both languages are concurrent, not a pretend L2 monolingual situation. Jacobson's switch-points resemble the patterns in real-life code-switching, adapted to the classroom. (Cook, 2001, p. 412)

In other words, what is suggested by New Concurrent Method is that making use of learners' L1 is quite useful for students as its main goal is to create a natural atmosphere in which students could communicate in the identical way the real bilinguals do through code-switching. It is also important to note that the idea of involvement of L1 in language classrooms is not only supported by New Concurrent Method but also Dodson's Bilingual Method. As its name suggests, this method encourages teachers to benefit from the bilingual approach by means of producing sentences in the L2 with its L1 interpretation in the first step. Then students are required to repeat the sentence and in the next step learner comprehension is checked through producing the sentence in L1. Generally, L1 functions as a helper in making the linguistic item meaningful for the learners (Cook, 2001). In short, it could be implied that the methods such as New Concurrent Method and Dodson's Bilingual Method have been beneficial in strengthening the bilingual approach. It is vital to state that the bilingual approach has been promoted by means of the restructuring hypothesis as well as the methods mentioned above. According to Stern (1992, p. 283), "the restructuring hypothesis assumes the learner's L1 as an initial basis for L2, and it is therefore a cross-lingual theory of L2 learning". This hypothesis implies that students learn L2 on the basis of the previously acquired knowledge in L1, which could be regarded as one of the most powerful rationale on which the bilingual approach is based on. The links between the old knowledge in L1 and the new knowledge in L2 are built in students' minds and assuming that learners' former learning is coded in their L1, their L1 is apparently related for L2 learners even with total recourse to the L2 (Cummins, 2007). Cook (1999, pp. 190-91) argues that "language teaching is concerned with developing a L2 in a mind that already contains an L1". Accordingly,

language teachers are recommended to be aware of the existence of L1 knowledge in their learners' minds and not to perceive the use of L1 as a sin due to its contribution in increasing learners' proficiency level and its positive impact on learner performance. Cummins (2007, p. 238) explains that "… students' L1 is not the enemy in promoting high levels of L2 proficiency; rather, when students' L1 is invoked as a cognitive and linguistic resource through bilingual instructional strategies, it can function as a stepping stone to scaffold more accomplished performance in the L2". It is also important to add that the idea that incorporating learners' L1 in language learning process influences learner performance positively has also been supported through research evidence. One of the research studies conducted by Behan, Spek, and Turnbull (1997, cited in Gaebler, 2014) indicated that the performance of the learners whose L1 (English) was not monitored was better compared to the learners whose employment of L1 was observed in the process of French learning. The view that the previously acquired knowledge by means of L1 is an effective tool for language learners' success is also supported by Butzkamm's theory (2003). It is reasonable to note Butzkamm's theory separated in to ten maxims which suggest arguments in favor of the bilingual approach (2003, p. 31):

1) The FL learner must build upon existing skills and knowledge acquired in and through the MT.

2) Ersatz-techniques for meaning-conveyance function less well than the MT and can even be harmful.

3) MT aids make it easier to conduct whole lessons in the foreign language. Pupils gain in confidence and, paradoxically, become less dependent on their MT.

4) MT aids can promote more authentic, message-orientated communication than might be found in lessons where they are avoided.

5) MT techniques allow teachers to use richer, more authentic texts sooner. This means more comprehensible input and faster acquisition.

6) Bilingual techniques allow teachers to bypass the grammatical progression of textbooks. No postponement of the subjunctive.

7) We need to associate the new with the old. To exclude MT links would deprive us of the richest source for building cross-linguistic networks. No quarantine for MT cognates and related words.

8) It is not possible to avoid interference, but it can be greatly reduced.

9) Paradoxically, the counter-productive, haphazard use of the mother tongue may be an unwanted side-effect of the doctrine of monolingualism.

10) All newly-acquired FL items have to sink roots in our minds which are eventually deep enough for the items to function independently.

It is important to note that "… theoretical mindsets and narratives, like literary and personal ones (e.g., Mcadams 1996), are historically situated constructs that are influenced by a host of socio-cultural factors including power relationships, institutional politics, economic interests, and individual life histories and experiences" (Thorne, 2000, cited in Belz, 2003, p. 211). Accordingly, both socio-cultural and pedagogical factors have had an impact on the mindset of L1 avoidance and it is also vital to add that the mindsets have also been affected by one another. For instance, the deficient communicator mindset as a pedagogical and linguistic factor has played a crucial role in reinforcing the mindset of L1 avoidance. The deficient communicator mindset could be regarded as an element proposed by a 'modernist aesthetic'. What is mainly suggested by the modernist aesthetic is that learners are expected to have native-like competence. As the student is evaluated on the basis of the measurement of the impartial and entire grammar capacity of an individual who uses the L2 natively, the individual is automatically naturally insufficient in communication (Belz, 2003). According to

the proponents of the modernist aesthetic, one of the characteristics of the deficient communicator is his/her use of L1. Therefore, learners' L1 is recommended to be excluded in as it is considered to be the sign of deficiency and to have a detrimental effect on language learners' performance. In short, the modernist aesthetic including the issue of the deficient communicator could be regarded as one of the pedagogical or linguistic factors that have reinforced the mindset of L1 avoidance. Another effective pedagogical factor that has strengthened the idea of the banishment of L1 is the fact that the use of L1 has been associated with the GTM heavily criticized for a number of reasons. The main source of criticisms towards the GTM is translation. The reasons why translation has been criticized for a long time should be noted. The primary troubles with translation were: its lack of success in making learners become orally fluent, the idea that it acts as an interfering factor and causes learners to be bored in the class (Heltai, 1989, p. 288, quoted in Beressa, 2003). As translation that lost its favor due to the main problems stated above was the main technique of the GTM, this method that was quite popular in the early years of the period of foreign language teaching also lost its appeal. Accordingly, making use of L1 was related with the GTM and "the use of L1 was discouraged, even stigmatized, and regarded as a reminder of an approach which alluded to an era that has fallen out of interest" (Qadri, 2006, p. 20). Despite the fact that a great many scholars and teachers tended to present views against translation, a number of exceptional views in favor of translation were proposed. For instance, Widdowson (1979, p. 101, quoted in Stern, 1992) claimed that translation … could be a quite beneficial pedagogical tool and absolutely in a few situations … translation of a type might serve as the most influential aid for learners. Furthermore, advocates of the bilingual approach suggested the view that making use of cross-lingual strategies does not necessarily mean application of the GTM. Piasecka (1988, p. 97, quoted in Auerbach, 1993, p. 20) argued that "teaching bilingually does not mean a return to the Grammar Translation method, but rather a standpoint

which accepts that the thinking, feeling, and artistic life of a person is very much rooted in their mother tongue". In short, it could be implied that a great number of scholars and researchers have associated L1 use with the GTM, which has promoted the idea of L1 avoidance. On the other hand, L1 proponents have attempted to invalidate L2 advocates' relevant views through their arguments in favor of translation and bilingual teaching, which has resulted in change of attitudes of the professionals towards the bilingual approach. Another factor that strengthened the mindset of L1 avoidance and that has changed recently is the national policy of some countries, particularly the UK. The ban of L1 was reinforced by the national curriculum of the U.K. in the late 20th century; however, a slow change in system from the favorable approval of L2 towards systematic involvement of L1 might directly be the reflection of the actual class environment and the rising attention to learning and more official linguistic consciousness (Meiring & Norman, 2002). It is important to add that the teaching materials that were prepared to help teachers attain the goals presented by the national curriculums in the 20th century also contributed to the strategy of L1 avoidance as neither learners' L1 nor the local culture was involved in the textbooks. Yet, during the late 20th century, academics condemned course books for demonstrating perfect forms of cultural facts and the L2 that unintentionally promoted standardized conventional ideas (Heilenman, 1993, cited in Blyth, 2009). Consequently, innovative curriculums and materials that include learners' L1 have been presented. One of these radical curriculums is titled as Français Interactif (Kelton et al., 2004, cited in Blyth, 2009). Bilingual language practices of a certain number of American students learning French in France and of native speakers of French living in America are demonstrated through the videos of Français Intereactif. It is crucial to note that teaching materials have not only been localized in America but also in some other countries. Brooks-Lewis (2009, p. 220) points out that "the British Council has also been working with local teachers in several counties on large-scale textbook projects to produce

localized EFL teaching materials". It could be implied that an attempt to include L1 and L1 culture in EFL teaching materials has aroused recently.

Practical, ideological and political reasons that reinforced the idea of banishment of L1 should also be stated. Phillipson (1992, cited in Cook, 2001) argues that the exclusion of L1 is necessary in practice in most of EFL classrooms despite the fact that it promotes power of English related with politics. The avoidance of L1 is considered to be a practical need in ESL contexts as well as EFL classrooms. The main reason why the exclusion of L1 is considered to be particularly necessary in ESL classrooms is the fact that these classes are generally multilingual and teachers working in such contexts do not know their students' L1. Yet, L1 proponents support the idea that the bilingual approach could be applied even in multilingual classrooms and when the teacher does not know their students' L1 in multilingual or monolingual classes. It is reasonable to note what teachers are recommended to do when they do not speak their students' L1. According to Echevarria and Grave (1998, cited in Beressa, 2003, p. 22), "he/she could let students assist or tutor each other, the teacher him/herself could ask other students or colleaques for help or use bilingual dictionaries". Additionally, the use of L1 in both multilingual and monolingual ESL classrooms is supported by L1 advocates on the grounds that it has a number of advantages. Wigglesworth (2005, p. 8) presents the benefits of employment of L1 in such contexts. The employment of L1 is:

- task oriented
- used strategically by learners to try to understand new concepts being introduced
- used to understand teacher instructions related to tasks and activities in the classroom
- used to understand similarities and differences between the two languages.

According to the advocates of the bilingual approach, the use of L1 could be beneficial for ESL students whose level of proficiency is high as well as beginner ESL learners, which is

also supported through empirical evidence. G. Dove (1992, cited in Auerbach, 1993) perceives the employment of L1 as a means to respect a variety of cultures since learners explain lexical items to one another in their L1. Thus, it could be implied that the use of L1 in ESL contexts is not only supported for its pedagogical or linguistic advantages but also its socio-cultural advantages by the proponents of the bilingual approach. One of the socio-cultural benefits of the use of L1 in ESL contexts is that it empowers learners by helping them solve their problems in their daily lives. Hemmindinger (1987, cited in Auerbach, 1993, p. 22) "identified use of L1 as critical in implementing an empowering approach to ESL in her classes because it allowed students to discuss vital issues in their lives which they were then able to address in English". Accordingly, what is suggested by some figures of the critical pedagogy who are also supporters of L1 is that teachers working in ESL contexts should prefer to apply the bilingual approach rather than implementing English-only policy. The relevant figures also support the idea that shared authority between the learners and the teacher should be promoted in the process of implementation of the bilingual approach. In other words, ESL learners' ideas concerning how and when L1 should be used in language classrooms are to be obtained by teachers, which promotes student power and authority. Freire (1970, cited in Auerbach, 1993) points out that the key to becoming skillful and confident to demand to be more powerful out of the class is a change in authority in the class. In this respect, ESL teachers are recommended to involve their students into decision-making process to improve their self-control and respect their students' L1 and L1 culture by benefiting from the bilingual approach instead of implementing the English-only. According to Auerbach (1993, p. 30), "the extent to which ESL educators value participants' linguistic resources in teaching is a measure of our willingness to address basic inequities in the broader society". In short, the figures who support both critical pedagogy and the use of L1 agree that a more equal society could be created by making use of learners' L1 in ESL classrooms. The

use of L1 was considered to be practically impossible in multilingual classrooms, particularly ESL ones, which contributed to the mindset of L1 avoidance. Yet, L1 advocates have attempted to invalidate the relevant view through proposing the idea that L1 could be used even in multilingual ESL contexts and demonstrating the socio-cultural disadvantages the English-only in ESL contexts could cause. It is worth to add that the relevant socio-cultural disadvantages could be regarded as the consequences of the power, ideological, or political factors. It is reasonable to note the relevant power and ideological factors that have strengthened the mindset of L1 avoidance. As stated before, the English-only policy played a crucial role in catering for the ideological interests of some more powerful countries such as Britain that improved linguistic imperialism. The monolingual approach was applied to maintain neo-colonial control and British native speaker teachers were employed as they were presented as the ideal language teachers. In this way, linguistic imperialism was practiced and the position of the British was strengthened. The ideological aim of the Britain that was developed in ESL contexts and spread to other foreign and second language learning contexts is explained:

> Because these native speakers are seen to be the model speakers of English, British norms of usage and language teaching have become the universal standard. This, in turn, has diverted attention away from the development of local solutions to pedagogical problems and impeded the process of building on local strengths, resulting in the creation of ideological dependence. (Auerbach 1993, p. 25)

It is crucial to add that the reason native speaker English teachers have been preferred by a great number of language institutions all over the world is not only ideological but also commercial. Native teachers have been employed by a good many language schools for the purpose of gaining economical benefit. The act of employing native speakers could also be regarded as a way to practice "the truism that you can only learn English by speaking

English" (Atkinson, 1987, p. 242) which has also contributed to the ban of L1. Additionally, the way these native teachers have been trained could be considered to be one of the factors that have influenced the mindset of L1 avoidance as they have been educated in an atmosphere in which the educator concentrates basically on the approximately unnatural position of a native speaking teacher working in a classroom in which more than one language is spoken in Britain or the U.S.A (Atkinson, 1987). It is also vital to note that a certain number of native speakers working as language teachers have not even been trained in language teaching and a reaction towards incompetent native speakers has appeared recently. "As a consequence, schools or companies in some countries have shied away from employing native speakers, whether qualified or not, on the grounds that their ignorance of the students' mother tongue renders them incapable of explaining the system of the language to the student" (Harbord, 1992, p. 350). In short, as a consequence of examining the period of language teaching, it could be realized that a number of pedagogical, linguistic, economical, ideological and political factors have been responsible for the mindset of banishment of L1. Yet, the L1 proponents' suggestions against even the strongest arguments of L2 advocates have had an impact on the recent rise of the bilingual approach. The idea that there is lack of empirical evidence for the avoidance of L1 is also another supportive argument of the proponents of the bilingual approach. The rationale emphasizing the ban of the L1 was not openly described or verified by means of research (Brooks-Lewis, 2009). Additionally, the fact that L1 is always in learners' minds is one of the most powerful arguments on which the bilingual approach is based on. According to Weschler (1997, pp. 6-7), "they will always be asking themselves, 'What does --- mean?' and decoding the answer in their first language, if not orally where all can hear, then mentally where few can fathom". Language learners generally ask themselves in an invisible manner or the teacher in a visible manner about the meanings of lexical items. The language teachers are encouraged to respond to the relevant

student questions with the correct translation of the lexical item by the supporters of L1. Delayed translations are particularly recommended for language teachers in this step. Learners should be provided with adequate time to guess the meanings of the unknown lexical items. Accordingly, Grim (2010, p. 206) points out that "by delaying the translation, teachers provide students the time to process for the meaning, which is more pedagogically sound: it induces learners to notice new words, before moving on in the comprehension negotiation." The L1 advocates also claim that bilingual dictionaries could be beneficial for students in the process of learning vocabulary. Thus, "teaching the intelligent use of bilingual dictionaries first, and introducing monolingual dictionaries later" (Thompson, 1987, cited in Butzkamm, 2003, p. 37) is presented as an effective way helping learners improve their lexical knowledge. The L1 proponents also suggest language teachers use translation and other cross-lingual strategies as planned vocabulary learning activities or when alternative vocabulary learning strategies such as using visual materials, gestures or mime are not helpful. Nation (2003, p. 4) points out that "the direct learning of L2 vocabulary using word cards with their L1 translations is a very effective method of learning". Additionally, according to the supporters of the bilingual approach, translation could be involved in a variety of vocabulary learning activities. The teachers are encouraged to make their students anticipate the correct translation of unknown lexical items and consequently, their vocabulary knowledge is improved. For instance, anticipating true cognates, an activity that includes translated versions of a certain number of vocabularies, a few false cognates learners already know and a few true cognates students do not know, reviews formerly acquired words and provides learners with the achievement of broadening their lexical knowledge on their own (Atkinson, 1987). In spite of the fact that translation of true and false cognates is generally considered to be useful for language learners, word-for-word translation is regarded as inappropriate. In addition, what is advised for teachers is to encourage their learners to translate chunk- for-chunk rather

than word-for-word. Lewis (2001) points out that the skill of chunking properly is a necessity to translate successfully, although it is inadequate. Another type of translation suggested by the bilingual approach is translation in context (Duff, 1989, p. 51, quoted in Harbord, 1992, p. 355). Harbord (1992, p. 355) explains that "whereas translation out of context encourages students to translate word for word, translation within a specific context, by contrast, makes them more fully aware of the problems of single-word translation".

According to the proponents of the bilingual approach, another language area that is to be developed through bilingual strategies, mainly translation, is grammar. Atkinson (1987) writes that an activity that asks students to translate a part of a passage or a group of sentences that emphasize a linguistic element students have just learned in the L2 could be beneficial in reinforcing the distinctions related with structure, concept and sociolinguistics between the L1 and L2. It could be implied that translation exercises are recommended for language teachers to use after teaching a grammatical structure. Additionally, L1 is suggested to be involved in the presentation stage as well as the activity stage in the process of teaching grammar on the grounds that it makes the process less challenging for learners. Butzkamm and Caldwell (2009, pp. 117-8, quoted in Hoff, 2013, p. 14) claim that "… we can avoid real suffering (when learning grammar) and turn grammar into something positive". The L1 advocates support the idea that the use of L1 is not only beneficial in accuracy activities but also in fluency or speaking activities. A good many language learners tend to translate what they want to express from L1 to L2 in such activities and they might have trouble in expressing what they mean when they can not find the correct equivalent of the word in L2. Atkinson (1987, p. 245) points out that "activities involving translation from the mother tongue can help to remedy this problem in that they encourage students to make the important step of beginning to think not in terms of 'How does one say X in English?', but rather 'How can I express X in English?'". According to the proponents of the bilingual approach, language

teachers should aim at helping their students express what they mean with the knowledge and skills they already have in L2 through making use of a variety of strategies. It is vital to note that language learners are required to work in pairs or groups in such fluency activities and students' use of L1 in collaborative work is also considered to have a positive effect on the process of language learning by the supporters of L1. The practitioner might explain most lucidly or present inductively in the most luminous way, which might occasionally be unsuccessful for a few learners, whereas, a classmate who has comprehended might explain in L1, which might be successful for the student (Atkinson, 1987). L1 advocates' suggestions related with giving instructions before the activities that both require collaborative or individual work should also be noted. Language teachers are recommended to benefit from learners' L1 particularly with lower level students in giving complex structures. In a few situations, a fair adjustment is reasonably to instruct the learners in the L2 and to want them to repeat in their L1 to make sure that all learners comprehend what is expected from them (Atkinson, 1987). Learners are not only expected to understand instructions but also all the linguistic explanations that improve their competence and it is the teacher's duty to check whether learners have comprehended or not. Learners' L1 is regarded as a beneficial tool in checking comprehension by the supporters of the bilingual approach. Additionally, asking for the L2 equivalents of L1 lexical items is considered to be an effective act as Atkinson (1987, p. 243) states that "this can often be less time-consuming and can involve less potential ambiguity than other methods of eliciting such as visuals, mime, 'creating a need', etc". Another important step of language teaching is providing learners with feedback and according to the L1 advocates learners' L1 should be used in giving feedback by teachers. The use of L1 in giving feedback to learners is considered to be advantageous as "this seems more natural, and relates to the students' real personalities rather than to their superficial L2 personalities in the pretend L2 situation of the classroom" (Cook, 2002, p. 340). Teachers are

also recommended to make use of learners' L1 for the purpose of solving disciplinary problems on the grounds that warning learners in L1 is perceived as a quite influential way to maintain discipline. Cook (2002) writes that the L2 could seldom be as powerful as the L1 for class learners in maintaining discipline. Another duty of the teacher is to make the methods implemented in the language classrooms clear to learners and to allow them to express their opinions about these methods. Learners, particularly lower level learners, generally have difficulty when the relevant process is conducted exclusively in the target language. "For this reason discussions of methodology at early levels are best conducted either in a mixture of both languages or exclusively in the student's mother tongue" (Atkinson, 1987, p. 244). It is significant to state that L1 allows learners to express their feelings or views concerning both classroom methodology and other issues and this is presented as the advantage of L1 as a humanistic element by the L1 advocates. According to humanistic approaches, learners should have the freedom to state their opinions. Thus, banishment of L1 is considered to have a detrimental impact on learners' identity as Halliday (1968, p. 165, quoted in Martinez & Olivera, n.d., p. 199) points out that "to make anyone, especially a child, feel so ashamed is as indefensible as to make him feel ashamed of the color of his skin". It is reasonable to note the other advantages of L1 in language learning and teaching offered by the supporters of the bilingual approach. One of the benefits of L1 is that it is a time-saver. Turnbull (2001) argues that it is effective refer to the L1 quickly to make sure that learners comprehend a tough grammatical item or a lexical item that the learners do not know. The fact that a great many language learners have positive attitudes towards translation and prefer to translate as a learning strategy is also presented as one of the benefits of L1. Additionally, learners' L1 is perceived as an efficient tool of evaluation as Deller and Rinvolucri (2002, p. 24, quoted in Havlova, 2014) agree that learners' L1 is obviously advantageous in evaluating both the course and learners' improvement.

The L1 advocates' arguments are supported through the roles L1 plays as well as its advantages stated above. The valuable roles L1 plays in the process of language learning and teaching should be noted. Speaking of the pedagogical role of L1, the idea that language learners' previously acquired knowledge in L1 acts as a valuable resource in the process of learning L2 is strongly supported by a variety of theorists, particularly the proponents of the bilingual approach. According to Ringbom (1987, p. 134), "similarities, both cross-linguistic and intra-linguistic, function as pegs on which the learner can hang new information by making use of already existing knowledge, thereby facilitating learning". It is believed that L1 knowledge is present in learners' minds and learners rely on it in the process of learning the new language, which has a positive impact on learners' performance. Moreover, Butzkamm (2003) claims that the L1 acts as a opener of new tongues, the device that provides us with the quickest, most certain, most definite and fullest aid of achieving a new tongue. Mattioli (2004, p. 23) argues that "instead of seeing students' minds as a tabula rasa, English teachers can recognize students' previous experiences with language and learning and can build on them, and they can expand on learners' linguistic knowledge by employing the L1 intelligently".

The bilingual approach is considered to be beneficial due to psychological reasons as well as pedagogical ones. According to Auerbach (1993), beginning with the L1 helps learners to feel secure and confirms what they have experienced previously, permitting them to explain themselves. Speaking of the other psychological benefits of the use of L1 in language classrooms, Janulevicine and Kavlaliauskiene (2002, para. 32) state that "the ability to switch to a native language even for a short time allows learners to preserve face, get rid of anxiety, build confidence and feel independent in their choice of expression." In other words, the involvement of L1 helps language learners develop positive feelings towards the L2 through making them more confident and independent. Furthermore, total banishment of L1 is regarded as an inappropriate preference on the grounds that it has a detrimental effect on

learners' identity as the rejection of utilizing a definite tongue can be described as cutting off an individual's personality and thus means a scheme of emblematic assault to the individual (Derrida, 1998; Lansburgh, 1982, 1990; cited in Belz, 2003). It is vital to add that the idea that L1 is a tool to respect learners' identity is related with both its psychological role and socio-cultural role. Speaking of the socio-cultural role of L1, one of the practical ways of respecting learners' cultural and linguistic identity is to involve L1 culture in to the process of language learning, which also affects learners' performance positively. According to Prodromou (2001, cited in Beressa, 2003) utilizing of L1 is a tool that could allow students to benefit from their culture in the target language class. Consequently, student alienation could be prevented and learners' progress is affected positively.

Despite the fact that the proponents of the bilingual approach have supported their views through presenting the purposes for which L1 should be used, the advantages of L1 and the beneficial roles it plays noted above, the supporters of L1 have played an effective role in helping teachers be aware of the pitfalls of improper use of learners' L1. In this respect, the disadvantages of the use of L1 and the risks that overuse of it could bring about should be stated. One of the disadvantages of the use of learners' L1 is that it decreases the amount of L2 input learners are exposed to. Accordingly, teachers are recommended to expose their students to the L2 as much as possible as Harmer (2001, p. 132) argues that "as for teachers, they are a principal source of comprehensible input; teacher-talking time (TTT, hereafter) has an important part to play in language acquisition". It is crucial to add that learners should not only be exposed to the L2 but also be provided with opportunities to use the L2. Accordingly, the use of L1 is considered to decrease the amount of L2 output that students are expected to produce. The idea that making use of L1 is disadvantageous as it limits L2 output is an implication of Swain's "output hypothesis". Swain (1985, cited in Wharton, 2007, p. 5)

emphasizes the significance of making use of L2 in an active manner in the class aside from only exposure to it.

Accordingly, teachers are encouraged to make use of authentic activities that could improve learners' communicative ability. Another duty of language teachers is to help their learners become autonomous in the process of learning a new language. Using L1 inappropriately in the relevant process is thought to have a detrimental impact on learner autonomy. If teachers explain frequently and instruct learners in L1, student autonomy might be restricted (Havlova, 2014). Additionally, teachers are encouraged to avoid immediate translations on the grounds that the relevant act limits learner autonomy as Cameron (2001, cited in Havlova, 2014, p. 14) states that "to give students instant translation of unknown expressions can be a serious problem which in some cases may result into students' dependency on their teachers". In other words, overuse of L1 could cause learners to feel dependent on L1 or the teacher and it is reasonable to note other risks overuse of L1 could bring about. Atkinson (1987, p. 246) lists the risks of overuse of L1:

1. The teacher and/or the students begin to feel that they have not 'really' understood any item of language until it has been translated.

2. The teacher and/or the students fail to observe distinctions between equivalence of form, semantic equivalence, and pragmatic features, and thus oversimplify to the point of using crude and inaccurate translation.

3. Students speak to the teacher in the mother tongue as a matter of course, even when they are quite capable of expressing what they mean.

4. Students fail to realize that during many activities in the classroom it is crucial that they use only English.

It could be implied that language learners generally prefer to use their L1 in the classroom in talking about significant issues. The reason why they prefer to use L1 for the relevant purpose could be attributed to the fact that they would approximately definitely think that communicating in their L1 is much simpler than having a struggle with English (Harmer, 1998). Teachers are recommended to deal with this problem through informing their learners concerning the dangers of overuse of L1. Harmer (1998, p. 130) points out that "teachers should try to get their students' agreement that they will have less chance to learn English; that using their own language during speaking activities denies them chances for rehearsal and feedback. In short, the L1 proponents' suggestions including the disadvantages and risks of overusing L1 have played an influential part in the recent rise of the bilingual approach in the world of language education.

Views related to effective use of L1. When the history of foreign language is examined, it is inevitable to realize that the monolingual or English-only approach dominated the world of language education in the 20th century. Yet, it has lost its appeal recently along with the changing attitudes of the scholars and researchers towards the bilingual approach which supports judicious use of learners' L1. Accordingly, the scholars and researchers have started to deal with the issue of how to use L1 effectively rather than the issue of whether L1 should be used or not which received a great deal of attention in the 20th century. Thus, it is reasonable to note the suggestions of the scholars and researchers on the judicious or effective use of L1 which could be quite beneficial for practitioners. Initially, the bilingual method presented by Dodson who was an advocate of effective use of L1 should be noted. Dodson (1962, 1967, cited in Stern, 1992) has supported a combined monolingual and bilingual technique that involves utilizing of L1 systematically for meaningful establishment and structural practice. Additionally, a variety of frameworks that provide language teachers with

useful information on how to achieve the relevant systematic use of L1 have been offered by the scholars and researchers.

The summary of one of the frameworks for balanced use of L1 is demonstrated in Table 2.

Table 2

A Framework for a Principled Approach

	Strategic use of L1	Compensatory use of L1
1. Core goals	Planned learning activities	An ad hoc 'crutch' to help learning
2. Framework goals	Affective and interpersonal support	An aid to classroom management

Littlewood&Yu (2011, p. 70)

As indicated in the table, useful information related with planned or unplanned way of using L1 is presented through the first discipline of attaining core goals for language teachers. Speaking of the planned way of using L1, teachers are recommended to include L1 into all stages of the lesson. Dodson's 'sandwich technique' is considered to be beneficial at the presentation stage, particularly in presenting conversations. The practitioner makes the group of lexical items in a dialogue meaningful through providing learners with L1 versions of expressions (Butzkamm, 2003). As stated before, L1 is also used by language teachers unintentionally and the suggestion for systematic use of L1 in an unplanned way should be noted. As the practitioner becomes more confident and creates more efficient methods to communicate and as the students become more experienced in L2, this is a discipline in which L1 could be supposed to be slowly decreased to support alternative monolingual techniques (Littlewood & Yu, 2011). The suggestions that could help teachers to make use of L1 systematically for affective and management purposes are revealed through the second

discipline of attaining framework goals. What is suggested with this discipline is that L1 acts as a supportive element that helps learners feel secure. Additionally, L1 is generally used by language teachers to manage the classroom; however, it should be utilized systematically in favor of the L2 as the main language as "… the importance of this domain as a context for meaningful communication cannot be denied and there is obvious benefit to students when teachers establish the TL as the norm" (Littlewood & Yu, 2011, p. 73).

The practitioners have been provided with the main principles of systematic use of L1 as well as frameworks mentioned above by the theorists and researchers. Havlova (2014, p. 20) presents that "the general principles of effective use of mother tongue in language classrooms are: secure atmosphere, clear rules of the L1 use, appropriate L1 tasks, maximal L2 use, versatile code-switching, and teachers' determination". What is basically suggested by the principle of secure atmosphere is that L1 is an influential tool that teachers could use for the purpose of making their students feel secure. According to Scrivener (2011, p. 279, quoted in Havlova, 2014, p. 20), the perfect class is "where learners were free to use their own tongue whenever they wanted, but in fact mostly chose to use English". It is important to note what steps should be taken by language teachers in creating such a secure atmosphere. Teachers are recommended to accept L1 as a usual tool that allows learners to communicate and helps them feel less anxious (Havlova, 2014). Speaking of the second principle of clear rules, learners should be clearly informed about when they could use L1 or not as Harmer (2001) points out that it is a necessity for learners to be aware of when they are allowed to utilize L1 or not. What is proposed by the principle of appropriate L1 tasks is that L1 is to be included in a variety of activities by teachers. Cummins, et al. (2011, p. 8) state that "one way of making content and language comprehensible is to use content that is familiar to students". Accordingly, teachers are recommended to allow their learners to explain what they are required to write in their L1 as a pre-writing activity, which is considered to be quite helpful.

Speaking of the principle of versatile code-switching, teachers are warned against improper use of code-switching. In this respect, immediate translations are to be avoided as they are considered to have a negative impact on learners' progress. Students are aware of the fact that the teacher will translate instantly and therefore focus merely on the former part of his/her explanation that is in L1, while neglecting the L2 section (Havlova, 2014). In short, in attaining all the goals suggested by the principles of effective use of L1 stated above, teachers need to be determined both in the planning and practice stage, which is suggested through the principle of determination. Another significant principle that teachers should be determined about is maximum provision of L2 in language classrooms that is supported by both L1 and L2 proponents as "there seems to be near consensus that teachers should aim to make maximum use of the target language" (Arnett & Turnbull, 2002, p. 211). Even Atkinson (1993, p. 12, quoted in Mattioli, 2004, p. 23), a leading supporter of the bilingual approach, insists that "every second spent using the L1 is a second not spent using English-and every second counts". It is important to note that a variety of guidelines that could help teachers attain the goal of maximizing L2 usage have been presented by the scholars of the area. Harmer (2001, p. 133) suggests teachers to "choose appropriate tasks, create an English atmosphere and use persuasion and other inducements" in achieving the purpose of maximum provision of L2. What is proposed by the relevant guidelines is that the activities should be prepared by taking learners' level of proficiency and capability into consideration by teachers and the L2 should be the language of real communication in the classroom. Furthermore, Harmer (1998, p. 130) recommends teachers to "encourage students to use English appropriately and only respond to English use" for maximal L2 usage. Learners should be informed that they could change the amount of L1 use according to the activity type and students' utterances in L1 could be neglected by the teachers as many scholars and practitioners admit that in favor of improvement of tongue as a means of communication, it is

a necessity for learners and teachers to use English to communicate to the probable extent (Harbord, 1992). It is significant to add that the idea of maximum provision of L2 usage supported by both L1 and L2 advocates does not imply that L1 should be excluded totally in language classrooms. Turnbull (2001, p. 535) agrees that "a principle that promotes maximal teacher use of the target language acknowledges that the L1 and target language can exist simultaneously". It could be implied that teachers are encouraged to maximize L2 use without totally banning L1 by a great many theorists as L1 is considered to be a positive element for a number of reasons. Speaking of some of the relevant reasons, L1 might be an effective alternative, more associated with the learner progress and more usual and related to their external objectives (Cook, 2002).

It could be implied that teachers have been provided with a variety of frameworks, principles and guidelines mentioned above about the systematic use of L1 in language classrooms. Additionally, a number of suggestions on what should affect the balance between L1 and L2 have been proposed by a variety of scholars. The factor of proficiency level of learners in keeping the balance between L1 and L2 has particularly been handled by the related scholars. Judicious use of L1 has been supported at all levels, particularly at beginner level, by the proponents of the bilingual approach, whereas the use of L1 has been considered to be inappropriate, even at early levels, by the supporters of the English-only. Atkinson (1987, p. 247), a prominent L1 advocate suggests that "… 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, for reasons which are for the most part suspect". On the contrary, the L2 proponents claim that L2 should be mainly used even with beginner level students through monolingual strategies. Willis (1997) claims that in a classroom with novice students, body language and volume of sound are primarily more significant than the real lexical items or expressions utilized to talk to learners about what they should do or how they

should do it. More moderate views on the issue of proficiency level of learners as an effective factor in promoting optimal proportion of L1 propose that the amount of L1 should be decreased as learners become more proficient. Stern (1992, p. 284) argues that "… as we progress, it may be more and more important to break the connection with L1 and to remain within L2 for longer and longer periods".

It is important to add that a variety of views have been offered on other factors that should influence teachers' decisions in keeping the balance between L1 and L2 as well as the factor of proficiency level of learners by the scholars of the relevant area. Teachers are recommended to take goals of the course into consideration to use learners' L1 in a balanced way. Teachers should importantly consider the goals and what is included in the program emphasized for the plan in selecting a basically monolingual or a basically bilingual way of teaching (Stern, 1992). Additionally, the type of the activities implemented by language teachers is considered to be a determinant in keeping the balance between L1 and L2. Students' use of L1 while working with their partners for a reading activity is perceived as an appropriate act; whereas their use of L1 for a speaking task is considered to cause the task to be meaningless (Harmer, 2001). Lastly, Atkinson (1993, p. 14)'s factors that teachers should consider for balanced L1 use should be noted: "the students' previous experience, the students' level, the stage of the course, the stage of the lesson".

A good many opinions have been proposed on keeping the balance between L1 and L2 in language classrooms. However, there is a consensus on the idea that there is no perfect amount of L1 and L2 use in language classrooms as conditions are considered to be effective and practitioners are supposed to decide on the appropriate amount of L1 to use (Atkinson, 1996, p. 14; Hall & Cook, 2012, p. 293; Tognini & Oliver, 2012, p. 57, cited in Caletkova, 2014). This idea that there is no right perfect amount of code-switching and it is the teacher's

duty to decide on the appropriate amount of L1 to be used in the classroom is also compatible with what is offered by the post-method methodology of the late 20th and 21st century.

International and local research studies in relation with the scope of this study. The use of learners' L1 in foreign language classrooms has been highly discussed by the scholars. Accordingly, a great many research studies that have aimed to investigate how learners' L1 is dealt with by the teachers and students in actual classroom practices or their' views on this controversial issue have been conducted internationally as well as in Turkish context. The results of some of the past studies that have particularly explored the attitudes of students and/or teachers towards the use of L1 should be identified as they are in relation with the scope of this study. Initially, some of the findings with regard to students' attitudes towards the involvement of their L1 in the process of foreign language learning should be presented. Gaebler's (2014) study revealed that the learners had a generally indecisive opinion on the employment of L1 as they both supported banishment of L1 and the view that L1 helped them understand better. On the other hand, the attitudes of the students that participated in the other three studies handled were found to be positive (Alshammari, 2011; Elmetwally, 2012; Kelilo, 2012). Additionally, according to the finding of Alshammari's (2011) study that revealed the student participants' opinion on frequency of L1 use, more than half them (54 %) agreed that their L1 should sometimes be used and similarly 45 % of the students who attended Elmetwally's (2012) study also thought that their L1 is to be sometimes utilized in classes. As stated before, a number of local studies in relation with the scope of the current study have also been conducted and the results concerning the students' attitudes towards the use of L1 are to be noted. Taşkın (2011, p. 109) stated that "the learners have positive perceptions on their teachers' using L1 in language classroom". Kıcır and Mahmutoğlu (2013) also focus on the students' perceptions of L1 use in English classes and it is concluded that the learners do not disagree with using L1 in classes. In short, it could be

stated that the results of most of the international or local studies mentioned above indicated that the students' attitudes towards the use of L1 in foreign language classes were generally positive.

The students' opinions about the purposes for which L1 should be used have also been clarified by a number of international and local research studies. Chuo (2001) demonstrated that the majority of the students believed that L1 is particularly necessary in learning complex grammar parts and hard vocabulary. It is also important to add that the majority of the students who participated in this study did not want to be permitted to use L1 in collaborative work. According to the finding of Schweers's (1999) study, a high percentage of the students were in favor of the use of L1 for the purpose of clarifying hard parts. Gaebler's (2014) study indicated that most of the students (76 %) agreed with the use of L1 as it was helpful in comprehending lexical items, grammar and hard parts. Similarly, Alshammari (2011) found that the students regarded the use of L1 for the purposes of learning new lexical items and explaining hard parts appropriate. In Elmetwally's (2012) study, it is also noted that the students were in favor of the use of L1 for the occasions of clarifying hard parts, learning new lexical items, learning grammar and in collaborative work. Speaking of the relevant findings of another study that demonstrated similar results, the use of L1 for the purposes of clarifying grammatical points and collaborative work was considered to be beneficial by the participants of Kelilo (2012). It is reasonable to present the local researchers' findings related with the students' views about the cases in which the use of L1 could be useful. Taşkın (2011) concluded that the student participants were in favor of using L1 for the purposes of improving their grammar knowledge and reading ability, whereas they found the use of L1 for improving the skills of writing and speaking inappropriate. Similarly, according to the results of Kıcır and Mahmutoğlu's (2013) study, the students supported the idea that the use of L1 was helpful in comprehending grammatical points and developing their reading skill. It could

be concluded that the common finding in the majority of the studies mentioned above was that the student participants favored the use of L1 for the purposes of learning grammar, difficult concepts and vocabulary.

The results of some of the past international or local studies whose purpose was to explore language teachers' views on the use of learners' L1 should be noted as they are also associated with the scope of the current study. The teachers who participated in Gaebler (2014) displayed nearly positive attitudes towards the use of L1. Similarly, the teachers' general opinion on employment of L1 in English classes was found to be somewhat positive. The teachers who attended the other three studies handled thought that learners' L1 had a positive role in the process foreign language learning or teaching (Alshammari, 2011; Kelilo, 2012; Timor, 2012). Speaking of the relevant findings of several studies conducted in Turkish context, Taşkın (2011) found that despite the fact that the teacher participants' attitudes towards the use of L1 were neutral according to the quantitative data, the interview data demonstrated that the teachers' opinions on the relevant issue were generally negative. Additionally, Kıcır and Mahmutoğlu (2013) concluded that the teachers did not disagree with using L1 in English classes. The teachers who participated in Sarandi's (2013) study also regarded using a certain amount in the classroom as a useful act. In short, it could be implied that the teachers who attended the international studies noted above generally had nearly positive or positive attitudes towards the use of L1, whereas the teacher participants of local studies displayed neutral attitudes towards the use of L1 in English classes. It is also reasonable to note the relevant international and local studies' results related with teachers' opinions about the purposes for which L1 should be used. The findings of Chuo's (2001) study indicated that a high percentage of the teachers (84.3 %) believed that judicious use of L1 could help learners feel less anxious. Additively, Gaebler (2014) found that the teachers supported the use of L1 for the purposes of teaching lexical items, grammar subjects and hard

points. Similarly, the use of L1 for the purposes of explaining hard points, new lexical items and grammar was considered to be beneficial by the teachers who participated in (Alshammari, 2011)'s study. In Elmetwally's (2012) study, it is stated that the majority of the teachers favored the use of L1 in clarifying hard points, explaining the distinctions and common parts between L1 and the target language, and new words, particularly the abstract ones. The idea that L1 helped learners feel less anxious was strongly supported by the teacher participants of Cook and Hall's (2013) study. The teachers who attended Timor's (2012) study were also in favor of the relevant idea that L1 helped the students who had difficulties in learning feel less anxious and they also favored the sue of L1 for the occasions of aiding comprehension, teaching grammar and lexical items and clarifying complex subjects. Similarly, according to the findings of Kelilo's (2012) study, the teacher participants thought that it was beneficial to use L1 for the cases of teaching grammar, clarifying hard points and the distinctions between L1 and the target language. Speaking of the local studies' findings regarding the teachers' views on the occasions where the use of L1 could be appropriate, Sarandi (2013) concluded that most of the teachers were in favor of the use of L1 for the purposes of explaining hard and nonconcrete words, aiding students to understand, and clarifying the distinctions between L1 and L2, and explaining grammar. The results of Kıcır and Mahmutoğlu's (2013) study presented similar results as the teachers supported the use of L1 for the purposes of teaching grammar, reading and vocabulary. Additionally, Kayaoğlu (2012) also found that the use of L1 for the cases of explaining new vocabulary, helping students feel less anxious and improving their grammar knowledge was considered to be appropriate by the teachers. It could be concluded that the teacher participants of most of the studies handled above regarded the use of L1 for the purposes of teaching grammar, vocabulary, difficult concepts, reducing students' anxiety and explaining the differences between L1 and the L2 as most beneficial commonly.

Chapter Summary

In this chapter, the aims and importance of the study were presented in the sections of background of the study, significance of the study and aims of the study and research questions. This chapter also contained assumptions, limitations, and design of the study. The literature related with the subject of the current study was detailed through presentation of the theorists', researchers' and teachers' attitudes towards L1 use, the arguments that both supported and criticized the monolingual and bilingual approaches, and suggestions proposed on effective use of L1, and the other research studies associated with the scope of this study.

Chapter II: Methodology

Introduction

This chapter encompasses five sections that describe the methodology of the main study. In the first section, where the study was conducted is presented and in the second section, basic characteristics of the participants are described. The third section includes detailed information related with the instruments used for the study. The fourth section highlights the procedure that was followed to collect the quantitative and qualitative data and in the last part, the procedure used to analyze the data is detailed.

Setting

The main study was conducted at the School of Foreign Languages of Çanakkale Onsekiz Mart University on the premises of Terzioğlu Campus with seven EFL preparation classes and carried out at the end of the spring semester of the 2016-2017 academic year.

Participants

The students who participated in the study were all ELT or ELL students studying EFL in the preparation classes of the School of Foreign Languages of Çanakkale Onsekiz Mart University. Distribution of the students is presented in terms of gender, majoring area and age in Table 3.

Table 3

Distribution of the Students According to Gender, Department and Age (N= 96)

		N
Gender	Female	68
	Male	28
Department	ELT	57
	ELL	39
Age	18 to 25 years	95
	26 to 35 years	1

As illustrated in Table 3, the seven groups consisted of a total number of 96 students and 68 of them were female and 28 were male students. When the data were analyzed in terms of the department in which the students are going to study, it was revealed that the number of the students of the ELT department was 57 and the number of the students of the ELL department was 39. Additively, 95 of the students were aged between 18 and 25 and merely one of them was aged between 26 and 35.

Additionally, the analysis of the data to find out whether the students have been abroad or not indicated that 27 of them have had the chance to travel abroad, while 67 of them have never been abroad before.

Period of English study is another factor that should be taken into consideration and the students' period of English study was between the years of 2 and 18. Additionally, the average period of English study was found to be 9 years. It should also be stated that the students studied English in the Preparation (Prep, hereafter) classes of Prep A, Prep B, Prep C, Prep D, Prep E, Prep F, and Prep X by attending the courses of reading, writing, listening and speaking, and main course.

The teachers who attended the study were all teachers working at the School of Foreign Languages of Çanakkale Onsekiz Mart University. Distribution of the teachers in terms of gender, age and period of English language teaching is presented in Table 4.

Table 4

Distribution of the Teachers According to Gender, Age and Teaching Experience (N = 18)

		N
Gender	Female	14
	Male	4
Age	30 to 39 years	14
	40 to 49 years	3
	50 to 59 years	1
Experience	11 to 20 years	15
	5 to 10 years	2
	21 years or above	1

The table demonstrates that the total number of the teachers who participated in the study was 18. 14 of the teachers were female and 4 of them male. 14 of the teachers were aged between 30 and 39 and 3 of them were aged between 40 and 49. Merely one of the teachers was aged between 50 and 59. Speaking of experiences of the teachers in ELT, 15 of them had experience between 11-20 years and 2 of them were experienced between 5 and 10 years and merely one of the teachers has taught English for 21 years or above.

Distribution of the teachers in terms of education (e.g. primary education, secondary education) in an overseas country and training abroad is presented in Table 5.

Table 5

Distribution of the Teachers According to Education Abroad and Training Abroad (N=18)

		N
Education in an overseas country	No	16
	Yes	2
Training abroad	No	11
	Yes	7

When the data were analyzed to find out whether the teachers have received any education such as primary education in an overseas country or not, it was indicated that 16 of them have not received any education in an overseas country, while 2 of them have been educated abroad. Additively, 11 of them have not received any training abroad, while 7 of them had the opportunity to receive training in another country.

The teachers' native language is another factor that is to be considered. Thus, it should be stated that the analysis of the data revealed that all the teachers who participated in the study were native speakers of Turkish.

Materials and Instrumentation

To collect quantitative data on the opinions of the students and the teachers concerning the use of L1 in English classes, two five-point Likert-scale questionnaires were administered. The reason for choosing questionnaire as a data collection tool was that questionnaire is an efficient tool to collect quantitative data and it could also be combined with alternative tools such as interviews that were also used for this study as Robson (1993, p. 227, quoted in Kayaoğlu, p. 27) states that the questionnaires "could lend themselves well to be used in combination with other methods". Some information related with the questionnaires and interviews used as the data collection tools in this study should be explained in detail. The

Students' and the Teachers' Questionnaire were adapted from Elmetwally's (2012) questionnaires. The original Students' Questionnaire that included 20 items was checked by three researchers and some changes were made according to the researchers' feedback. Speaking of the relevant changes, the statements that were double questions in the original questionnaire were written as two different items and a few of the statements that were considered to be unnecessary were omitted. Additionally, the word "slightly agree" was used instead of the word "neutral" as one of the points of the questionnaire and extra items were added in the personal information part. The questionnaire whose reliability was found to be .924 (Cronbach alpha $\alpha = .924$) included four parts. In the first part, the purpose of the study was provided. The second part consisted of personal information of the students such as gender, department, age, period of English learning and abroad experience. The third part included 19 items that focused on the students' attitudes towards the use of L1 in English classes and explored their views regarding the purposes for which L1 should be used. The last part contained one item that focused on the students' overall opinion on the frequency of L1 use in English classes. The questionnaire was administered in English.

The original Teachers' Questionnaire was also sent to three experts whose expertise area is language teaching to state their opinions on the questionnaire and the necessary adjustments were made accordingly. In addition to the relevant adjustments, a certain number of extra statements used in the questionnaires of a variety of researchers were added. Kelilo's (2012) statements were used as the items 20 and 21. Additionally, the items 23 and 24 were formed based on Kıcır and Mahmutoğlu's (2013) statements. Kayaoğlu's (2012) statements were used as the items 25 and 26 and lastly, the statement 22 was adopted from Jancova's (2010) questionnaire. The adjusted version of the Teachers' Questionnaire included five parts. The first part included the objective of the study. In the second part, personal information of the teachers such as gender, native language, other spoken languages, age, teaching

experience, education and training abroad was provided. The third part contained 5 items that explored the teachers' attitudes towards the use of L1 and the fourth part consisted of 21 items that focused on the teachers' views concerning the purposes for which L1 should be used. One item that examined the teachers' overall view regarding how much L1 should be used in English classes was included in the last part. The Teachers' Questionnaire was also administered in English and the reliability analysis indicated that the value was .920 (Cronbach α = .920).

As stated before, the quantitative data that were collected through the questionnaires explained above were complemented with the qualitative data collected by means of the interviews conducted with 11 teachers and 11 students. The reason why interviews were selected to collect qualitative data was that interviews helped researchers get deeper into the ideas of participants and let researchers build connections and ask questions (Creswell, 2009, cited in Al Sharaeai, 2012). The students' unstructured interview that was formed by the researcher herself included one open-ended question. The students' interview question is presented below:

IQ1. What do you think of the use of L1 in English classes?

Additionally, the teachers' interview contained an unstructured question and a structured question. The first question was prepared by the researcher herself and one of the questions of Kelilo' (2012) interview was used as the question of the teachers' interview. The teachers' interview questions are as follows:

IQ1. What is your opinion about using L1 in English classes?

IQ2. What do you think would be a problem to you and your students if you use English exclusively in the EFL classroom?

Procedures for Data Collection

At first, the necessary permission was obtained from Elmetwally Elmenshawy

Elmetwally to be able to benefit from his questionnaires for the current study. Then, a petition that included the researcher's aim of conducting the study with a certain number of students and instructors of School of Foreign Languages of Çanakkale Onsekiz Mart University was written and the data collection tools that were to be used for the relevant purpose were attached in the petition. The petition was presented to the directorship of School of Foreign Languages and the official permission required for the administration of the questionnaires and interviews was obtained from the director of the school. Next, the researcher was informed about the ELT and ELL preparation classes by the assistant director of the school. With the written permission and the relevant information such as the timetables of the classes in hand, the school was revisited. The teachers working in the ELT and ELL preparation classes were briefly informed about the study and the Students' Questionnaire. The aims of the questionnaire were made clear to the students. The students were also asked not to forget to fill in the personal information part. It was also stated that the questionnaire consisted of 20 statements regarding the use of L1 in English classes. Meanwhile, the students were informed about the way that must be followed while responding to the statements. The students were observed during the conduct of the questionnaire. Speaking of the administration of the Teachers' Questionnaire, each teacher was informed about the questionnaire and instructed and observed in the same way with the students. Finally, the collected questionnaires were prepared for the analysis.

11 of the ELT and ELL preparation class students were selected and interviewed. At the beginning of each interview, it was stated that the data to be collected through the interview would only be used for research purposes and each student was asked which language they would prefer to use while responding to the interview questions. 3 of them preferred to be interviewed in L1 and 8 of the interviews were conducted in English.

11 of teachers working at the School of Foreign Languages of Çanakkale Onsekiz

Mart University were also interviewed. 10 of the interviews were conducted in English and 1 of them in Turkish. Both the students' and teachers' interviews were audio recorded making use of a mobile phone recorder and transcribed for the analysis.

It took the researcher approximately three weeks to collect all the quantitative and qualitative data.

Procedures for Data Analysis

The quantitative data collected through the Students' Questionnaire and the Teachers' Questionnaire were fed into a computer through Statistical Package for Social Sciences (SPSS, hereafter) and. Initially, one of the significant steps taken in the stage of putting the data of the Students' Questionnaire into SPSS should be noted. The items 6 and 8 of the Students' Questionnaire were different than the other items in that negative meaning related with the use of Turkish was presented by them. Thus, the students' responses to these two items needed to be reversed in the relevant stage to obtain a reliable and valid result on the overall attitude of the students regarding the use of L1 in English classes. Then, the data were analyzed by means of descriptive statistics to find out the mean values, standard deviation, frequency and percentage of the statements. It should be stated that the students' responses of strongly disagree and disagree revealed as frequency and percentages were gathered together and the same way was followed for the students' responses of agree and strongly agree and presented in the tables. Additionally, the frequency and percentage of the students' responses of agree and strongly agree to the items 8 and 6 mentioned above were displayed as the frequency and percentage of the students' responses of disagree and strongly disagree in the output. Thus, the results of strongly agree and agree and the results of strongly disagree and disagree were reversed and put into the table as the statements were written in the original negative versions in the table. Lastly, the percentages of the items that aim to examine attitudes of students presented in the relevant table were fed into the computer through

Microsoft Office Excel and the chart that displayed the students' overall attitude towards the use of L1 was formed.

The same steps were taken in the stages of putting the data of the Teachers' Questionnaire into SPSS and analyzing the relevant data. The questionnaire for the teachers also included items 3, 4, and 5 that presented negative meaning related with the use of L1; therefore, they were necessarily reversed in the same way with the similar statements of the Students' Questionnaire before and after the analysis process. As the last step, the chart that demonstrates the teachers' overall attitude towards the use of L1 was formed in the same way followed to form the students' chart mentioned above.

After the teachers' and the students' interviews were transcribed, the ones that were conducted in Turkish were translated to English. The qualitative data collected through these data collection tools were analyzed by means of content analysis. As the first stage of the content analysis, codes that were found based on the research questions and the literature related with the use of L1 were listed and categorized under the suitable main themes. Next, the coding was tested on two sample data sets. The responses of the teachers and students that were repeated several times and considered to be important by the interviewee or that were found to be astonishing for the researcher were selected and written opposite the suitable code or sub-theme. After that, the relevant responses of each interviewee were combined together under the appropriate sub-themes. The emerged sub-themes were put in a descending order from the most common to the least common and the percentages of the sub-themes were calculated and presented along with the main themes in the tables. These findings were compared with the findings obtained as a result of the analysis of the quantitative data collected through the questionnaires since "it is not appropriate to present the views that are not supported with the data collected at first hand in a research study" (Şimşek & Yıldırım, 1999, p. 174).

Chapter Summary

In this chapter, the methodology adopted to carry out the main study was detailed by presenting information related with the setting, participants, data collection tools and why they were particularly chosen to collect the data; steps taken to collect and analyze the data.

Chapter III: Findings

Introduction

In this chapter, the findings revealed as a result of the analysis of the data collected through the Students' Questionnaire, the students' interview, the Teachers' Questionnaire, and the teachers' interview are presented in view of the research questions of the study.

Findings of the Students' Questionnaire

Findings of research question 1. RQ1. What are the attitudes of the students towards the use of L1 in English classes?

Table 6

The Students' Attitudes towards the Use of L1 (N = 96)

| Statements	Frequency and Percent			*M*	*SD*
	Strongly disagree +Disagree	Slightly agree	Agree +St. Ag.		
8. Using Turkish prevents me from learning English.	39 (40.6 %)	23 (24 %)	32 (33.3 %)	3.11	1.27
2. I feel more comfortable when my teacher uses Turkish in Eng. Classes.	40 (41.7 %)	38 (39.6 %)	18 (18.7 %)	2.67	.937
3. Using Turkish in class helps me understand English.	45 (46.9 %)	30 (31.3 %)	21 (21.9 %)	2.65	1.12
4. Students should be allowed to Use Turkish in Eng. Classes.	42 (43.8 %)	37 (38.5 %)	17 (17.7 %)	2.60	1.09
6. I prefer not to use Turkish In English classes.	25 (26.1 %)	17 (17.7 %)	54 (56.3 %)	2.50	1.19
5. I understand the lesson much better when the teacher uses Turkish.	53 (55.3 %)	30 (31.3 %)	13 (13.5 %)	2.43	1.01

Table 6 continued

7.Using Turkish motivates me to participate more in English classroom activities.	54 (56.2 %)	27 (28.1 %)	15 (15.7 %)	2.43	1.07
1.I would like my English teacher to use Turkish in English classes.	60 (62.5 %)	28 (29.2 %)	8 (8.3 %)	2.24	.891

As illustrated in Table 6, 40. 6 % of the students disagreed or strongly disagreed that using Turkish prevented them from learning English. 41.7 % of the participants disagreed or strongly disagreed that they felt more comfortable when the teacher used Turkish in the classroom; however, 39.6 % of the students slightly agreed with the relevant idea. 46.9 % of the students disagreed or strongly disagreed with the idea that using Turkish in class helped them understand English. Similarly, 43.8 % of the students disagreed or strongly disagreed that they should be allowed to use Turkish in the classroom. More than half of the students (56.3 %) did not prefer to use Turkish in English classes. 55.3 % of the participants also disagreed or strongly disagreed that they understood the lesson much better when the teacher used Turkish. More than half of the students (56. 2 %) disagreed or strongly disagreed that using Turkish motivated them to participate more in classroom activities. Lastly, the majority of the students (62.5 %) did not want their teacher to use Turkish in English classes. According to the results, the students generally thought that L1 did not act as a preventing element in the process of learning English, which reveals the fact that the students generally had positive attitude towards the relevant view presented through item 8. On the other hand, the participants' attitudes towards the other items, particularly the ones concerning lesson comprehension, motivation to participate classroom activities and their preferences regarding their own of use of L1 and

teachers' use of L1 in classroom practices, were generally nearly negative or negative.

The students' overall attitude towards the use of L1 is demonstrated in percentages in Figure 1.
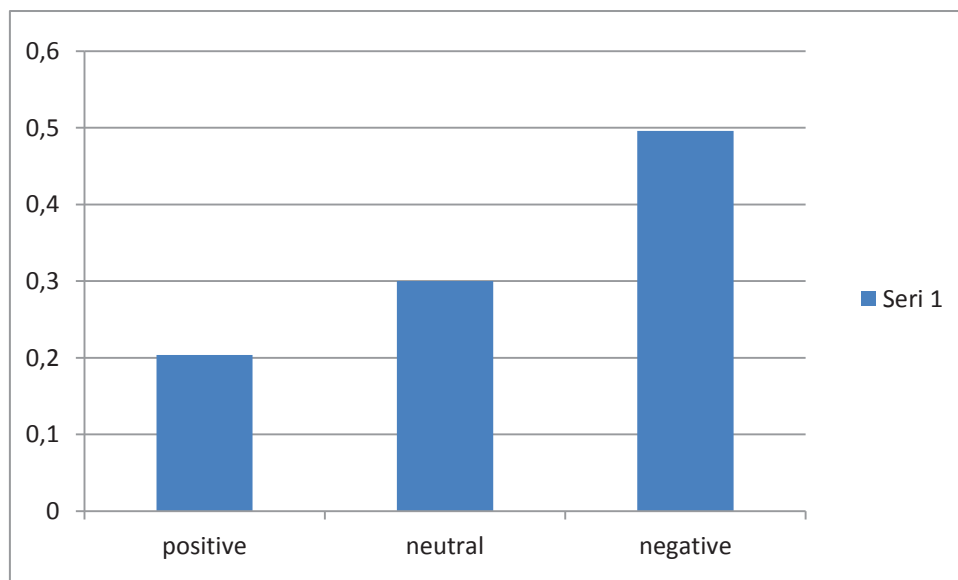
Figure 1. The students' overall attitude towards the use of L1 in English classes (N = 96)

The figure displays that the students had an overall negative attitude towards the use of L1 in English classes. Approximately half of the students (50 %) were against involvement of L1 in the classroom, whereas the neutral attitude scored 30 percent and the positive attitude scored merely 20 percent of the students' responses.

The data were also analyzed to find out the students' overall attitude towards the frequency of using L1 in English classes. 46.9 % of the EFL preparation class students showed that Turkish should rarely be used in English classes and merely 1 % of the students thought that Turkish should always be used in English classes. Additionally, 37.5 % of students believed that L1 should sometimes be used and 8.3 % of them supported the view that L1 should never be used in the classroom. Lastly, 5.2 % of the students thought that L1 should often be used in English classes.

Findings of research question 2. RQ2. What is the students' perspective on the purposes for which L1 should be used?

Table 7

The Students' Opinions about the Purposes for which L1 should be Used (N = 96)

Statements	Frequency and Percent			*M*	*SD*
	Strongly disagree +Disagree	Slightly agree	Agree +St. Ag.		
18. Teachers should use Turkish to explain difficult concepts.	18 (18.8 %)	23 (24 %)	55 (57.3 %)	3.53	1.08
14. Using Turkish helps me express my feelings when I fail to do that in English.	19 (19.8 %)	27 (28.1 %)	48 (50 %)	3.44	1.08
11. Using Turkish helps me understand Eng. Idioms.	21 (21.9 %)	25 (26 %)	49 (51.1 %)	3.41	1.11
15. Using Turkish helps me express my ideas when I fail to do that in English.	17 (17.7 %)	33 (33.4 %)	44 (45.9 %)	3.40	1.08
19. Turkish should be used to facilitate complicated Eng. classroom tasks.	28 (29.2 %)	36 (37.5 %)	32 (33.4 %)	3.09	1.01
9. I understand English grammar better when it is explained in Turkish.	36 (37.5 %)	26 (27.1 %)	34 (35.4 %)	3.00	1.22
12. It is better use Turkish to explain the differences between Turkish and English.	42 (43.7 %)	18 (18.8 %)	36 (37.5 %)	2.85	1.22
10. Turkish should be used to explain new vocabulary items.	42 (43.8 %)	27 (28.1 %)	27 (28.1 %)	2.81	1.13

Table 7 continued

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13. It is better to use Turkish to explain the similarities between Turkish and English.	44 (45.8 %)	22 (22.9 %)	30 (31.3 %)	2.80	1.15
17. Students should be allowed to use Turkish in small-group work.	54 (56.2 %)	30 (31.3 %)	10 (10.4 %)	2.11	1.00
16. Students should be allowed to use Turkish in pair work.	60 (62.5 %)	25 (26 %)	11 (11.4 %)	2.20	1.02

As demonstrated in Table 7, more than half of the students (57.3 %) supported the idea that teachers should use Turkish to explain difficult concepts. Half of the students (50 %) agreed or strongly agreed that using Turkish helped them express their feelings when they failed to do that in English and 51.1 % of the students believed that using Turkish helped them comprehend English idioms. 45.9 % of the students believed that using L1 helped them express their ideas when they failed to do that in English. 37.5 % of the students slightly agreed with the idea that Turkish should be utilized to facilitate complex classroom tasks and 33.4 % of the participants agreed or strongly agreed with the relevant view. 37. 5 % of the students disagreed or strongly disagreed that that they understood English grammar better when it was explained in Turkish, whereas 35.4 % the students did not share the same view, which reveals the fact that their preference on the same item which is 9 was not significant. 43.7 % of the students disagreed or strongly disagreed with the idea that it was better to use Turkish to explain the differences between Turkish and English. Similarly, 43.8 % of the students were not in favor of the opinion that Turkish should be used to explain new vocabulary items. 45.8 % of the students did not support the idea that it was better to use Turkish to explain the similarities between Turkish and English. More than half of the students (56.2 %) were not in favor of the view that students should be allowed to use Turkish

in small-group work. Lastly, the majority of the students (62.5 %) disagreed or strongly disagreed that they should be allowed to use Turkish in pair work. According to the results, the students thought that the use of L1 for the purposes of explaining difficult concepts, expressing their feelings, comprehending English idioms and expressing their ideas was more beneficial than the involvement of L1 for explaining differences and similarities between L1 and L2, explaining new vocabulary items, and collaborative work.

Findings of the Students' Interviews

The purpose of this section is to reveal the results of the interviews (See the interview question, Appendix C).

Table 8

Percentages of the Students' Responses According to the Emerged Sub-themes (*N = 11)*

The Students' attitudes towards the use of L1	Participants	N	Percentages (%)
English as the main language	S1, S2, S4, S5, S8, S9, S10, S11	8	73
General opinion regarding the use of L1 (negative or nearly negative)	S2, S5, S4, S8, S10, S6, S7	7	64
L1 for comprehension	S2, S4, S9	3	27
Totally positive attitude towards the English-only	S6, S7	2	18
General opinion regarding the use of L1 (positive)	S3, S11	2	18
The Students' beliefs about the purposes for which L1 should be used	Participants	N	Percentages (%)
Appropriateness of the use of L1 in grammar classes	S1, S2, S3, S4, S5, S8, S9, S10	8	73

Table 8 continued

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Inappropriateness of the use of L1 in speaking classes	S1, S3, S8, S9, S10	5	45
Appropriateness of the use of L1 in writing classes	S3, S4, S9, S10	4	36
Inappropriateness of the use of L1 in listening classes	S1, S3, S8, S9	4	36
Inappropriateness of the use of L1 in reading classes	S1, S3, S8	3	27
Appropriateness of the use of L1 in reading classes	S10	1	9

As the table above shows, by emphasizing the importance of L2 input, output, and the negative effects of overuse of L1 could have, approximately 73 % of the students agreed that the main language to be used is English. The students' attitudes towards the Students' Questionnaire's items related with their preferences regarding their own use of L1 and the teachers' use of L1 in the classroom were also found to be negative. Therefore, this finding that reveals that the students are in favor of the use of English as the main language in the classroom is supported by the analysis of the items 4, 6, and 1 of the Students' Questionnaire with the mean value 2.44 (*SD = 1.05*). Some of the relevant responses of the students are as follows:

S1-"About teachers, I think they shouldn't use it (Turkish) in the class, because it affects our respect to them. I respect the teachers speaking English constantly more and I feel as if they were more knowledgeable and their value for me increases. I think the classes should be like the place where we can speak English like we are abroad."

S10- "I would not like to use Turkish language in classes, because the more we use it, the more we get rotten, stale, I am not sure if it's the wrong usage of the word but because if we solve every problem using Turkish, we will get used to it and we will start not using English

in our problems. Generally we have to use English in my opinion."

S11- "If we use Turkish too much, it prevents us from learning another language. The main language should be English, but we should get help from Turkish from time to time."

Most of the students stated that English should be used as the main language and L1 should be used only when it is necessary. Accordingly, 64 % of the students used the words "negative" or "nearly negative" to explain their general opinion concerning the use of L1 and merely 18 % of them displayed totally negative attitude towards the use of L1 by strongly supporting the English-only approach. Additionally, 18 % of them used the word "positive" to express their general idea on the use of L1. It is worth to mention that this result of the interview is in the same direction with the finding of the Students' Questionnaire which indicated that the students' overall attitude towards the use L1 was negative. Some statements of the participants are below:

S2- "I find it (using Turkish in English classes) negative."

S8- "I actually support English. My general idea about the use of Turkish is kind of negative."

S7- "I think it (Turkish) is a negative side. It shouldn't be used in English classes, because the students can forget English, because Turkish and English are really different from each other."

S3- "My attitude towards the use of Turkish in English classes is positive."

Additionally, 27 % of the students stated that Turkish could be used to increase their comprehension in English classes, which is supported by the analysis of the items 3 and 5 in the Students' Questionnaire with the mean value 2.54 ($SD = 1.06$). Some of the excerpts are as follows:

S2- "You may not understand every single thing, so you need a little Turkish."

S4- "If I can't understand when it is explained in English, I ask the teacher to explain in Turkish."

The students' responses were also analyzed to find out their opinions regarding the purposes for which Turkish should be used in English classes as the second main theme. Six sub-themes were emerged according to the students' responses and initially the finding of the first sub-theme that is related with the use of L1 in grammar classes should be noted.

As illustrated in the table, 73 % of the students stated that they were in favor of the idea of the use of L1 in grammar classes since it could help them comprehend some difficult or problematic points. It is important to add that this finding of the interview is not corroborated with the finding of the item 9 of the Students' Questionnaire which indicated that the students did not have a significant preference on the idea that explanation of grammar in L1 helped them understand better ($M = 3.00$; $SD = 1.22$). Some of the relevant responses of the students are as follows:

S2- "Sometimes they (teachers) may use Turkish in grammar, because they have to show the comparisons between Turkish and English, because sometimes we are not able to understand completely the grammar parts, so they may use a little Turkish."

S10- "Generally, we sometimes have difficulty in understanding some grammar subjects, for example perfect tenses because we don't have them in our language, so of course it should be used for very extreme situations."

S5- "Sometimes in main course, in grammar classes, a little Turkish is necessary for some friends, because for example, the present perfect tense is not included in Turkish, some friends want to understand the meaning in Turkish, so I think in this point the teachers can speak a little Turkish about it."

In addition, 36 % of the students supported the view that Turkish could be used in writing classes. Some of the excerpts are below:

S10- "In writing, we can use Turkish, because some of the conjunctions in English, we do not have them in Turkish, so we can find Turkish equivalents of them."

S3- "I think it is necessary to use a little Turkish in writing, because there are expressions and it is hard to understand."

27 % of the students stated that it is inappropriate to use L1 in reading classes and merely one of the students thought that it was necessary to use Turkish in the process of improving their reading skill. The students stated as:

S3- **"**We have lessons such as speaking, listening, reading, I think English should be used definitely in these lessons."

S10-" In reading, yes I think we can use Turkish in reading, too, because as you know there are some reading skills and I am not sure if I know all of them, so I would love to hear a Turkish teacher who tells us about them in Turkish."

Lastly, according to the students' responses, 45 % of them thought that the use of L1 in speaking classes was inappropriate and similarly 36 % of them stated that Turkish should not be used in listening classes. Some statements of the students are as follows:

S10- "In speaking, I think we have to use English all the time."

S9- "But in other lessons such as speaking, the purpose is to speak English, or in listening, our aim is to be able to listen to it, so the use of English here is quite normal."

In brief, the findings of the Students' Questionnaire and the results of the interview question are generally parallel with each other. Yet, the finding of the interview which revealed that the majority of the students supported the use of L1 in grammar lessons does not show similarity with the relevant result of the Students' Questionnaire. Additionally, the sub-themes regarding the use of L1 in developing the skills of reading, writing, speaking and listening that the Students' Questionnaire does not include were revealed. The analysis of the qualitative data obtained through the interview question indicated that the majority of the students were in favor of the idea of the use of English as the main language and the use of L1 merely when it is necessary. Accordingly, most of students' general opinion concerning the

use of Turkish was found to be negative or nearly negative and only a few of them displayed totally positive attitude towards the English-only approach. Lastly, the majority of them believed in appropriateness of using L1 for the purpose of improving their grammatical knowledge and regarded the use of L1 for developing their speaking and listening skill as an inappropriate act.

Findings of the Teachers' Questionnaire

       Findings of research question 3. RQ3. What are the attitudes of the teachers towards the use of L1 in English classes?

Table 9

The Teachers' Attitudes towards the Use of L1 (N = 18)

Statements	Frequency and Percent			M	SD
	Strongly disagree +Disagree	Slightly agree	Agree +St. Ag.		
3. Using Turkish prevents students from learning Eng.	9 (50 %)	4 (22.2 %)	5 (27.8 %)	3.22	1.21
5. I do not feel comfortable when my students use their first language.	6 (33.3 %)	4 (22.2 %)	8 (44.4 %)	3.00	1.08
4. Teachers should follow an English-only policy in the classroom.	6 (33.4 %)	7 (38.9 %)	5 (27.8 %)	3.00	1.08
2. Students' first language should be allowed during English lessons.	7 (38.9 %)	6 (33.3 %)	5 (27.8 %)	2.83	.924
1.Teachers should use their students' first language in Eng. Classes.	7 (38.9 %)	7 (38.9 %)	4 (22.3 %)	2.78	1.06

The table above illustrates that half of the teachers (50 %) disagreed or strongly disagreed that using Turkish prevented students from learning English. Approximately 39 % of the teachers slightly agreed with the view that the English-only policy should be applied by teachers in the classroom, which reveals that they do not have a totally decisive opinion on item 4. 44.4 % of the teachers also agreed or strongly agreed that they did not feel comfortable when their students used L1 in English classes. Approximately 39 % of the teachers did not agree that learners' L1 should be allowed during English lessons. Additionally, approximately 39 % of the teachers disagreed or strongly disagreed that learners' L1 should be used by teachers.

The figure illustrates the teachers' overall attitude towards using L1 in percentages.
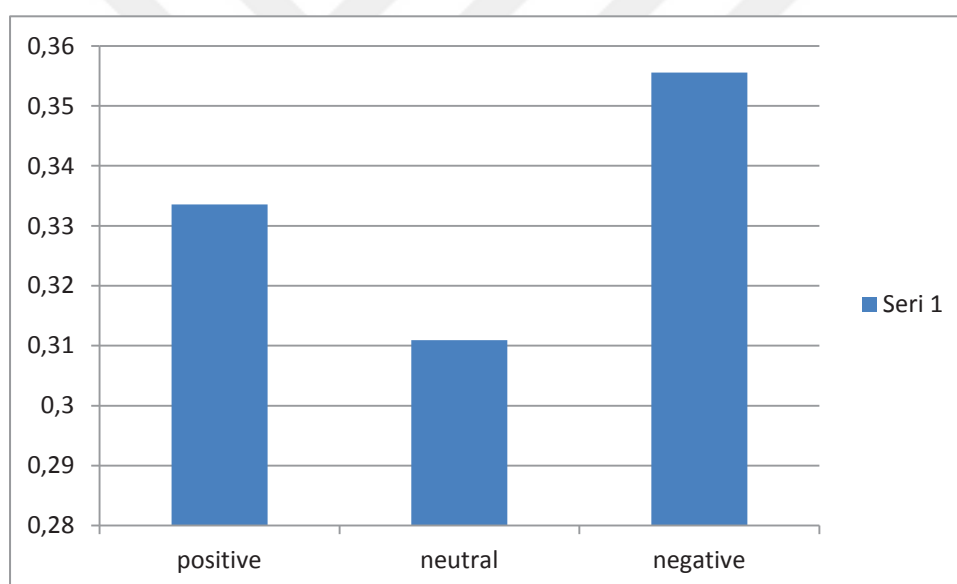
Figure 2. The teachers' overall attitude towards the use of L1 in English classes (N = 18)

According to the figure above, the teachers showed higher negative attitude towards the use of L1 in English classes than those who showed positive attitude. Additionally, 31 % of the teachers showed neutral attitude.

The data were also analyzed to find out the teachers' overall attitude towards using L1 in English classes. 50 % of the teachers believed that learners' L1 should sometimes be used and none of the teachers thought that Turkish should never or always be used in the English

classroom. Additionally, 38.9 % of the teachers believed that L1 should rarely be used in English classes. Lastly, 5.6 % of the teachers showed that L1 should often be used in the classroom.

Findings of research question 4. RQ4. What is the teachers' perspective on the purposes for which L1 should be used?

Table 10

The Teachers' Opinions about the Purposes for which L1 should be Used (N = 18)

Statement	Frequency and Percent				
	Strongly disagree +Disagree	Slightly agree	Agree +St. Ag.	*M*	*SD*
8.It is appropriate to use Turkish to raise students' awareness of the differences between Turkish and English.	1 (5.6 %)	3 (16.7 %)	14 (77.8 %)	4.00	.840
9. It is appropriate to use Turkish to raise students' awareness of the similarities between Turkish and English.	2 (11.1 %)	3 (16.7 %)	13 (72.2 %)	3.89	.963
10. It is appropriate to use Turkish to explain new vocabulary especially abstract items.	2 (11.2 %)	4 (22.2 %)	12 (66.6 %)	3.83	1.15
6. It is appropriate to use Turkish to explain difficult concepts.	2 (11.1 %)	4 (22.2 %)	12 (66. 7 %)	3.83	.985
22. It is appropriate to use Turkish to solve disciplinary problems.	3 (16.7 %)	7 (38.9 %)	8 (44.4 %)	3.50	1.04

Table 10 continued

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7. It is appropriate to use Turkish to introduce new grammar rules.	4 (22.2 %)	5 (27.8 %)	9 (50 %)	3.44	1.04
16. It is appropriate to use Turkish to express students' ideas when they fail to do that in English.	2 (11.1 %)	9 (50 %)	7 (38.9 %)	3.33	.767
15. It is appropriate to use Turkish to express students' feelings when they fail to do that in English.	3 (16.7 %)	8 (44.4 %)	7 (38.9 %)	3.33	.907
17. It is appropriate to use Turkish to explain English idioms.	4 (22.2 %)	7 (38.9 %)	7 (38.9 %)	3.22	.878
21. It is appropriate to use Turkish to elicit language (e.g. How do we say … in English?.	7 (38.9 %)	5 (27.8 %)	6 (33.3 %)	3.00	1.13
11. It is appropriate to use Turkish to help students feel more comfortable.	7 (38.9 %)	5 (27.8 %)	6 (33.3 %)	2.89	.963
20. It is appropriate to use Turkish to check comprehension of the students in the class.	9 (50 %)	5 (27.8 %)	4 (22.3 %)	2.83	1.20
14. It is appropriate to use Turkish to build up a good rapport with students.	8 (44.5 %)	4 (22.2 %)	6 (33.3 %)	2.83	1.29
12. It is appropriate to use Turkish to help students	8 (44.5 %)	5 (27.8 %)	5 (27.8 %)	2.78	.943

Table 10 continued

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feel more confident.

13. It is appropriate to use Turkish to give instructions.	9 (50 %)	5 (27.8 %)	4 (22.3 %)	2.67	1.08
19. It is appropriate to use Turkish to complete small-group work activities.	12 (66.7 %)	4 (22.2 %)	2 (11.2 %)	2.39	.979
23. It is appropriate to use Turkish to explain the content of a reading text.	11 (61.1 %)	5 (27.8 %)	2 (11.1 %)	2.33	.907
18. It is appropriate to use Turkish to complete pair work activities.	12 (66.7 %)	4 (22.2 %)	2 (11.2 %)	2.33	1.02
26. It is appropriate to use Turkish for writing course.	11 (61.1 %)	6 (33.3 %)	1 (5.6 %)	2.11	.878
24. It is appropriate to use Turkish to explain what is said in a listening passage.	13 (72.2%)	3 (16.7 %)	2 (11.1 %)	2.11	.963
25. It is appropriate to use Turkish for speaking course.	15 (83.4 %)	2 (11.1 %)	1 (5.6 %)	1.67	.907

As displayed in Table 10, the majority of the teachers (77.8 %) thought that L1 should be used to raise students' awareness of the differences between Turkish and English languages and 72.2 % of the teachers believed in appropriateness of using L1 to raise students' awareness of the similarities between Turkish and English languages. 66.6 % of the teachers supported the idea that it was appropriate to use Turkish to explain new vocabulary, particularly abstract items. 66.7 % of the teachers agreed or strongly agreed that it was suitable to use Turkish to explain difficult concepts. 44.4 % of the instructors believed in appropriateness of using L1 for the purpose of solving disciplinary problems. Half of the teachers (50 %) supported the idea that it was appropriate to use Turkish to introduce new

grammar rules. Half of the teachers (50 %) slightly agreed that it was appropriate for students to use Turkish to express their ideas when they failed to do that in English. Similarly, 44.4 % of the teachers slightly agreed that it was suitable for learners to use L1 to express their feelings when they failed to do that in L2. Approximately 39 % of the teachers slightly agreed that it was appropriate to use L1 to explain English idioms, while nearly 39 % of the teachers agreed or strongly agreed with the relevant view. Approximately 39 % of the teachers disagreed or strongly disagreed with the idea that it was appropriate to use Turkish to elicit language. Similarly, nearly 39 % of the teachers disagreed or strongly disagreed with appropriateness of using L1 to help students feel more comfortable. Additionally, half of the teachers (50 %) thought that it was inappropriate to use L1 to check comprehension of the students. 44.5 % of the teachers did not support the view that it was appropriate to use Turkish to build up a good rapport with students. Similarly, 44.5 % of the teachers did not believe in appropriateness of using L1 to help students feel more confident. Half of the teachers (50 %) thought that it was inappropriate to use Turkish to give instructions. 66.7 % of the teachers disagreed or strongly disagreed with the opinion that it was appropriate to use Turkish to complete small-group work activities. 61.1 % of the teachers thought that it was not appropriate to use Turkish to explain the content of a reading text. Additionally, 66.7 % of the teachers thought that it was not suitable to use Turkish to complete pair work activities. 61.1 % of the teachers disagreed or strongly disagreed that it was appropriate to use L1 for writing course. Similarly, 72.2 % of the teachers did not believe in appropriateness of using L1 for the purpose of explaining what is said in a listening passage. Lastly, the majority of the teachers (83.4 %) thought that it was inappropriate to use L1 for speaking course. According to the results, the teachers believed that the use of L1 for the purposes of making students aware of the differences and similarities between Turkish and English, explaining new vocabulary, clarifying difficult concepts, solving disciplinary problems and teaching grammar was more

appropriate than making use of L1 for the purposes of completing small-group work and pair work activities and teaching the skills of reading, writing, listening and speaking.

Findings of the Teachers' Interviews

This section aims to report the findings the interviews. (See the interview questions, Appendix D)

Table 11

Percentages of the Teachers' Responses According to the Emerged Sub-themes (N = 11)

The teachers' attitudes towards the use of L1	Participants	*N*	Percentages (%)
The use of L1 when it is needed	T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11	11	100
The use of L1 with lower level students	T1, T3, T4, T5, T6, T8, T11	7	64
General opinion regarding the use of L1 (positive)	T1, T2, T4, T5, T6, T9, T11	7	64
The exclusive use of English (English-only) as an obstacle for comprehension	T5, T6, T7, T10, T11	5	45
The exclusive use of English (English-only) as a psychologically detrimental factor for students	T1, T4, T8	3	27
Translation as a necessary technique	T1, T4, T9	3	27
The exclusive use of English (English-only) as an obstacle for sincere relationship between the teacher and students	T3, T8	2	18

Table 11 continued

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L1 as a time-saving device	T6, T9	2	18
General opinion regarding the use of L1(negative)	T3, T7	2	18
The teachers' beliefs about the purposes for which L1 should be used	Participants	*N*	Percentages (%)
Appropriateness of the use of L1 to teach grammar	T2, T4, T5, T6, T7, T8, T9, T11	8	73
Appropriateness of the use of L1 to teach vocabulary	T1, T5, T6, T7, T9	5	45
Inappropriateness of the use of L1 for reading, writing, speaking and listening courses	T2, T3, T4, T6, T8	5	45
Appropriateness of the use of L1 to give instructions	T5, T6, T10, T11	4	36
Appropriateness of the use of L1 to check comprehension	T10, T5	2	18

As demonstrated in Table 11, all of the teachers that were interviewed (100 %) agreed that L1 is to be used when it is needed in the classroom. It could be stated that this result is supported by the analysis of the item 27 in the Teachers' Questionnaire which indicated that half of the teachers believed that learners' L1 should sometimes be used in the classroom and 38.9 % of them thought that learners' L1 should rarely be used in the English classes. Some of the relevant responses of the teachers are as follows:

T2- "When I see a need to explain something in Turkish, I do it, it's a positive approach. It depends on the student actually."

T6- "As long as you adjust the proportion of the use of Turkish, yes it's necessary and it could be used."

T7- "If you feel the need, if the students are feeling kind of awkward in the classroom, you can make some explanations in Turkish."

More than half of the teachers (64 %) believed that L1 should be used particularly with low level learners by emphasizing that the amount of use of L1 should be decreased as learners become more proficient. The moderate views on the issue of level in keeping the balance between L1 and L2 also suggest that "… as we progress, it may be more and more important to break the connection with L1 and to remain within L2 for longer and longer periods" (Stern, 1992, p. 284). Some of the excerpts of the teachers are below:

T3- "But actually, it depends on the level of the students. So if you're working with like low-level students, yes I think Turkish should be a part of it. But if you are lucky and working with just above B1 students, you can use English very easily like in any kind of lesson."

T6- "It changes in relation with the level of the class you are teaching. If you are teaching in a department in which students are educated through 100 % English, you should decrease the proportion of the use of Turkish to 20s % or 10s %, shouldn't use it as long as it is not very necessary. It could be used only when it is so necessary. But, if you are teaching in departments where the level of English is lower and the lessons are not 100 % English, you can increase the use of Turkish."

Additionally, more than half of the teachers (64 %) in the interview and 34 % of them through the questionnaire showed positive attitude towards the use of L1, whereas only 18 of them in the interview and 36 % of them through the questionnaire showed negative attitude towards the L1. When the overall percentages of both views are considered, it would not be wrong to say the positive tendency towards the use of L1 is higher than the negative tendency. Some of the statements of the teachers are as follows:

T1- "I think it (using Turkish in classes) has positive aspects on students."

T9- "I have mainly positive opinion about the use of L1 in English classes, because it's

necessary. So, it is positive actually, I am not like that in 1980s when communicative language teaching was very popular and you know L1 was a no-no, so it was obviously negative in that period. But there has been a change in the opinions of ELT researchers also, so my opinion is positive in general."

T7- "My general attitude towards the use of Turkish is negative. You have to speak English in the classroom, because as a teacher you are the source of information, so when you are speaking English, students take you as a model and they try to understand you. You are the source of information, so students will listen to you, listening is the first stage of learning a language. So, how are you going to do the listening? Teacher himself or herself is the main source of listening in the classroom. You can not do listening all the time, but students can listen to you. You give the instructions, you read the text, everything you do in the classroom, it should be in English."

Besides, the teachers' responses to the second interview question were also categorized as the sub-themes of the main theme of the teachers' attitudes towards the use of L1. As the analysis of the teachers' responses to the relevant question indicated, 45 % of the teachers believed that the English-only approach could cause comprehension problems for students, which overlaps with the finding of the item 4 in the Teachers' Questionnaire with the mean value 3.00 ($SD = 1$ .08). Some of the responses are below:

T6- "The student doesn't understand when we use only English. He/she comes and asks about it repeatedly."

T10- "Well, let's say you plan to carry out an effective game for children. You believe that it will be very useful for them. However, they don't understand the instruction and the activity or the game doesn't work. Something that you think great can be a great failure if its instruction is complex. So as teachers we should focus on the game or activity itself rather than trying to provide its instruction in English. That can be the biggest problem for us."

Additively, 27 % of the teachers expressed that the exclusive use of English in the classroom could be psychologically detrimental for learners as it could cause stress or frustration when they are exposed to the English-only, particularly if they are beginners. One of the teachers stated as:

T4- "When I use English in the classroom to take their attention, they are first surprised and then they feel the pressure on them and they don't want to listen to me anymore. They feel stressed."

18 % of the teachers stated that the English-only could prevent them from developing a completely sincere relationship with the students. Another teacher expressed as:

T3- "But just personally, there is just one disadvantage to me, it's about the relationship between you and the students. I don't say that you can't like improve a good relationship if you use English all the time, because I keep using English outside the class at the same time because I want them to respond me in English all the time, I expect that, it's not a strict rule, but just I continue to speak English even though they speak Turkish to me. But, like you can't go deeper with them, so jokes become a bit limited, and life stories become a bit limited and some of the students or most of the students do not want to communicate if they don't have to. So, it's a bit important for the relationship. If you wanna go deeper and if you wanna develop a better friendship or relationship, yes we need it."

Besides, translation is seen as a necessary and useful technique by some of the teachers (27 %) and lastly 18 % of the teachers regarded L1 as a time-saving device. Some of the relevant responses are below:

T1- "For some classes, I positively support translation. It will affect lots of things again, like vocabulary, grammar structure, revise grammar structure or revise vocabulary and will help improve their critical thinking abilities and will also make them achieve a kind of feeling or opinion like "oohh, this is said this way in Turkish, this is said this way in English, so they

can compare contrast languages, things like that. I mean I wouldn't use Turkish like teaching things for 20 minutes, but for translation yeah you can spend like an hour. I mean translate a passage into Turkish and I believe the effect of translations, but I am not talking about teaching specific structure. I am talking about kind of teaching. It shouldn't necessarily be like teaching translation. It's not teaching translation. It is kind of from time to time you can translate a passage again to study vocabulary, to study comprehension, to study grammar structure, to improve critical thinking ability."

T9- "It is usually better to use L1 rather than trying to …. by using only L2, because it takes a lot of time and the classroom time is usually precious. The teacher needs to allocate it to tome important things. That's why I think the use of L1 is important."

The qualitative data were also analyzed to find out the teachers' opinions related with the purposes for which L1 should be used as the second main theme. Five sub-themes were emerged accordingly with the teachers' responses under the relevant main theme and initially the finding of the first sub-theme regarding the use of L1 to teach grammar is to be noted.

As illustrated in Table 11, the majority of the teachers (73 %) thought that Turkish could be utilized to teach grammar and the analysis of the item 7 of the Teachers' Questionnaire is in the same direction with this finding with the mean value 3.44 ($SD = 1.04$). Some of the excerpts are below:

T2- "Turkish can be used in grammar courses, because we don't share some of the rules in Turkish. And some rules should be explained in Turkish for some students in some cases, because they are unfamiliar with the language structure."

T6- "But in grammar course, it could be necessary, because you are explaining structure, you may need to compare, for example, "this is the Turkish sentence structure, we form sentences this way, but that is the English sentence structure and you should place the words in this order". As you are explaining something more technical, you use Turkish inevitably and I find

it positive."

T11- "While teaching grammar, it's useful for me. So I use it."

45 % of the teachers were also in favor of the use L1 to teach lexical items, particularly the abstract ones. Some of the statements of the teachers are as follows:

T6- "About vocabulary, you need it from time to time. You can give the Turkish equivalent instantly and save time instead of explaining by long long sentences or movements or gestures being a monkey, so to say, because our time is limited. But, if you have a lot of time, you can explain it with examples or demonstrations. But there are some words whose Turkish equivalents just fit and you can use it."

T9- "Now, research also shows that mother tongue can be useful, especially to explain again abstract concepts in vocabulary teaching."

Additionally, 45 % of the teachers emphasized that it was inappropriate to use L1 to teach reading, writing, speaking and listening, which is supported by the analysis of the items 23, 24, 25 and 26 of the Teachers' Questionnaire that indicated that the use of L1 in skill courses was considered to be inappropriate by the majority of the teachers with the mean value 2.05 ($SD = 0.913$). Some of the responses of the teachers are presented below:

T2- "But I think in skill courses, Turkish should not be used, because in skill courses you also have body language to use. You have other materials."

T8- "If it's a skills course, especially listening, speaking or reading, I don't think that Turkish could be used, in speaking or listening courses, the teacher should try to use English as much as she/he can do."

Besides, 36 % of the teachers stated that Turkish could be used to give instructions, particularly the complex ones, whereas 50 % of the teachers disagreed with appropriateness of using L1 to give instructions ($M = 2.67$, $SD = 1.08$, see item 13, Teachers' Questionnaire). One of the teachers expressed as:

T11- "It can be used while giving instructions if students can not understand."

Lastly, a small percentage of the teachers were in favor of the use of L1 to check comprehension and this result is supported by the analysis of the item 20 of the Teachers' Questionnaire with the mean value 2.83 ($SD = 1.20$).

Briefly, the results of the teachers' interviews are generally parallel with the findings of the Teachers' Questionnaire; however, the result of the interview related with the teachers' view on the use of L1 to give instructions does not show similarity with the relevant finding of the Teachers' Questionnaire. Additionally, a certain number of sub-themes that are not included in the Teachers' Questionnaire were revealed in accordance with the teachers' responses. One of these new findings indicated that more than half of the teachers regarded proficiency level of learners as an effective factor and believed in necessity of using L1 particularly with lower level students. Accordingly, more than half of teachers used the word "positive" to express their general opinion on the use of L1 in English classes and merely few of them displayed negative attitude towards the use of L1 in the EFL classroom. Most of the teachers also stated that L1 could be utilized for the purpose of teaching grammar and regarded the use of L1 for the purposes of improving learners' skills of reading, writing, listening and speaking as an inappropriate act.

Chapter Summary

The first section of the chapter highlighted the findings of the Students' Questionnaire presented as the responses to research questions 1 and 2 which aimed to examine the students' attitudes towards the use of L1 and their opinions on the purposes for which L1 should be used in English classes. In the second section, the findings revealed as a result of the qualitative data collected through the interviews conducted with the students were discussed in view of the research questions 1 and 2. The third section included the findings obtained through analyzing the Teachers Questionnaire as answers to the research questions 3 and 4

and in the last section, the results of the teachers' interviews were provided in view of the research questions 3 and 4.

Chapter IV: Discussion, Conclusion, Implications

Introduction

This chapter contains discussion and a brief summary of the results of the study. Besides, implications obtained as a result of examining the results and suggestions for further studies are presented.

Discussion and Conclusion

The first research question aimed to investigate the students' attitudes towards the use of L1 in English classes. To achieve this aim, the students' responses to the questionnaire were taken into consideration with the help of descriptive statistics and their answers to the interview question were analyzed through content analysis. According to the quantitative data that were analyzed, despite the fact that the students did not regard L1 as a hindering element in the process of learning English, they did not prefer to use L1 and they did not want the teacher to make use of L1 in classroom practices. Additionally, the students thought that they were not motivated by L1 to participate in the activities and L1 did not act as a helpful element in helping them comprehend the lesson better. Moreover, the findings of the students' questionnaire revealed that the students' overall attitude towards the use of L1 was negative and accordingly they believed that L1 should rarely be used in English classes. When the students' responses to the interview question were analyzed, it was also indicated that their general opinion regarding the use of L1 was negative or nearly negative and they believed that English should be mainly used in the classroom.

The aim of the second research question was to clarify the students' opinions related with the purposes for which L1 should be used. In attaining this goal, the students' responses to the relevant items of the questionnaire were analyzed. As a result, it was revealed that the students regarded the use of L1 beneficial for the purposes of explaining difficult concepts, expressing their feelings, comprehending English idioms and expressing their ideas. On the

other hand, the students thought that the use of L1 for the occasions of explaining differences and similarities between L1 and L2, explaining new vocabulary items, small-group work and pair work was not useful. Additionally, the use of L1 in speaking and listening classes was considered to be inappropriate by the students, whereas they thought that using L1 could be helpful in writing classes as the findings of the students' interviews displayed. Additionally, the result of the interviews indicated that the students supported the use of L1 in grammar classes, which does not overlap with the relevant finding of the students' questionnaire.

The third research question aimed to explore the teachers' attitudes towards the use of L1 in English classes. When the quantitative data were analyzed, it was found that L1 was not considered to prevent learners from learning English by the teachers; however, they were not in favor of the idea of allowing students to use L1 and they also did not approve of their own use of L1 in classroom practices. Furthermore, the teachers' overall attitude towards the use of L1 was slightly negative and they believed that Turkish should sometimes be used in the classroom. Despite the fact that the teachers' attitude was found to be slightly negative according to the relevant finding of the questionnaire, the result of the interviews demonstrated that the teachers' general opinion concerning the use of L1 was positive. Moreover, the teachers agreed that L1 should be used when it is needed and they approved the use of L1 particularly with lower level students.

The purpose of the fourth research question was to examine the teachers' perspective on the purposes for which L1 should be used. According to the findings of the questionnaire, the teachers thought that the use of L1 for the purposes of making students aware of the differences and similarities between Turkish and English, explaining new vocabulary, clarifying difficult concepts, solving disciplinary problems and teaching grammar was more appropriate than making use of L1 for the purposes of completing small-group work and pair work activities and teaching the skills of reading, writing, listening and speaking. Similarly,

the teachers who were interviewed expressed that using L1 for teaching grammar and vocabulary was appropriate, while they perceived involvement of L1 in the process of developing the skills of reading, writing, listening and speaking as an inappropriate act.

It is reasonable to compare the findings of the students' questionnaire and students' interviews with the results of the teachers' questionnaire and teachers' interviews. Initially, it could be stated that the teachers displayed a more positive overall attitude towards the use L1 in English classes. Accordingly, the teachers believed that L1 should sometimes be used in the classroom, while the students supported rare use of L1. Speaking of the comparison between the students' and teachers' perspectives on the purposes for which L1 should be used, the teachers and students agreed that the use of L1 for the purpose of explaining difficult concepts was beneficial and the use of L1 for completing small-group work and pair-work activities, teaching listening, speaking and reading was inappropriate. The finding of the students' interview also revealed that the students were in favor of the use of L1 for the purpose of teaching grammar and the teachers shared the same view. On the other hand, the teachers and students did not share the same view on the use of L1 for the purposes of explaining the differences and similarities between L1 and L2, teaching vocabulary, idioms, writing, and students' expressing their feelings and ideas.

The findings of this study should also be compared with the results of some other studies conducted on the use of L1 in L2 classrooms. As stated before, the students who participated in this study had an overall negative attitude towards involvement of L1 in English classes, which does not show similarity with the relevant findings of most of the studies handled in that the students of these international and local studies mostly displayed positive attitudes towards the use of L1 (Alshammari, 2011; Elmetwally, 2012; Kelilo, 2012; Kıcır & Mahmutoğlu, 2013; Taşkın, 2011). For instance, Elmetwally (2012) found that the students' overall attitude towards the use of L1 was positive, while the students in the current

study displayed an overall negative attitude towards using L1, which could be attributed to the fact that the characteristics of the students in both studies were different in that the students of Elmetwally's (2012) study were high school students and the students of the current study were university preparation class learners who were about to major in ELT or ELL. The results of the current study related with the students' beliefs about the purposes for which L1 should be used are also to be compared with the findings of the other studies. The students who participated in both the current study and the studies of Schweers (1999), Gaebler (2014), Alshammari (2011), and Elmetwally (2012) agreed that L1 should be utilized to explain difficult concepts. Yet, the students in Gaebler (2014), Alshammari (2011), and Elmetwally's (2012) studies believed in usefulness of using L1 for learning new words, which is not compatible with the relevant finding of the current study. It is also worth to mention that the use of L1 in collaborative work was also considered to be inappropriate by both the students of the current study and Chuo's (2001) study.

The teachers in the current study displayed a slightly negative overall attitude towards involvement of L1 in L2 classes according to the finding of the questionnaire; however, the qualitative data indicated that the teachers' general opinion about the use of L1 was positive. The relevant result of the current study does not match with the result of Elmetwally (2012) as his participants' general attitude towards utilizing L1 was found to be positive, which could be associated with the fact that the teachers who participated in Elmetwally's (2012) study were high school teachers. The relevant finding of the current study is relatively similar with the finding of Gaebler's (2014) study which revealed that the teachers' overall attitude towards using L1 was nearly positive. Additionally, the finding of the current study relatively matches with the results of Kıcır and Mahmutoğlu's (2013) and Sarandi's (2013) studies as certain amount of use of L1 was approved by the teachers in all the related studies.

The findings of the current study regarding the teachers' opinions about the cases in

which the use of L1 could be beneficial should also be compared with the relevant results of the other studies. Gaebler (2014), Alshammari (2011), Timor (2012), and the researcher of the current study found that the use of L1 for the purposes of explaining difficult points, teaching vocabulary and grammar was supported by the teachers. The findings of the current study also matches with Elmetwally's (2012), Kelilo's (2012) and Sarandi's (2013) studies in that the teachers were in favor of the idea of using L1 for explaining the differences and similarities between L1 and L2.

Implications

When the students' responses to the questionnaire and their responses to the interviews are examined, it could be implied that English is used as the main language in the ELT and ELL preparation classes in which the subjects of the current study are educated. In other words, the idea of maximum provision of L2 in L2 classrooms on which both L1 and L2 advocates agree (Arnett & Turnbull, 2002) is reflected in the classrooms of ELT and ELL students who participated in the current study. It is important to add that this view of maximum provision of L2 does not imply that L1 should be totally banned in L2 classrooms (Turnbull, 2001), which is also compatible with the opinions of the subjects of this study, particularly the teachers. Examining the teachers' attitudes towards the use of L1 comprehensively also reveals that judicious use of L1 supported by the bilingual approach which has risen recently is approved by most of the teachers. Additionally, proficiency level of learners as one of the most important factors in keeping the balance between L1 and L2 is considered to be an efficient element by the teachers of this study. It could be implied that the teachers who work mostly in EFL preparation classes regard L1 as an influential element; however, they might lack the knowledge which could enable them to use it in a systematic way on the grounds that L1 is a neglected area in teacher training (Atkinson, 1987). Thus, it could be recommended that undergraduate ELT students could be informed with effective use

of L1 by language educators. The students' ideas on the use of L1 should also be noted briefly. The students agreed that the use of L1 to express their feelings and ideas when they fail to do that in English is useful, which could be stated as one of the advantages of L1 as a humanistic element. Therefore, the teachers could be suggested to respect students' right to express themselves by allowing them to use L1 when it is necessary. Benefiting from L1 in the process of learning idioms and developing the skill of writing is also considered to be beneficial by the students. Thus, the teachers could be recommended to evaluate the strategies and techniques they make use of in the process of teaching idioms and writing by taking the issue of L1 with all its aspects into consideration.

Suggestions for Further Research Studies

The following suggestions are presented for further research studies on the use of L1 in L2 classrooms.

1. The data collection tools of questionnaires and interviews were used for the current study and other ways such as classroom observations could be benefited to support findings.

2. The current study was conducted in the School of Foreign Languages of Çanakkale Onsekiz Mart University and it could be recommended that teachers and students in other preparation schools of other universities in the region could be involved in research.

3. Students' opinions on the use of L1 could be investigated according to proficiency level.

4. One of the results of the students' questionnaire revealed that the students' had an indecisive opinion on the idea that L1 helped them understand grammar better. On the other hand, according to the finding of the students' interviews, the students were in favor of the use of L1 in grammar classes. The reason of this distinction could be

handled as a research area in another study.

Chapter Summary

In this chapter, the results of the current study were summarized briefly and compared with some other studies in relation with the scope of the current study in the first part. The second part highlighted implications for teachers and language educators and recommendations for further research studies were presented in the last part.

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APPENDICES

Appendix A: The Students' Questionnaire: The Use of L1 in L2 Classrooms

Dear participant,

The aim of this survey is to investigate your attitudes towards using Turkish in English classes and your beliefs about the purposes for which Turkish should be used. Please, be informed that all the collected data are confidential and will only be used for research purposes. So, we will be grateful for your honest responses.
Thank you for your co-operation.

PERSONAL INFORMATION

1. Gender: ☐ Male   ☐ Female

2. Department: ☐ English Language Teaching ☐ English Language and Literature

3. What is your age?

☐ Under 18 years   ☐ 18 to 25 years   ☐ 26 to 35 years   ☐ 36 to 45 years

☐ 46 to 55 years   ☐ Age 56 or older

4. How long have you been learning English? _____

5. Have you ever been abroad? ☐ Yes   ☐ No

* Please choose **ONE** number, which best reflects your opinion on the given statements.

1. Strongly disagree   2. Disagree   3. Slightly agree   4. Agree   5. Strongly agree

	Strongly disagree	Disagree	Slightly agree	Agree	Strongly agree
1.I would like my English teacher to use Turkish in English classes.	1	2	3	4	5
2.I feel more comfortable when my teacher uses Turkish in English classes.	1	2	3	4	5
3.Using Turkish in class helps me understand English.	1	2	3	4	5
4.Students should be allowed to use Turkish in English classes.	1	2	3	4	5

5.I understand the lesson much better when the teacher uses Turkish.	1	2	3	4	5
6.I prefer not to use Turkish in English classes.	1	2	3	4	5
7.Using Turkish motivates me to participate more in English classroom activities.	1	2	3	4	5
8. Using Turkish prevents me from learning English.	1	2	3	4	5
9.I understand English grammar better when it is explained in Turkish.	1	2	3	4	5
10.Turkish should be used to explain new vocabulary items.	1	2	3	4	5
11.Using Turkish helps me understand English idioms.	1	2	3	4	5
12.It's better to use Turkish to explain the differences between Turkish and English.	1	2	3	4	5
13.It's better to use Turkish to explain the similarities between Turkish and English.	1	2	3	4	5
14.Using Turkish helps me express my feelings when I fail to do that in English.	1	2	3	4	5
15.Using Turkish helps me express my ideas when I fail to do that in English.	1	2	3	4	5
16.Students should be allowed to use Turkish in pair work.	1	2	3	4	5
17.Students should be allowed to use Turkish in small-group work.	1	2	3	4	5
18.Teachers should use Turkish to explain difficult concepts.	1	2	3	4	5
19.Turkish should be used to facilitate complicated English classroom tasks.	1	2	3	4	5

*Please choose **ONE** number, which best reflects your opinion on the question.

	Never	Rarely	Sometimes	Often	Always
20.How often do you think Turkish should be used in English lessons?	1	2	3	4	5

Appendix B: The Teachers' Questionnaire: The Use of L1 in L2 Classrooms

Dear colleaque,

This questionnaire is part of a thesis required for the ELT master program in ÇOMÜ. The aim of this survey is to investigate your attitudes towards using Turkish in English classes and your beliefs about the purposes for which Turkish should be used. Please, be informed that all the collected data are confidential and will only be used for research purposes. So, we will be grateful for your honest responses.

Thank you for your co-operation.

PERSONAL INFORMATION

1. Gender: ☐ Male   ☐ Female

2. Native language: _____

3. Other spoken language(s): _____

4. What is your age?
   ☐ Under 20 years   ☐ 20-29 years   ☐ 30- 39 years   ☐ 40-49 years
   ☐ 50-59 years   ☐ Age 59 or older

5. How long have you been teaching English?
   ☐ 0-4 years   ☐ 5-10 years   ☐ 11-20 years   ☐ 21 years or above

6. Have you received any education in an overseas country (e.g. primary education, secondary education) before?
   ☐ No   ☐ Yes
      (If your answer is YES)

-Please, specify the country: _____

-How long? _____

7. Have you received any training abroad?
   ☐ No   ☐ Yes
      (If your answer is YES)

-Please, specify the country: _____

-How long? _____

* Please choose **ONE** number, which best reflects your opinion on the given statements.

* First language(L1) refers to Turkish.

PART ONE (Items 1 – 9)

	Strongly disagree	Disagree	Slightly agree	Agree	Strongly agree
1.Teachers should use their students' first language.	1	2	3	4	5
2.Students' first language should be allowed during English lessons.	1	2	3	4	5
3.Using Turkish prevents students from learning English.	1	2	3	4	5
4.Teachers should follow an English-only policy in the classroom.	1	2	3	4	5
5.I do not feel comfortable when my students use their first language.	1	2	3	4	5

PART TWO (Items 10 – 20)

	Strongly disagree	Disagree	Slightly agree	Agree	Strongly agree
6.It is appropriate to use Turkish to explain difficult concepts.	1	2	3	4	5
7.It is appropriate to use Turkish to introduce new grammar rules.	1	2	3	4	5
8.It is appropriate to use Turkish to raise students' awareness of the differences between Turkish and English.	1	2	3	4	5
9.It is appropriate to use Turkish to raise students' awareness of the similarities between Turkish and English.	1	2	3	4	5
10.It is appropriate to use Turkish to explain new vocabulary especially abstract items.	1	2	3	4	5
11.It is appropriate to use Turkish to help students feel more comfortable.	1	2	3	4	5

12. It is appropriate to use Turkish to help students feel more confident.	1	2	3	4	5
13.It is appropriate to use Turkish to give instructions.	1	2	3	4	5
14.It is appropriate to use Turkish to build up a good rapport with students.	1	2	3	4	5
15.It is appropriate to use Turkish to express students' feelings when they fail to do that in English.	1	2	3	4	5
16.It is appropriate to use Turkish to express students' ideas when they fail to do that in English.	1	2	3	4	5
17.It is appropriate to use Turkish to explain English idioms.	1	2	3	4	5
18.It is appropriate to use Turkish to complete pair work activities.	1	2	3	4	5
19. It is appropriate to use Turkish to complete small-group work activities.	1	2	3	4	5
20.It is appropriate to use Turkish to check comprehension of the students in the class.	1	2	3	4	5
21.It is appropriate to use Turkish to elicit language (e.g. How do we say …. in English?)	1	2	3	4	5
22.It is appropriate to use Turkish to solve disciplinary problems.	1	2	3	4	5
23.It is appropriate to use Turkish to explain the content of a reading text.	1	2	3	4	5
24.It is appropriate to use Turkish to explain what is said in a listening passage.	1	2	3	4	5
25.It is appropriate to use Turkish for speaking course.	1	2	3	4	5
26. It is appropriate to use Turkish for writing course.	1	2	3	4	5

* Please choose **ONE** number, which best reflects your opinion on the statement.

	Never	Rarely	Sometimes	Often	Always
27. I think Turkish should _____ be used in the English classroom.	1	2	3	4	5

Appendix C: The Students' Interview Question

1. What do you think of the use of Turkish (L1) in English classes?

Appendix D: The Teachers' Interview Questions

1. What is your opinion about using L1 in the English classes?

2. What do you think would be a problem to you and your students if you use English exclusively in the EFL classroom?

T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
Yabancı Diller Yüksekokulu Müdürlüğü

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Dersleri aksatmamak kaydıyla Yüksekokulumuzda anket çalışması yapma isteğiniz uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

e-imzalıdır
Doç. Dr. Aysun YAVUZ
Müdür