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AN INVESTIGATION INTO PERSPECTIVES OF EFL TEACHER CANDIDATES
VERSUS VOCATIONAL HIGH SCHOOL STUDENTS ON THE USE OF L1 IN
ENGLISH CLASSES

MASTER THESIS

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**Republic of Turkey
Çanakkale Onsekiz Mart University
Institute of Educational Sciences
Department of Foreign Language Education
English Language Teaching Program**

**An Investigation Into Perspectives of EFL Teacher Candidates Versus Vocational High
School Students on the Use of L1 in English Classes**

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(Master's Thesis)**

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Taahhutname

Yüksek Lisans tezi olarak sunduğum “An Investigation into Perspectives of EFL Teacher Candidates versus Vocational High School Students on the Use of L1 in English Classes” 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.

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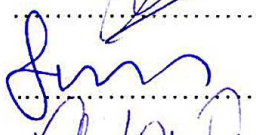
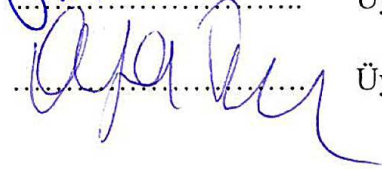
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Abstract

AN INVESTIGATION INTO PERSPECTIVES OF EFL TEACHER CANDIDATES VERSUS VOCATIONAL HIGH SCHOOL STUDENTS ON THE USE OF L1 IN ENGLISH CLASSES

The purpose of this thesis is to reveal perspectives of EFL teacher candidates versus vocational high school students on the use of Turkish in English courses. It also investigates English language skills for which they find the use of Turkish relatively more useful, their justifications behind the use of Turkish in English courses, to what extent it is (needed to be) used, and whether EFL teacher candidates are aware of the current discussions regarding the use of L1 in English classes. By means of t-tests, ANOVA, a post-hoc test, the study analysed similarities and differences through a comparison of perspectives of EFL teacher candidates versus vocational high school students according to several factors including class levels. The data were backed up by frequencies and face-to-face interviews. A total of 182 EFL teacher candidates and 136 vocational high school students participated in the study. The study was implemented by administering 2 questionnaires and 4 interviews in the fall term of the 2017-2018 academic year. The findings indicated that the majority of the participants support the use of Turkish in English courses, and that there is a significant difference between the perspectives of EFL teacher candidates and vocational high school students on the use of Turkish in English courses.

Key words: First language, the use of Turkish, perspectives

Özet

Meslek Lisesi Öğrencilerine Karşı Türk İngilizce Öğretmen Adaylarının İngilizce Derslerinde Ana Dil Kullanımına İlişkin Bakış Açıları Üzerine Bir Araştırma

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Bu tezin amacı, Türkiye'deki İngilizce öğretmen adaylarının ve meslek lisesi öğrencilerinin İngilizce derslerinde Türkçe kullanımına yönelik bakış açılarını karşılaştırmalı olarak ortaya koymaktır. Ayrıca İngilizce derslerinde; hangi İngilizce dil becerileri için Türkçe kullanımını daha yararlı bulduklarını, Türkçe kullanmalarının arkasındaki gerekçelerini, Türkçenin hangi ölçüde kullanıldığını (kullanılması gerektiğini) ve Türkiye'deki İngilizce öğretmen adaylarının İngilizce derslerinde ana dil kullanımıyla ilgili

tartışmaların farkında olup olmadığını incelemektedir. Türkiye'deki öğretmen adayları ile meslek lisesi öğrencileri arasındaki bakış açılarının karşılaştırılması yoluyla, aralarındaki farklılıkları ve benzerlikleri t-testleri, ANOVA, post-hoc testi aracılığıyla sınıf düzeyleri de dahil olmak üzere çeşitli faktörlere göre analiz etmiştir. Araştırmaya 182 Türk öğretmen adayı ve 136 meslek lisesi öğrencisi katılmıştır. Çalışma, 2017-2018 akademik yılının sonbahar döneminde 2 anket ve 4 görüşme yapılarak uygulanmıştır. Araştırmadan elde edilen bulgular, katılımcıların çoğunun İngilizce derslerinde Türkçeyi desteklediklerini ve Türkiye'deki öğretmen adaylarının ve meslek lisesi öğrencilerinin İngilizce derslerinde Türkçe kullanımına ilişkin bakış açıları arasında anlamlı bir farklılık olduğunu göstermiştir.

Anahtar Kelimeler: Ana dil, Türkçenin kullanımı, bakış açıları

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List of Abbreviations

- (ANOVA) Analysis of Variance
- (ALM) Audio-Lingual Method
- (ÇOMÜ) Çanakkale 18 Mart University
- (CAL) Center for Applied Linguistics Instruction
- (CLT) Communicative Language Teaching
- (CLL) Community Language Learning
- (CLIL) Content and Language Integrated Learning
- (CBI) Content-Based Instruction
- (DM) Direct Method
- (EFL) English as a Foreign Language
- (ELF) English as a Lingua Franca
- (ESL) English as a Second Language
- (EAP) English for Academic Purposes
- (ELT) English Language Teaching
- (EU) European Union
- (L1) First Language
- (FL) Foreign Language
- (GTM) Grammar-Translation Method
- (MEB) Milli Eğitim Bakanlığı
- (MoE) Ministry of Education
- (L2) Second Language
- (SBS) Seviye Belirleme Sınavı

(SPSS) Statistical Package for Social Sciences

(TL) Target Language

(TEPAV) The Economic Policy Research Foundation of Turkey

(TPR) Total Physical Response

(YDS) Yabancı Dil Sınavı



Chapter I

Introduction

Overview of the Chapter

This chapter starts with a brief description for the background of the study. Next it gives information about significance of the study together with some concepts about the use of L1 in EFL classes. Finally, the research questions and limitations of the study are addressed.

Background to the Study

Language is the most important human-specific communication tool. This is one of the most important features that distinguish human from other living things; because, language knowledge is one of the most important elements that constitute the basis of learning process in humans. Kumaravadivelu (2006) reported that language knowledge does not refer to only target language, but also knowledge in the native language and in the languages which have already been acquired. He also contended that the use and impact of language knowledge may also have facilitative or inhibiting effects on L2 development. On the other hand, Brown (2001) maintained that native language has a huge impact on the acquisition of target language system, and that inhibitory effects of the native system seems to be more striking, even if it has not only inhibitory but also facilitating effects in the production and understanding of the new language, which pertains to his principle called "The Native Language Effect" (p. 66).

For years, educators have questioned whether they should incorporate L1 in EFL settings. While some researchers have asserted that mother tongue should not be used in English language classrooms, others have argued that it can be used as necessary. For instance, Hung (2012) elucidated that the use of L1 can result in the lack of connection with target language. However, Gatenby (1965); Auerbach (1993); Seidlhofer (1999); Brown

(2001) regarded this issue as arguable by virtue of the changes seen in ELT context during the recent years. Meanwhile, teachers have undertaken new responsibilities and roles. Likewise, Kumaravadivelu (2001) reported that teachers should learn how to practice what they have theorized, and how to theorize what they have practiced. Cook (1992) suggested that instructors can also draw on the advantages of using mother tongue to boost learning.

Stern (1992) abandons the method concept and uses strategy concept instead, and he addresses the use of L1 in L2 teaching context. He clearly advocates the use of L1 in L2 environment in his "intralingual-crosslingual dimension" (p. 279). Kumaravadivelu (2006) suggests that intralingual end implies that brain holds separate parts for each language, and that those languages ought to be learnt in isolation, cross-lingual end, however, supports compound bilingualism in which L2 is learnt by means of L1. One of Kumaravadivelu's (2006) macrostrategies is "Ensure social relevance", (p. 207) which pertains to L1 use in L2 context that helps teachers link their students' TL with the socio-economic environment.

Atkinson (1987) pointed out that learners can explain their humanistic needs with ease if L1 is allowed in the class. In this sense, the inclusion of L1 in English courses can help learners clarify what they cannot in target language. In line with this, Hung (2012) elucidated that learners can utilize learning concepts including lexical and grammatical terms. They can also explore the relevant terminology which is difficult to learn in target language. By doing so, the learners can create a number of opportunities to compare and contrast similar terms in target language and mother tongue. This can make a great contribution to their process of language learning in terms of linguistic awareness. Many scholars emphasize the unnecessary of using L1; yet it can create numerous situations in which both teachers and students can capitalize on one another's skills and resources.

Statement of the Problem

The use of L1 in English courses seems to have been a matter of debate for years. The

place of mother tongue in EFL classes is a popular and a controversial issue because of the methodological changes in ELT in recent years. These changes have been met with hesitation. Therefore, some educators have questioned if they should use L1 in EFL settings; if it should be used, they also questioned the extent to which they should include L1 in foreign language teaching. While some researchers have asserted that there is no point in using mother tongue, others have argued it can be used as necessary. For instance, as Hung (2012) states, the use of L1 can result in the lack of connection with target language. However, Gatenby (1965); Auerbach (1993); Seidlhofer (1999); Brown (2001) regards this issue as arguable by virtue of the changes seen in ELT context during the recent years. Meanwhile, teachers have undertaken new responsibilities and roles. Cook (1992) similarly suggests that instructors can also draw on the advantages of using mother tongue to boost learning.

As seen in Vygotsky's ZPD term, scaffolding with L1 helps students for the optimum learning (Tunçay, 2014). One of the main goals of scaffolding, created by Vygotsky's (1978) ideas, is to reverse the situations in which students experience negative feelings such as frustration and insecurity by setting light to the problems. These problems can be overcome by allowing L1 use in EFL setting. Yet, the overuse of mother tongue can be detrimental to learners' target language; consequently, the students can be totally dependent on their mother tongue. The teacher can need to mediate between L1 and TL in classroom. Researchers cannot turn a blind eye to this matter. The aim of the study is to investigate the perspectives of EFL teacher candidates and vocational high school students on the use of Turkish in English courses.

Purpose and Significance of the Study

The goal of this study is to find out about the perspectives of EFL teacher candidates versus vocational high school students on the use of Turkish in English courses. More specifically, EFL teacher candidates' intentions have been examined regarding the use of

Turkish with regard to their future English classes, while vocational high school students' perspectives were examined in accordance with the English courses that they have taken so far. The results of this study are likely to help foreign language teachers and instructors teaching at tertiary level to find out rationale behind the inclusion of L1 in English classes. The following eight research questions are aimed to be answered:

1. Should Turkish be used in English courses? If it should be used,
 - a. For what English language skills should it be used in order of usefulness to EFL teacher candidates versus vocational high school students?
 - b. How often should it be used according to EFL teacher candidates?
2. What are the justifications provided by EFL teacher candidates and vocational high school students on the use of Turkish in English courses?
3. Is there a significant difference between the perspectives of the EFL teacher candidates and the vocational high school students on the use of Turkish in English courses?
4. Is there a significant difference among the class levels of the EFL teacher candidates in terms of their perspectives on the use of Turkish in English courses?
5. Is there a significant difference among the class levels of the vocational high school students in terms of their perspectives on the use of Turkish in English courses?
6. Is there a significant difference between male and female EFL teacher candidates in terms of their perspectives on the use of Turkish in English courses?
7. Are EFL teacher candidates aware of the current discussions regarding the use of mother tongue in English courses?
8. Do English teachers use Turkish in English courses according to the vocational high school students? If so, what do the vocational high school students report about the frequency of their English teachers' L1 use?

Limitations of the Study

This study is limited to EFL teacher candidates in ELT Department of Education Faculty at Çanakkale 18 Mart University and students of İçdaş Industrial Vocational, and Technical High School. For this reason, it is remotely possible to generalize the results of the study for all EFL teacher candidates and students in Turkey. It could be assumed that another drawback of the research is all of the high school students have a similar English proficiency level. Besides, the questionnaire and interview data collecting instruments which have been developed by the researcher have been used to gather the data; therefore, the findings of the study are limited to these particular instruments. Finally, further research that includes more variables can be conducted in this field in order to clarify more the justifications behind the use of L1 in English courses in reference to other possible factors.

Operational Definitions

First language. A person's first language or L1 is a language that is spoken as the primary language; that is to say, it is learnt first in childhood; used preferentially and exclusively in education or statute (Kachru, 1992).

Second language. Someone's second language or L2 is a language which is not mother tongue of the speaker, but is employed his/her locality (Collins, 2003).

Mother tongue. It is often used to refer to the language that you learn from your parents, which is different any kind of subsequent languages (Kachru, 1992).

Chapter II

Literature Review

Overview of the Chapter

This chapter reviews the literature on a number of issues in relation to the role of L1 in English language teaching (ELT), English as a lingua franca (ELF) and rationale behind the use of it in first language (L1) and second language (L2) classes. Next, it touches upon the methodologies which tolerate and reject the use of L1, which also include several arguments with reference to numerous approaches to L1 use. Then, advantages and disadvantages of supporting L1 in FL/L2 classes are reported with previous EFL/ESL research. Finally, a brief history of FL teaching in Turkey is presented along with the role of Turkish in this particular domain.

Historical Background

The justifications for using L1 in L2 classes. For a long time, it has been a controversial issue that mother tongue should be used or not in the EFL or ESL context. While some linguists and teachers have advocated the use of L1, others have strictly rejected it. For example, Auerbach (1993) stated that if the amount of exposure to target language increases, then learners will be more likely to be competent at the target language. Yet, Cook (1992) suggests that the use of first language and L2 should not be separated from each other in the language teaching process. Butzkamm (2003) similarly argues that mother tongue serves as a valuable tool for internalizing a FL. However, it is not clear that supporting first language use or rejecting it serves as a beneficial action. As only a little small amount of research has been conducted on this subject, what teachers, teacher educators and students think about this matter has been unclear (Ferrer, 2002). There are other reasons for using L1 in teaching/learning context. For example, as Macaro (2001) reports bicultural language teachers are more advantageous in that he/she can facilitate the language development of

learners through using their native language as a source of introducing both the target culture and their own cultures. As learners could better understand their own culture through their mother tongue, it is of great importance that the teacher should offer opportunities to encourage the students to find out the similarities and differences between mother tongue and target language. This way, the learners' needs might be catered for more economically. Schweers (1999) made research about the facilitative roles of first language in EFL and ESL context in Puerto Rico. As a result of this research, the students preferred the teacher to speak Spanish, rather than only English because they felt more comfortable and secure, and thereby assisting them to learn target language. Accordingly, all the learners could reveal their own secrets and fantasies wishfully. What's more, the teachers' views in the study concurred with those of the students, in that the teachers acknowledged that they used L1 to establish good relationships with them. That is, the use of L1 paved the way for the atmosphere within which both the students and teachers had a sense of confidence and solidarity. In line with this, Schweers (1999) further contends that it is more likely that a more dynamic classroom atmosphere will emerge if teachers start with L1, which will also increase the sense of security in the classroom. Switching to mother tongue is one of the compensation strategies, which can be used by students so as to cope with the difficulties understanding or producing the messages (Oxford, 1990). These findings are also in bearing with the results of Şener and Korkut's (2017) investigation into the ideas of teacher candidates on L1 use. According to this study conducted with 41 ELT teacher candidates, most of the participants thought that using L1 in class was acceptable and that using excessive L1 would cause problems in terms of communicative aspects. The results of the interviews also indicated that the teacher candidates considered the use of L1 (Turkish) useful, as they believed L1 use brought a sense of comfort, supporting language learning process.

First language does not hinder students' interdependence in all cases, but could

provide them with a great deal of convenience in language learning. Students might also have a number of opportunities to be more proficient in target language. In addition, teachers can communicate with their students more effectively at the stage of introduction to the aims of the course. Good relationship between the student and the teacher is a crucial step to open doors of new worlds in the learning process. Consequently, it could be far easier to instruct the elements of the lesson to relaxed students, and to involve them in a spectrum of class activities. For example, Al-balawi (2016) conducted a study to find out the attitudes of 50 female English teachers towards using their mother tongue in English classes. She observed that Arabic (L1) was a tool helping create a relaxing atmosphere in L1. Nonetheless, of course, L1 should not be used randomly. Kılavuz (2014) revealed that teachers suggested that L1 should be a vehicle instead of an objective in the classroom like other classroom materials, and that L1 use should be goal-oriented.

Terrell (1977) asserts that the use of L1 does not hold up the language acquisition, but rather facilitates this process. L1 use can also extinguish the anxiety of the students. Krashen (1985) states that the emotional state of the learner could affect receiving the input from the environment positively or negatively. The negative state of the learner could result from different situations, such as stress, lack of motivation, negative physical state or negative attitudes towards language. So, the use of native language may help learners to boost their confidence, as well as helping them eliminate the affective barriers for the language acquisition. By the same token, the use of L1 increases students' enthusiasm to express and reveal their thoughts (Atkinson, 1987; Auerbach, 1993). This does not mean that teachers should always make use of first language in the EFL classroom. They should explore how to mediate between L1 and target language. They should take advantage of first language when they regard it as necessary (Atkinson, 1987). This switching could vary by the classroom atmosphere. Another important point is that teachers should not be accustomed to using their

mother tongue permanently. Otherwise, students also could over-rely on their first language. As a result, the overuse of L1 of both the teacher and the students might result in misleading and unexpected outcomes. As Cole (1998) puts it, teachers can set the appropriate time to switch from target language to L1. Harbord (1992) asserts that using L1 could improve the rapport between the teacher and students and facilitate L2 learning, thus contributing to meaningful communication in the English class. Nevertheless, Atkinson (1987; 1993) holds the belief that the teacher should allocate limited time in terms of managerial and procedural angles as a move to help learners promote their comprehension about instructions, to organize and monitor pair and group work activities.

According to Liao's (2006) observations, many learners could feel timid and so could be silent when the teacher asks them to discuss something exclusively in the TL. However, a more interactive atmosphere occurs and a lot more learners participate in the activities when first language along with TL is allowed for class discussions. Likewise, according to the Güneş's (2015) survey, although students are enthusiastic about speaking the TL, there are some important points of the English course that they need to hear the teacher's use of L1. Likewise, Duff (1989) states that mother tongue should be allowed to encourage the students to be engaged in discussions and speculations, to improve both teachers and students' consciousness about the unavoidable interaction between TL and mother tongue, and to permit us to promote clearness of thinking. In line with this, Weschler (1997) claims that hindering learners' tendency to use native language may have an adverse effect on language learning in class.

The Place and Use of L1 in Different ELT Methods

Grammar-translation method. Grammar-Translation Method (GMT), which is the oldest one of the traditional methods, dates back to the late 19th and early 20th centuries, on which many westerners wanted to focus their efforts while learning some foreign languages.

The Grammar-Translation Method was also called Classical Method, for it was once utilized so as to facilitate the instruction of the languages of Greek and Latin, which were classical languages (Larsen-Freeman and Anderson, 2011).

Grammar-Translation Method has been thought to be unfashionable with the advent of Communicative Language Teaching (CLT) in the late seventies. According to Liu and Shi (2007), despite the fact that it comes in for criticism, Grammar-Translation Method is still widely used in the EFL context; after all, there is no contradiction between the nature of grammar teaching and the communicative approach. While it has been frequently used in EFL classrooms, it is regarded as out of date by many educators. One of the aims of this method is to augment L1 use and translations as far as possible. Grammatical patterns, vocabulary items and memorization of those items are highlighted in this method. Learners are encouraged to recognize the grammar system of the second language, thus promoting foreign language proficiency. Learners better comprehend the grammatical rules of the TL through maximizing L1 use. As Mart (2013) claims, translation is a helpful tool which permits learners to accelerate their language progress. Since a lot of translations are carried out and the medium of instruction is L1, learners' mother tongue has a vital place. In Grammar-Translation Method, no group or pair-work activities are performed in only TL in classroom setting. It usually consists of a set of grammatical rules with a few sample sentences, a list of words containing foreign words in their native language, a reading section containing grammatical rules and words, and exercises to practice grammar and words. Mother tongue of the student is employed in most of the lessons. The Grammar-Translation method cannot provide a significant opportunity for TL acquisition and is predominantly based on language learning by means of L1 along with TL. The development of the productive and receptive skills is not underlined. Students are provided no opportunities to be engaged in real-life situations where students can communicate with one another by using L1 and TL. Consequently, this could

impede learners' flexibility in using TL. As Kavaliauskienė (2009) conclude, learners cannot display success with this method even though they studied it for a long term; because, they were not able to practice the TL. Kavaliauskienė further emphasizes that translation is a major tool in that it assists learners to explore similarities and differences between the two languages. Making comparisons between TL and mother tongue could provide learners with linguistic awareness. This could be accomplished by the inclusion of L1 in EFL classrooms. Furthermore, as Atkinson (1987) puts it, the prominence of translation should not be underestimated as it is a learning type for many language learners. It is worth noting that those learning types could vary by individuals. In fact, those who use native language might draw on more translations. According to Macaro (2005), translation is a discrete skill which benefits learners, and if it is abandoned, then the learners might miss opportunity to refine this skill. In parallel with this, translation may help learners improve their flexibility, explicitness and accuracy in using TL. As a result, in Grammar-Translation Method L1 could be an essential part of language learning in terms of communicating with the interlocutor.

The direct method. Among the factors that suggested a new view of language teaching were the need of the 19th century Europeans to not only translate from L2 to L1, but also to use L2 to communicate verbally (Richards & Rodgers, 2001). There has been a great deal of criticism about Grammar-Translation Method in 1920s. This has given rise to the emanation of the Direct Method. The appearance of the Direct Method was in the early 20th century, and it has become well-known since then (Cook, 2001). The basic idea was that language teaching would be done without translation and without the use of L1 in the classroom, as meaning instead was transmitted through demonstrations, visual aids and actions (Richards & Rodgers, 2001). One of the fundamental goals of the method was to help learners foster their oral/aural competence. It came forth to encourage students to think in their TL, and translation, and L1 use was prohibited. One of the contributions of this method

to the reinforcement of the idea is that the use of L1 should be abandoned in the classroom. According to Çelik (2008) the meaning of the vocabulary items ought to be clarified by the help of the context itself, and first language should be neglected in vocabulary and grammar instruction. In this method, first language is not allowed in the classroom; learners' mother tongue is not an instructional vehicle. According to Brown (2001) the characteristics of the Direct Method are identical to that of Gouin's Series Method, in that both of them suggest that L2 learning should have the same process as L1 learning. That is, the process should have neither translation between languages nor analysis of grammatical patterns. Diller (1978) holds that the basic rule of the direct method is to abstain from translation. However, it should embrace a lot of interaction among learners. Indeed, the name of this method comes from the fact that visual aids and demonstrations are used to convey the messages in a direct way (Larsen-Freeman & Anderson, 2011).

As learners are not allowed to use their native language in the Direct Method, it is regarded as redundant and time-consuming by some educators. The educators think that learners might not meet their needs if they cannot use their mother tongue when necessary. Liu and Shi's (2007) views coincide with their thoughts. They allege that there are 2 question marks for this method: The former is how abstract words can be expressed correctly when translated without reference to L1; the latter is how this method can be applied except the elementary level. That is, the prohibition of L1 in low language levels may reduce teaching effectiveness. Liu and Shi (2007) maintain that the Direct Method entails either native speakers or teachers with native-like fluency, so meeting these needs is quite difficult. As a matter of fact, the results of Oflaz's (2009) study support these ideas, in that the mother tongue was mostly used by teachers when teaching lexical items and grammar.

The audio-lingual method. Based on the opinion of psychologist Skinner that "language is a habit" it emerged in the 1940s and 1950s (Tosun, 2006). Audiolingualism

reflects the structural and constative language science of the 1950s and 1960s (Liu & Shi, 2007). The main focus of this method is speaking skill as in the Direct Method; yet more grammatical structures are instructed instead of vocabulary items. Students are not allowed to use their mother language in order to improve their speaking skills. That is, the advocators of the Audio-Lingual Method recommend using only TL as far as possible. As a matter of fact, one of the aims of this method is to remove students' L1 use and other negative situations that will form the basis for other harmful habits related to the language learning. It also holds the same basis as the Oral Approach and Situational Language Teaching. Larsen-Freeman and Anderson (2011) also suggest that, grammatical structures are highlighted while lexical items are not, which makes this method different from the others. The teacher speaks only in the TL. When an error occurs, it should be corrected by TL as far as possible rather than L1 in case it should be misleading. In line with this, Kılavuz (2014) observed that the teachers used L1 for translation to save time.

The fact that students do not practice TL in real life situations could make ALM difficult to internalize what they have learned. Also, the fact that mother tongue is not allowed when it is necessary can slow down the language learning process of reserved students.

The silent way. The focus of the Silent Way method was that students themselves would, as far as possible, produce their opinions in L2 while the teacher would have a more dimmed role (Richards & Rodgers, 2001). Caleb Gattegno, the founder of this method, states that learning is best done when learners themselves can discover and create with the language instead of blindly repeating what the teacher says. Larsen-Freeman (2000) believes that the teacher's L1 can be used well not only to give instructions or to improve pronunciation, but also to provide feedback, especially in classes where L2 skills are low. Paker and Karaağaç (2015) demonstrated that teachers mostly used L1 to give feedback about their writing courses. This study concurs with that of Çelik (2008), in that he elucidates that learners'

mother tongue can be employed to give instructions if necessary, since it could assist learners to promote their pronunciation skills as well.

Indeed, the teacher can benefit from L1 skills that he/she already has related to L2 learning. In the Silent Way, the teacher serves as an "engineer", a lesson builder, a supporting character who might translate from TL to L1 and uses gestures and body language. A learner who uses all his linguistic knowledge about L1 and TL in group discussion becomes the primary character. Pronunciation, grammar of the language and vocabulary are equally critical from the beginning to the end of teaching. The students could discover the ability to sleep in the language, learning freely to use it with L1 in various situations.

Suggestopedia. It was developed by Georgi Lozanov, who was Bulgarian educator-psychiatrist in the 1970s. It is mostly used to help learners to eliminate the negative feelings that prevent them from reaching success. Larsen-Freeman (2000) holds the belief that the teacher's L1 can be used whenever needed, for example to clarify meaning. What's more, another critical point is that the use of L1 should be gradually reduced in accordance with the course of teaching. According to Cook (2001), the teacher who can use L1 as a teaching strategy effectively is a successful bilingual model. Çelik (2008) similarly emphasizes that the usage and inclusion of L1 can create a relaxed mood, which is very essential in this method.

Teachers should know that doing transcription exercises on short dialogues is easier than doing the transcription of continuous prose texts. They can move into the transcription of continuous texts only when students feel confident about the primary distinctions in the intonation systems. In lessons containing this method, long dialogues can be used with music, and these dialogues can include vocabulary and grammatical patterns in L1 when required. In fact, mother tongue is also used to make these long dialogues clearer. Suggestopedia allows the use of L1 and translations when the teacher deems it necessary; however, Larsen-Freeman (2003) states that it is worth noting that as the learners' level progresses, the teacher's L1 use

reduces gradually. Lourie's (2010) study revealed that teachers utilized L1 for translations as well as facilitating communicative tasks; however, interestingly enough, the teachers made use of L1 more frequently in high levels. What is more, the size of the classroom should be appropriate to implement this method in order to create a setting in which L1 and L2 are used in a balanced way.

Community language learning. Community Language Learning (CLL), which was developed by Charles Curran and La Forge in the 1970s- 1980s, is also known as Counseling Language Learning. Furthermore, CLL has been devised for monolingual conversation lessons in order to enable the teacher-counselor to speak the students' native language. One of the fundamental ways to create confidence for teachers is to use L1 (Larsen-Freeman, 2000). As also shown in Kılavuz's (2014) study, L1 was used to reinforce the learners' confidence and safety in the classroom where they may need to clarify things in their mother tongue. In addition, L1 can be used as a bridge to make the unknown known, and it can also be used at times when teachers need to express their feelings. However, the key idea is that L1 is used less and less in later stages of language development, and is extremely learner-focused. Moreover, the dialogues in the TL can be interchanged with L1 (Larsen- Freeman, 2000).

CLL is a didactic method establishing an inseparable bond between L1 and L2, as learners can record conversation in the second language, and the teacher can make translations from L1 to L2. Çelik (2008) argues that in the Community Language Learning, students are allowed to say what they want at the first stages of the learning process so as to make the utterances clearer.

Communicative approach / Communicative language teaching. At the end of the 1960s, when English applied linguists did not anticipate a good future for language learning based on situational events, they turned their steps towards another fundamental dimension of the language, to the functional and communicative power of the language, which the previous

language teaching approaches have not showed adequate interest in (Richards & Rodgers, 2002). Communicative Language Instruction, which transforms into an umbrella term aiming at fostering communication skills by expanding all the learning styles, is an approach rather than a method (Harmer, 2001; Richards & Rodgers, 2002).

If misunderstandings take place between interlocutors in L1 and TL by different variables, then it can mislead people into making wrong judgments about the attitudes, character, ways of behaving, etc. of a particular speaker. Thus, the difficulties in teaching foreign languages should be identified since there are many factors influencing the use of L1. This could be achieved by mediating between Turkish and English in English courses in Turkish context. Some comparative activities can be carried out when the class members share the same L1.

Thus, it was understood that communicative skills also should be developed. Again, as Larsen-Freeman (2000) states, both linguistic and communicative skills are significant in CLT. She holds the view that L1 is allowed to have a place in this teaching method, since the focus is on both the form and content. In CLT, it is argued that TL should be used not only during communicative activities, but also in executive processes, such as the announcement of activities to students and assignments; it is allowed to use mother tongue on condition that it does not rush into extremes (Larsen-Freeman, 2003). That is to say, L1 can be included in foreign language teaching in order to help students develop effective communication skills, to create a positive classroom atmosphere and to engage learners with language and communication skills through interactive activities.

The dimensions of the Communicate Approach include knowing how to use a language for different purposes and tasks in TL and L1. This approach seeks to grasp and assign a meaning in a language learning process. Regardless of whether or not a grammatically accurate sentence is established, the process proceeds in the form of

transferring the linguistic items learned by the students to others. The likelihood of the linguistic transfer might increase depending on the relation of L1 and TL. In line with this, research has shown that learners of interrelated languages apply more lexical transfer strategies between L1 and L2 (Agustín-Llach, 2014).

The Communicative Approach is based on the assumption that the main purpose of language learning is communication, and that this communication can become more successful by teaching the concepts, words and phrases used in speech by allowing L1. Within this process, activities such as games, role-playing, simulation, task-based communicative activities, pair work, group work can be used to ensure that students are engaged in meaningful interaction in a collaborative environment by mediating between L1 and TL. If the activities and materials in the classroom include meaningful communication, then language learning can be achieved automatically. Therefore, it is very important to provide learners with ample exposure of L2 and with plenty of occasions to also use L2 in a genuine way (Harmer, 2007). However, the problem is how this approach is evaluated, whether it can be applied at all levels of language, and how it can be adapted to needs of students regarding L1 in English classes.

Cognitive-code approach. Human learning has been described in two basic approaches in scientific studies to date. The first is the behavioral approach; the other is the cognitive approach. In a behavioral approach, learning is the link between stimulus and response. The individual develops certain reactions and behaviors against certain stimulants. For this reason, learning is a condition of expression. According to this approach, the changes in behaviors that can only be observed are learned.

In the cognitive learning approach, Chomsky (2007) contends that language learning occurs cognitively in the brain. Furthermore, students progress by placing new information on old knowledge. In this respect, L1 is of vital importance in learning TL. Four basic skills

(listening, speaking, reading, writing) are equally included in learning, and can be translated into mother language when needed. In this method, English teachers may allow the use of mother tongue if necessary, which would benefit the students.

The cognitive approach is the most studied approach related to learning today. As a result, various learning theories based on cognitive vision have been developed. In these theories, thinking, conceptual learning and problem solving are examined extensively. In particular, how knowledge is symbolized in the mind, how it is held and how it is remembered in L1 and TL constitutes important research topics.

Natural approach. Larsen-Freeman (2000) puts forth that this method began to evolve in the late 1970s, and has similarities with Direct Method, which was dominant for much of the 1800s and 1900s. Krashen and Terrell (1983), the founders of the Natural Approach, claim that they do not believe the approach is entirely new, and that the approach has plenty of common features with previous traditional language teaching approaches. In line with this, Kamhuber (2010) states that the most general principle of the Natural Approach is the refusal of grammar teaching, and using only TL without any assistance from mother tongue. However, Krashen and Terrell (1983) maintain that teachers tend to easily fall back on L1 when they are forced to explain their opinions in L2 too early. This may also lead to misconception in terms of what students should do when set tasks to the students. As Hung (2012) states, the teacher may ask students to repeat task requirements in their mother tongue to avoid misunderstandings.

Content based instruction. According to Brinton, Snow and Wesche (1989), Content Based Instruction is a simultaneous study of the language, and the subject is determined by the content material (as cited in Cenoz, 2015). The first uses of CBI can be seen in Canadian immersion programmes. During these programmes, English speaking students were exposed to school subjects in the French language rather than their mother tongue. Among the features

The immersion programs are carried out by the countries which have more than one official language and where education is oriented to the other language of the country (Scott & Beadle, 2014). CBI is still being used especially in all educational levels to teach subject matters with English medium. Therefore, L2 or TL competencies can be developed through teaching of curricular subjects that is not typical of language classes.

There are eight different approaches to CBI (Stoller & Grabe, 1997). Here are some of them:

- Center for Applied Linguistics Instruction (CAL)
- University Level Foreign Language CBI
- Genre-based Approach
- Whole Language Instruction
- English for Academic Purposes – EAP Instruction

And there are three main CBI models offered (Davies, 2003).

- **Sheltered Model:** This model is adopted by universities where English language is employed as L1. The term "sheltered" refers to the idea that students most of whom are foreigners are given extra help to understand the topic given in the English language. There are two teachers, one of whom explains the subject matter in English, while the other focuses on linguistic forms.

- **The Adjunct Model:** In this model, language teachers prepare students for mainstream lessons. Students take language lessons before the topic-based ones, generally in summer months.

- **Theme-Based Model:** This model is mostly used in EFL settings where the topic is presented by EFL teachers, and the themes are selected by teachers (and/or students).

Despite the fact that TL is mainly used in CBI classes, students might use L1 to understand the content (Karim & Rahman, 2016). When viewed from this aspect, if the use of

mother tongue is prohibited, then the motivation of students may also be lessened by teacher. These adverse situations can lead to negativities, such as failure and inability to master the subject matter. For example, as Greggio and Gil (2007) revealed in the beginner EFL context, it turned out that teachers used L1 as an effective teaching medium at the point of grammar and feedback, and students understood the content, and their L1 became a tool for them to participate in the class discussion.

The CBI approaches seek to help students gather their academic, social and cognitive skills in L2 environment, and uses L1 coupled with L2 as a tool to teach academic subjects which include the core curriculum (Genesee & Lindholm-Leary, 2013). Teachers in French immersion programmes almost always speak French; yet the students initially speak L1 to each other and the teachers (Genesee and Lindholm-Leary). In this case, L1 helps students to communicate, interact and receive and convey meaningful input. They may also adapt to new situations when they employ L1. However, teachers and learners might use L1 excessively. The person who will balance this tendency or possibility is a teacher. According to Lyster, Collins & Ballinger (2009), trainers lately have begun to find instructional strategies that can use L1 and L2 at the same time and in a sensible way. As Baker (2011) asserts, the more students are exposed to L2, the more competent they could become at that language. Karim and Rahman (2016), on the other hand, suggest that learners in CLIL environment do not reach the ingenuity of L1 to be able to use it in productive skills. They further maintain that the acquisition of L2 or the mastery of the additional language can be achieved by the development of L1 and learning the subject matter at the same time. Although it is critical to expose students to a very large amount of L2, it is possible that excluding L1 from L2 context entirely can give rise to unexpected results. Both teachers and students might suffer from these results unknowingly.

Content and language integrated learning. Content and Language Integrated

Learning (CLIL) was initiated by some experts from the Europe in 1994. The European Union (EU), consisting of 26 partners, possess a great diversity of language and culture. To be able to protect and promote this richness, the policymakers have been investing greatly in language teaching for nearly three decades. However, the competency levels of European students continue to be below expectations (Scott & Beadle, 2014). Therefore, CLIL, a similar model to CBI was put into action.

According to Van de Craen et al. (2007, p. 70), the motives supported by CLIL can be titled as follows: "(i) the promotion of linguistic diversity; (ii) promoting language learning; (iii) increasing the learner's proficiency; and (iv) internationalization. "

As clearly understood that TL is learnt most successfully in a way which is similar that of L1 acquisition. As Dalton-Puffer (2007) puts it, CLIL paves the way for conditions natural language learning, which enhances the proportion of exposure to TL.

CLIL programs are spreading rapidly day to day (Coyle et al., 2010). Therefore, this is one of the domains that needs to be investigated. However, there is scarcely any research on using L1 in CLIL and immersion (Cammarata & Tedick, 2012). Also, there are few studies on CLIL contexts within which both mother tongue and TL are used. Méndez and Pavón (2012) report that concurrent use of both mother tongue and TL in CLIL contexts, within which mother tongue is the social language, calls for particular research and further insights. CLIL has good power to differentiate itself from traditional L2 immersion models by becoming more judicious and non-rigid about the potential role of L1 in CLIL courses (Lin, 2015). In tune with this, Ardeo (2013) states that CLL allows further code-switching strategies and the use of L1. In this respect, it is obvious that there is no inconveniency for using L1. On the other hand, Canadian immersion teachers make an effort to keep students out of L1 use (Lasagabaster, 2013). Again, Lasagabaster (2013) claims that there is hardly any agreement on how to use L1 in immersion programmes. This reveals some sort of mystery in this regard.

It is worth noting that the studies related to CLIL literature constitutes minority group; much has not still been said about the place of L1 in CLIL (Lin, 2015).

Research shows that the use of mother tongue in CLIL can be tolerated. According to Méndez and Pavón's (2012) observations about a CLIL programme, L1 helped learners to understand subject matters and complicated notions and ideas properly; after all, L1 served as a tool of disambiguation. Lorenzo et al. (2010) contend that successful execution of CLIL has led to many positive results such as contributing to the development of L1. As Marsh, Marshland and Stenberg (2001) point out, some objectives of the CLIL dimensions are to intensify both the consciousness of mother tongue and TL, and to develop multilingual attitudes and interest (as cited in Lin, 2015). Learners might thus have great strides towards reaching the capacity to compare TL with mother tongue. Furthermore, Méndez and Pavón's (2012) research concluded that teachers were positive about using L1 although they did not have any system or guide associated with L1 use. In this case, the fact that there is no guideline on the use of L1 in neither immersion nor CLIL environments can leave many some questions unanswered. Lasagabaster (2013) similarly acknowledges that the use of L1 in the contexts of CLIL and immersion is not grounded on critical reflections or interpretations, but on the hands of teachers and their beliefs. Regarding this, his research revealed that especially novice teachers were reluctant to use L1, and considered it only as a last resort. At this point, as Curtis (2012) stated, it is very important to collect information from teachers even in student-centered approaches. Littlewood and Yu's (2011) study results seem to tally with those of Lasagabaster (2013), in that some of the teachers and students stressed the importance of L1 in explaining particularly difficult grammar issues, difficult words and in preserving discipline. In a similar vein, in Mayo and Hidalgo's (2017) study, L1 had a facilitative role in dealing with unknown words. Mayo and Hidalgo examined the students' L1 use, and analyzed the differences between CLIL and mainstream language courses in FL

contexts. Participants were primary school students at the age of 8-9. The findings of the study demonstrated that despite the limited language skills, the students in this study managed to complete their tasks with minimum confidence in their L1. Although CLIL students used their L1 at a significantly lower rate than mainstream students, L1 was used more often by students during task completion. This study revealed that even though more exposure to TL led to less L1 use as in the CLIL group, this does not mean that more L1 use is detrimental to language learning (Mayo & Hidalgo, 2017). None the less, CLIL needs further investigation to what extent teachers and students use their L1.

It could be demanding to be well-prepared as a teacher to be part of works of CLIL by using L1, as it may entail an array of qualifications. As well, content subject teachers have to necessarily be certified to be involved in the works of CLIL. In these works, it can be emphasized how mother tongue should be used more effectively with TL. That being the case, it is inevitable that the role of mother tongue in the CLIL environment will be taken seriously. In line with this, the European Commission invites using at least two languages to facilitate interaction, while CLIL methodology is regarded as a means to an end (Marsh et al, 2012). The European Commission pays strong attention to multilingualism, plurilingualism and plurism. It indicates a particular way by which individuals and communities could learn the languages. It also regards using these languages as a sign of respect for them, as such, linguistic diversity is seen a richness by the European Commission (Marsh et al., 2012).

It can be assumed that it is not definite to what extent L1 should be paid attention by teachers. This may impede recognizing the negative or positive effects of mother tongue on TL. Undoubtedly that CLIL is not a language lesson intrinsically; yet content teacher can provide sufficient environment within which students communicate and interact with one another by TL and L1. Nevertheless, the official texts do not describe the roles of language teacher in CLIL (Tardieu, Dolitsky, 2012); that's why, more research is needed for the role of

language teachers for L1, since the basic role of CLIL is to teach TL.

The Advantages of L1 Use in L2 Classes

There are a number of advantages of using native language in EFL/ESL milieu. These advantages might comprise recognizing the similarities and differences between TL and L1 in terms of cultural and linguistic aspects. It is highly possible that a learner can acquire a second or a foreign language on the basis of his/her native language. In the process of language learning, learners might apply to mother tongue to avoid tripping and falling while going up stairs one by one. As the use of first language could be a cognitive tool for both teachers and learners, it should not be viewed as an outdated resource in EFL/ESL context. Using target language all the time and leaving L1 completely is an old thought (Taşkın, 2011). In Taşkın's (2011) study, teachers, most of whom are graduates of Foreign Language Department has indicated the tendency that they employ Turkish in the lectures ranging in length from 1 minute to 10 minutes. In fact, if there occurs a balance between L1 use and TL, then it might bear more fruit than expected. Weschler (1997) puts forth that the first language had better be used in the warm-up activities for the sake of brain-storming. In doing so, it is more likely that the students will have a sense of confidence at the beginning of the lesson. Again, according to Kavaliauskienė (2009), ignoring mother tongue can create problems for those who need comfort and confidence in the classroom. In addition, Copland and Neokleous (1999) emphasize that L1 use has potential to increase the ease of the learners, thus eliminating affective barriers. That is, it could be a long shot for learners to express themselves explicitly if they are not allowed to speak their mother tongue in English classes. According to Aurbech (1993), learners do not avoid risk-taking in language learning. In this way, the possible obstacles for language learning are reduced as learners' motivation is strengthened. Moreover, using L1 could be a valuable resource, especially for lower level learners. Mouhanna (2009) has also drawn an inference which indicates that learners with

lower level have a higher interest for the use of their first language. This indicates that the use of mother tongue is beneficial for low-level students. As a matter of fact, different types of activities might require a variety of L1 use. As Swain and Lapkin (2000) conclude, less proficient language learners require more L1 use in different tasks; after all, learners with different language levels might desire various amounts of L1 use. In the same vein, it might be far more economical for teachers and students to switch from the TL to L1 for a moment. In fact, it might be more useful to benefit from L1 so as to save time from time to time. As for the students acknowledged in Thongwichit's (2013), they generally supported the use of L1 because of unfamiliar instructions and exam pressure. The results obtained by Tunçay (2014) overlap with this finding. This study examined how teachers perceived L1 use in EFL classes in a university. The data he obtained through questionnaires revealed that they did not think that L1 use would give negative results despite the fact that they supported only TL in the class. In tune with this, Paker and Karaağaç's (2015) study has showed that mother tongue is an integral part of language teaching, and the instructors can use it to describe difficult concepts and ideas. Additionally, Yavuz (2012) interviewed 12 English teachers in his study, and the results of the findings indicated that teachers were more likely to use L1 in crowded classrooms. It means that explaining the meanings of unknown words coupled with some concepts, and dealing with classroom management in L1 could facilitate achieving educational purposes. Januleviciene and Kavaliauskienė's (2004) studies similarly indicate that teachers coupled with students are enthusiastic about utilizing L1 in ESP context in order to explicate and make sense of the meanings of abstract terms in ESP. Thus, teachers might help students establish meaningful relations between the first and second language. Atkinson (1987) argues that learners can abstain from negative transfer if they are able to translate from their native language to the TL, and make sense of the differences and similarities between the languages structurally. Furthermore, making learners conscious of the similarities and

differences of their L1 in contexts with L1 diversity prevents their negative transfer and contributes to their lexicon (Agustín-Llach, 2014).

Learners might wonder about the meanings of the abstract terms or words. In this case, teachers could resort to the translation from TL to L1 or vice versa. Learners must benefit from TL in order to negotiate on the point of using the TL more appropriately provided that they are involved in the small or pair group activities (Edge, 1986; Heltai, 1989). In so doing, students might find ample opportunity to be able to make out the meanings of those vocabulary items. Mukattash (2003) adopts the same view that translation could be an effective educational tool if TL is incompatible with L1 systematically. After all, learners can better perceive the differences and ambiguities in both TL and L1 when they manage to comprehend the linguistic and lexical structures by comparison. According to Cook (2001), the use of L1 is essential for especially instructing grammatical patterns, as low-level learners do not have sufficient linguistic competence. By this way, learners could better familiarize the grammatical rules of TL, which contributes to their accuracy. Butzkamm (2003) suggests that L1 serves as an intuitional catalyzer to have a meaningful communication and to figure out the grammar system of TL. He further claims that successful language learners are those who are capable of drawing on a wide range of linguistic skills and general knowledge that they have piled up through their native language. In this regard, L1 could be an indispensable part of the language learning, and should be utilized as necessary.

The Disadvantages of Using Mother Tongue in L2 Classes

Apart from advantages, a great many potential drawbacks exist in using first language in EFL classrooms. Although using L1 never goes out of trend, overusing it could lead to some problems. These problems may involve the lack of enough exposure to TL or dependency on their L1. To this end, this might impede learners' L2 language development.

Krashen (1985) holds the view that exposing language learners to a large amount of

comprehensible input is of great importance as a move to acquire the language better. He suggests that the more L2 is used, the more exposure will exist. In this way, learners are more likely to be proficient in L2. In addition, in Güneş's (2015) study, teachers similarly highlight that students can reach a higher level of proficiency if they reduce the amount of L1. By the same token, Cook (1992) maintains that the use of L1 in foreign language classroom unwillingly reduces the quantity of exposure to L2, while there are principles for code switching. In a sense, using native language constantly in foreign language classes may not be a proper resolution. However, when L1 is used in order to promote interaction in the classroom, its use could be regarded as an appropriate action, rather than an inconvenient one (Polio & Duff, 1994). Teachers, therefore, could take the responsibility to mediate between L1 and TL in order to facilitate meaningful communication. As Cook (2001) puts it, if the teacher overuses learners' native language, then the learners might not draw on the benefits of constant exposure to TL; because, the teacher is the only source of TL in most circumstances. Levis and Hill (1992) assert that the foreign language which is taught should be classroom language in language learning process. In other words, the use of TL/L2 should be maximized to increase the exposure to the language that is studied in the classroom setting. Otherwise, the learners could be deprived of many scopes to internalize and produce the language which is learnt. Too much use of first language may result in a limited allocated time to practice TL/L2, depriving them of invaluable input in target language. So, the learners may not explore the ways to think in target or second language. In order to hinder this classroom situation, the teacher should get learners to immerse in a plethora of activities in TL or L2. If the learners encounter more L1 in the classroom, then they have predisposition to use their native language more often (Turnbull, 2001). Turnbull further contends that the optimum use of TL affects the motivational vibe of learners. That means the more EFL teachers offer enriched environment where interaction is promoted in the TL, the more learners could be

willing to participate in activities. Moreover, Belz (2003) puts forth that L1 has been deemed taboo since it may restrict the marginal and sequential progress of ESL learners. Only-English policy is supported by a great number of researchers and educators as English is viewed as a common language which is spoken all around the world. That is, it is quite important to have a bridge between the languages. The bridge should be connective, not discriminator. Indeed, the teachers are in charge of managing EFL classrooms. It is essential that they serve as mediator between native language and TL. At this juncture, excessive exposure to L1 might deprive the language learners of sufficient exposure to the TL/FL (Butzkamm, 2003).

Another disadvantage of using L1 is about the adverse effects suggested by transfer theories, which could be owing to over-reliance of language learners on L1. This might result in some problems in terms of recognizing the potential variations between TL and native language. For instance, in her study, in which thirteen of twenty participants were teacher candidates at Uludağ University at ELT department, Denizler (2017) revealed that 20% of the participants thought that they mostly experienced the interference of L1 in grammar, whereas 60% of them thought that they mostly experienced the interference of L1 in vocabulary and pronunciation.

As Cook (2001) argues, separating L1 from L2 is necessary in order to earn success in L2 acquisition. Or else, EFL learners could have difficulties utilizing mother tongue as a resource because they might be engaged in the links between the two languages. This could impede the refinement of language process in FL learning contexts. From this point of view, L1 use should be avoided as possible as it can be, since it limits the range of exposure to TL/FL. The amount of L2 input is of special essence in EFL classrooms, as there are not many scopes to provide learners with enough exposure to L2 out of classrooms (Duff and Polio, 1990). That is to say, classroom is an important setting in which EFL learners can have interaction with both their peers and teachers in TL. However, learners may not create a lot of

opportunities to interact with others in only TL beyond the borders of classes, particularly in EFL environment.

A Glance at the Foreign Language Teaching in Turkey

In Turkey, English is taught not as a second foreign language, but as a foreign language. There are several differences between English as a Foreign Language (EFL) and English as a Second Language (ESL) (Kachru, 1992). In EFL context, there could be a homogenous community that shares almost the same cultural background and the same linguistic features. In this situation, learners might not speak English outside of the classroom setting; they only speak their native language. However, in ESL context, students need to speak English even outside of the classroom because they are learning English in an English environment.

The tradition of foreign language education has been continuing since old times of Turkish education history. Foreign language teaching in Turkey goes a long way back to Tanzimat Period (Kırkgöz, 2005). A great effort has been made with westernization studies on foreign language teaching in Turkey, and a great deal of time has been spent to develop it. The inclusion of education and scientific institutions within the Ministry of National Education was achieved by the removal of the Law on Unification of Education (1924) in the Republican period and the closure of the madrasahs. There has been a great emphasis on foreign language teaching since 1950s. Foreign language education has been applied in general high schools in those years in addition to Maarif Colleges, which were established in order to be able to cater for changing needs in the society. In the academic year of 1955-1956, due to the increase of the foreign language needs in the society, schools that teach English under the name of "Maarif Koleji" were founded by the Ministry of National Education in İstanbul, İzmir, Eskişehir, Diyarbakır, Konya and Samsun (Çetintaş & Genç, 2001). In the academic year of 1988-1989, the foreign language course was compulsory in the first year of

junior high schools, while it was taught as elective course in high schools and other classes.

In 1997-1998 academic term, the period of compulsory school was identified as 8 years, and foreign language courses were taught in the 4th and 5th grades as elective courses. An arrangement was made at the secondary level following the Education Reform in 1997-98 whereby the preparatory classes for high schools were removed, and all high schools became 4-year period (MEB, 1997). What is more, with the new arrangement, the intensive foreign language teaching in the preparatory classes has been extended to the whole process of secondary education, and thus students have been provided with continuous foreign language education. With compulsory education lasting 8 years, the beginning of foreign language teaching has come down to the 4th grade from the 6th grade. One of the biggest breakthroughs in the history of foreign language teaching is the 1997 education reform, which started teaching English to the 4th grade in elementary school (Kırkgöz, 2008). Even though the foreign language teaching has been started 2 years earlier with those innovations, the foreseen aims have not been achieved. However, this situation adversely affected the teaching of English because there was not sufficient number of foreign language teachers in Turkey. Therefore, teachers with different branches had to meet this need, which has slowed down the foreign language teaching process due to the lack of adequate infrastructure. For this reason, different systems for foreign language education have been tested continuously. High-stakes tests such as Seviye Belirleme Sınavı (SBS) in elementary education and Yabancı Dil Sınavı (YDS) in high school have improved the students' test techniques, but the language has not supported their use in everyday life for years. Despite the fact that the communicative language method has been popular since the 1980s, teachers have either banned the use of mother tongue completely, or have experienced difficulties in establishing a moderate balance between mother tongue and target language. In fact, some students have been punished for speaking their native language in the classroom.

In 2005, English language teaching curriculums were reviewed for the purpose of full membership of the EU. Anatolian High Schools became mixed schools with or without a preparatory class for primary education and with 4 years of education at least except the preparatory class (Anatolian High Schools Regulation, 2005). In 2012, a system called 4 + 4 + 4 was enacted. With this reform, compulsory education was changed from 8 years to 12 years; FATİH Project was launched in the state school system. In addition to the fact that the age at the beginning of the school dropped from 72 months to 66 months, foreign language teaching also dropped to 6.6 years, which is determined as Grade 2. The introduction of foreign language teaching at early ages proves that it would increasingly continue to affect students in a positive way throughout the grades including tertiary level (British Council & TEPAV, 2013).

Subsequently, with “İlköğretim ve Eğitim Kanunu ile Bazı Kanunlarda Değişiklik Yapılmasına Dair Kanun”, primary schools and secondary schools were isolated, and they were turned into separated institutions (Official Gazette, 2012). English courses were initiated in the 2nd and 3rd grades in accordance with the law no. 6 of Head Council of Education and Morality on 1st February [Milli Eğitim Bakanlığı (MEB), 2013]. The aim of the new program is to acquire semantic accuracy and fluency rather than grammatical accuracy, which is aimed at programmes in previous years, and while the new English language curriculum restructures the programmes for all levels, thematic instruction is planned in Grades 7 and 8 (Yalçın, 2013). The underlying reason for designing this programme is explained as promoting multilingualism as well as focusing on process rather than outcome in language instruction. Stated in other words, the new curriculum gives more prominence to moderate use of mother tongue; "as learners learn English, they respect their mother tongue and regard it as an important part of their language development; the use of mother tongue is not prohibited or prevented, but is used when necessary (e.g. when giving complex directions, explaining

difficult things)" (MEB, 2013, p. VIII). In 2017, the 2nd, 3rd and 4th Grade's English Language Teaching Programme, communication in mother tongue with traditional skills framed by the European Commission is one of the key competences [see MEB İlköğretim Kurumları (İlkokullar ve Ortaokullar) İngilizce Dersi Öğretim Programı, 2017]. This new teaching programme, which is analogous to the previous curriculum in terms of its overall normalized principles, has both innovative and traditional approach to teaching English. As in the 2013 curriculum, it does not seem improbable at all to state that one of the traditional characteristics of the new curriculum is that first language (L1) is approached with respect, and allowed to be spoken when needed in the classroom [see MEB İlköğretim Kurumları (İlkokullar ve Ortaokullar) İngilizce Dersi Öğretim Programı, 2017].

In today's world, where English is regarded as a lingua franca (ELF) and language teaching is multiplex, there is no longer target culture; consequently, the role of mother tongue in language teaching needs to be further investigated.

Chapter III

Methodology

Overview of the Chapter

This chapter illustrates the research methodology adopted in the present study. It begins with giving some details about the setting and participants. Next, it introduces the instruments used to gather data, which encompass 2 questionnaires and 4 interviews administered to EFL teacher candidates and vocational high school students. Chapter 3 ends with details of the data analysis procedures conducted to see the similarities and differences between the perspectives of teacher candidates and vocational high school students.

Research Design

Qualitative and quantitative research designs were utilized for the analysis of the data. First, the questionnaires that have been designed to collect data about the perspectives of EFL teacher candidates and vocational high school students were administered. Next, 4 of the questionnaire respondents were interviewed in relation with their responses to questionnaire items along with the interview questions.

Setting

This descriptive study was undertaken in English Language Teaching (ELT) Department of Education Faculty at Çanakkale 18 Mart University (ÇOMÜ), which is a state university and also at İçdaş Industrial Vocational and Technical Anatolian High School in the fall term of the 2017-2018 academic year. ELT Department of Education Faculty at ÇOMÜ is located in the city center of Çanakkale in the west of Turkey, and İçdaş Industrial Vocational, and Technical High School is a state school in Biga district of Çanakkale. The reason why İçdaş Industrial Vocational and Technical Anatolian High School students were chosen for the current study as a second group was convenience, more specifically that the researcher worked as a teacher in this school at the time of the research. ELT Department is in charge of

enhancing the highest international standards in the training of English language at undergraduate and graduate levels. The department offers a Bachelor of Arts (B.A.), Master of Arts (M.A.) and a PhD. Degree in ELT to students of varied nationalities. The basic purpose of the BA programme is to prepare students with particular knowledge and skills, equipping them for their future teaching. The undergraduate curriculum involves courses such as teaching language skills, contextual grammar, special teaching methods, classroom management, linguistics, teaching English to young learners, testing and evaluation, language improvement courses, approaches to ELT, etc. As a matter of fact, the undergraduate curriculum comprises courses assisting students to become successful prospective teachers.

Participants

There were two separate groups of participants in the study. The first group of participants was 182 teacher candidates studying English Language Teaching at Çanakkale 18 Mart University. The teacher candidates were at different levels with regard to their current academic year of study (freshmen, sophomores, juniors, etc.). The second group comprised 136 students in the 9th, 10th, 11th and 12th grade at İçdaş Industrial Vocational and Technical Anatolian High School. The researcher picked the participants of the questionnaire and interview from these two groups by random sampling. All students had Turkish as their mother tongue. The total number of the teacher candidates in the ELT Department is approximately 450, but only 182 teacher candidates contributed to this inquiry. Their ages ranged from 18 to 21 years old. The demographic information with regard to participants of ELT Department at ÇOMÜ is displayed in Table 1 below.

Table 1

Gender and Grade Distribution of the Teacher Candidates

| | 1 st | 2 nd | 3 rd | 4 th | 5 th and above | TOTAL |
|--------|-----------------|-----------------|-----------------|-----------------|---------------------------|-------|
| Male | 4 | 24 | 9 | 13 | 1 | 51 |
| Female | 11 | 40 | 36 | 43 | 1 | 131 |
| TOTAL | 15 | 64 | 45 | 56 | 2 | 182 |

As indicated by Table 1, the demographic information that comes from the questionnaire for the teacher candidates indicates that a total of 182 participants completed the questionnaire, and all the participants stated their gender and academic status. In the study, 51 of the 182 participants are males, and the rest 131 are females. In other words, this group is dominated by females with 72%. In addition, the group includes a high percentage of sophomores and seniors. 35.2% (64 teacher candidates from 182) of the students were sophomores. 8.2% (15 teacher candidates from 182) of the participants were freshmen and only 1.1% (2 teacher candidates from 182) were retakers of a failed course. The demographic information related to the second group; namely, the high school students are illustrated in the following table (see Table 2).

Table 2

Gender and Grade Distribution of the High School Participants

| | 1 st | 2 nd | 3 rd | 4 th | TOTAL |
|--------|-----------------|-----------------|-----------------|-----------------|-------|
| Male | 55 | 25 | 38 | 16 | 134 |
| Female | 1 | 0 | 0 | 1 | 2 |
| TOTAL | 56 | 25 | 38 | 17 | 136 |

As seen in Table 2, the class level of the participants ranges from the 1st to 4th. 134

(98.5%) of the 136 participants of the study are males, while only 2 (1.5%) of the participants who have completed the questionnaire are females. This group is dominated by males with 98.5%, as opposed to the other group. Additionally, 56 (41.2%) of the participants are in the 1st grade. That is, males and the 1st grade students constitute the overwhelming majority of the study.

Instruments

In the present study, two sources of data were utilized respectively: 2 Questionnaires and 2 interviews for the teacher candidates and high school students. The questionnaires and interviews in this study were designed to gather data from the teacher candidates studying ELT and high school students to describe their perceptions on the use of Turkish in English courses.

Questionnaires. Two questionnaires and semi-structured interviews were utilized to gather data with the aim of exploring teacher candidates' perceptions on the use of Turkish when they become teachers and high school students' perceptions about the use of Turkish in their current and past English courses. The data collecting instruments were developed by the researcher with the help of an ELT Department specialist. Some of the items in the questionnaire were edited; some of the items were removed, and a few new items were added. The questionnaires were given to both the teacher candidates and the high school students in Turkish version. The participants were asked to decide whether they disagreed, agreed or indecisive with the opinions presented in the second part of the questionnaire. In plain words, the initial part of the questionnaire consists of demographic questions, such as gender and grade, while the latter part of the questionnaire includes 16 items on a three-point Likert scale type for each one there are three alternatives which are disagree-unsure-agree (see e.g. Appendix 1). The questionnaire also consists of two questions in the first section as to whether Turkish should be used or not, and if students think that it should be used, the other

question completes the previous one by asking in what language skills should it be used most usefully. Two authorised interpreters translated the questionnaires into English by employing the technique of *backtranslation*. In other words, one of the interpreters translated the statements of the questionnaire into English, and another one translated the English version back to Turkish. The data collected through the questionnaire in this study were analyzed with Statistical Package for Social Sciences (SPSS) data editor. In order to measure the internal-consistency of the instrument, a reliability analysis was carried out by means of SPSS.

Interviews. Two teacher candidates from the ELT Department at ÇOMÜ and two students from İçdaş Vocational and Technical Anatolian High School were asked two open-ended questions during the face-to-face interview for qualitative data in order to have an in-depth idea about their thoughts on using mother tongue in English courses. The interviews in this study consisted of 3 questions for the teacher candidates studying ELT and 2 questions for the high school students (see Appendix 7 & 8). The first question of the teacher candidates' interview was the same as the question which was asked to high school students. It was about whether the use of Turkish is useful in ELT classrooms, and if it is useful or not, the same question continued by asking the reasons for it. This specific question tried to back up the quantitative findings of research question 1. The second questions in the interviews were different for each group. The second interview question for the teacher candidates had directly to do with whether they envisage that they will use Turkish or not when they become English teachers; if so, they were asked how often they think they will use Turkish in English courses. This particular question has an integral part of the first part of the both questionnaires, which also seeks to back up the findings of research question 1. The third question of the interview that was asked the teacher candidates from ELT Department tried to find an answer to research question 7, and was about whether they touched upon recent discussions in major area courses regarding the use of mother tongue in English courses.

The second question of the interview with high school students attempted to answer research question 8, and was about whether their English teacher uses Turkish in English courses, and if so, how often he/she uses Turkish in English courses.

The interview questions were formulated in the light of the opinions of an ELT Department specialist. The interviews were conducted after getting necessary permissions and providing a convenient environment to prevent any problems. The interviews were tape-recorded and transcribed. Two authorised interpreters translated the interviews into English by employing the technique of *backtranslation*. Thereafter, the participants' responses were compared and discussed by the researcher. The goal of the research was mentioned, and it was emphasized that the data obtained would be solely used for this study.

Data Collection Procedure

This study was conducted, and put into practice in an effort to find out the perceptions of ELT teacher candidates at ÇOMÜ and students' perceptions on the use of Turkish in English courses at İçdaş Industrial Vocational and Technical Anatolian High School. The data for the study were collected during the fall semester of the academic year 2017-2018. All the necessary information was reported to the management of both beforehand. The participants were informed about the aim of the study, and were assured that all the information would be kept confidential. The researcher visited the classrooms during the administration of the questionnaire to answer possible questions or cope with problems likely to show up, passing out the questionnaires to both the teacher candidates of the ELT Department and high school students during the recess time. After passing out the questionnaires to the students, the instructions were explained briefly in English to the teacher candidates, while the instructions were explained to high school students in Turkish by the researcher. Immediately after completing the questionnaires, the students were informed about the next stage of the study along with the purpose of the interview. The researcher asked whether they would like to take

part in the interviews voluntarily. Their consents were taken before the interviews were administered. Silent and comfortable places were arranged for the interview as a move to minimize possible problems such as noise. Filling in the questionnaires took about 5 minutes. As for the interviews, each interview lasted 10-15 minutes as planned previously, and was fully recorded. All of the relevant points in each interview were derived, and the interviews were later transcribed totally. Both the questionnaires and the interviews were administered in Turkish to hinder any misunderstandings. For the overall reliability, coefficient Alpha was calculated for both questionnaires. Cronbach alpha for the 16-item questionnaire of the high school students was measured as .95, and it was .91 for the 16-item questionnaire of the teacher candidates. These results reveal that the items in both questionnaires are reliable. According to Hotelling's T-Squared data of the study, the method for the study (likert scale) is accepted as suitable to gather data for the high school students ($F = 3.62, p < .001$) and for the teacher candidates, ($F = 3.59, p < .001$).

Data Analysis Procedures

Completion rate of applied questionnaires is 100%. The data gathered was analysed both qualitatively and quantitatively. Having gathered all the data required for the study, responses of all the participants in the questionnaires with the closed-items were fed into a computer by SPSS (Statistical Package for the Social Sciences for Windows) data editor. The data analysis for Likert-type questions is decided during the process of the questionnaire design (Boone & Boone, 2012). The obtained data were analysed using the descriptive analysis method (mean, standard deviation etc), Independent Samples T-test, Analysis of Variance (ANOVA) and thus the general results were obtained for the Likert scale data. Independent Samples T-test was conducted not only to find out whether or not there is a significant difference between the perspectives of the teacher candidates and the high school students, but also to find out if or not their perspectives on the use of Turkish in English

courses vary by their gender. T-test was not applied for the high school students in order to analyse their gender differences as it did not have a sufficient number of female participants (see Table 2). ANOVA was utilized to analyse whether or not the perspectives of the teacher candidates and the high school students on the use of Turkish in English courses differ from grade to grade significantly. If the items of the questionnaire are not stand-alone and unique respectively, it is recommended they be analysed as a Likert-scale (Boone & Boone, 2012). In addition, Clason and Dormody (1994) reviewed 188 research articles, and explored that Likert-type items were used in 50.5% of the research articles ($f = 95$), and only descriptive statistics was used in more than half of them (54%) (as cited in Turan et al., 2015). The descriptive statistics including means, percentages were computed to recap the participants' responses to the questionnaire and to address the 1st and 2nd research questions. The data were also supported by frequencies and standard deviation for variability. The charts were designed in order to represent the percentages of all the responses that were given to each statement, and mean values were calculated for central tendency. Furthermore, qualitative data obtained from the face-to-face interviews with the teacher candidates as well as high school students were analysed separately by the researcher. Initially, students were asked to fill in the part of the questionnaire that included the demographic section, such as gender, class level, plus two questions which are commonly associated with the use of Turkish and its connection with English language skills in English courses: The first question has two choices, and the second question has five choices at most. After completing the three Likert-scale part of the questionnaire, they were also asked to write their own comments or thoughts on the space given in the last part. Despite the fact that both the teacher candidates studying ELT and the high school students responded to all the questions in the two sections of the questionnaire, none of them wrote any relevant comments on the space provided for them. Prior to analysing the questionnaires, the items were tested for reliability via SPSS in order to measure the

internal consistency of the instruments.



Chapter IV

Findings

Overview of the Chapter

In this chapter, the results of the research are reported. Firstly, the chapter presents a comparison of the perspectives of the EFL teacher candidates and the vocational high school students on the use of Turkish in English courses. Secondly, the reasons behind the use of Turkish in English courses are explained from the perspectives of the teacher candidates and the high school students. The analysis of these perspectives is made through descriptive statistics. The descriptive analyses are followed by independent samples t-test analyses, one-way ANOVA. Lastly, the chapter ends with the qualitative analyses of the interviews.

Results of the Questionnaires

The researcher administered the teacher candidates' questionnaire on 182 teacher candidates in the ELT Department of ÇOMÜ; and he handed out the high school students' questionnaire to the 136 students of İçdaş Vocational and Technical High School. Both of the surveys were analysed, research findings were interpreted considering the frequency and percentage of the participants' responses to the questions such as Yes/No for Question 1 and Question 2, which allowed the respondents to select more than one English language skills. In Question 2, their options ranged from vocabulary to reading skills. In the end, the respondents showed their tendencies by marking the 16 items presented in the three-point Likert scale.

Table 3

Survey Results of the Teacher Candidates and the High School Students about their Perspectives on the Use of Turkish in English Courses

| 1. Do you think Turkish should be used in English courses? | | | | |
|---|-------------------------------|------------|---------------------------------|-----------|
| | Yes% | F | No% | F |
| Teacher candidates | 56 | 102 | 44 | 80 |
| High school students | 89 | 121 | 11 | 15 |
| 2. If your answer to the above question is yes, for which English language skills do you think the use of Turkish will be relatively more useful in English teaching? (You can mark more than one item). | | | | |
| Options | Teacher Candidates (%) | F | High School Students (%) | F |
| Reading | 19.6 | 20 | 53.7 | 65 |
| Writing | 19.6 | 20 | 50.4 | 61 |
| Listening | 6.9 | 7 | 58.7 | 71 |
| Speaking | 15.7 | 16 | 59.5 | 72 |
| Grammar | 86.3 | 88 | 24 | 29 |
| Vocabulary | 53.9 | 55 | 40.5 | 49 |

*It was allowed to mark more than one option for question 2. For this reason, the general totals of these questions show up more than 100% of the total number of participants.

Table 3 shows the general tendency of the teacher candidates and the high school students on using Turkish in English courses. The table also provides information about the

reasons behind the teacher candidates and high school students' use of Turkish, considering the benefits of it on English skills in English courses. However, their preferences tend to be different.

Responses to the first question were analysed considering that the responses were elicited from teacher candidates based on their perceptions regarding the compulsory English courses, which are taught at primary and secondary schools, and from the high school students based on all the English courses that they have taken so far in Turkey. Overall, the number of the participants who regard the use of Turkish in English courses as necessary is higher than the number of those who are not in favour of the use of Turkish in English courses in both questionnaires. We see that the responses to Question 1 indicate that more than half of the teacher candidates ($f = 102 / 56\%$) and the high school students ($f = 121 / 89\%$) think that Turkish should be used in English courses; that means there is a positive attitude among the participants towards the use of Turkish in English courses.

Of the teacher candidates and the high school students who are proponents of Turkish ($f = 102 / 56\%$; $f = 121 / 89\%$) the responses to the second question, which permits the respondents to mark at least one option, elucidates that the vast majority of the teacher candidates ($f = 88 / 86.3\%$), think that the use of Turkish is more useful in grammar teaching than the other English language skills. Another noteworthy result here is that the teacher candidates' and the high school students' views are inversely proportional regarding this question. This is because only a total of 29 high school students (24%) adopt the view that the use of Turkish is more useful in grammar teaching than the other English skills, while the ratio of the same skill is very high in the teacher candidates' questionnaire (86.3%). The particular finding in the present study implies that most of the high school students do not need to use Turkish in English courses so as to cater for their grammatical demands; that is, it is not far-fetched to state that there come up some discrepancies between teacher candidates'

and high school students' views regarding the use of Turkish in English teaching in the present study.

In the present study, the second priority of the teacher candidates is vocabulary ($f = 55 / 53.9\%$). It can be assumed that the ratio of the high school students' perceptions on the vocabulary skill is slightly lower when compared to those of the other studies; after all, vocabulary skill turned out to be one of the two least preferred skills in the high school students' questionnaire ($f = 49 / 40.5\%$), and it ranked 5th.

Additionally, the majority of the high school students, ($f = 72 / 59.5\%$) states that the skill which is likely to make the use of Turkish more useful in English courses is speaking; by contrast, the ratio is 15.7% for the teacher candidates.

Apparently, reading and writing skills are marked not high in number and equally preferred by the teacher candidates ($f = 20 / 19.6\%$), while they are among the most marked options in the questionnaire of the high school students ($f = 65 / \text{reading} = 53.7\%$; $f = 61 / \text{writing} = 50.4\%$).

As regards the other options, listening is the teacher candidates' least preferred skill ($f = 7 / 6.9\%$); conversely, it ranked 2nd in the ratio of the high school students ($f = 71 / 58.7\%$).

Figure 1. Frequency of the Teacher Candidates versus the High School Students who Support/Oppose the Use of Turkish in English Courses

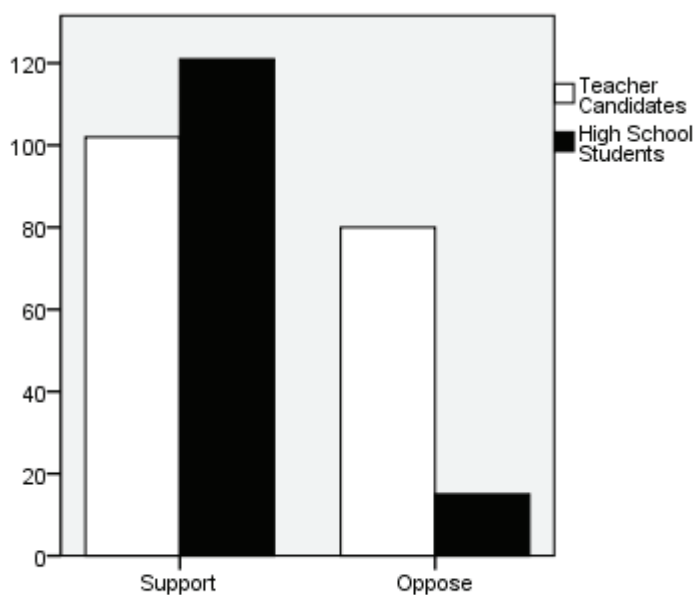


Figure 1 makes clear the perspectives of the respondents whether Turkish is required to be used in English courses. The findings suggest that 56% of the teacher candidates ($f = 102$) favour the use of Turkish, whereas 44% of them ($f = 80$) tend to stand against it in English courses. On the other hand, 89% ($f = 121$) of the high school students find the use of Turkish requisite, while 11% of them ($f = 15$) do not think that the inclusion of Turkish is worth harnessing in English courses. That is, a comparison of the responses of the teacher candidates with those of high school students shows some differences regarding their perspectives on the integration of Turkish in English courses.

Table 4

Distribution of the Teacher Candidates who Support/Oppose the Use of Turkish by Class level

| | 1 st | 2 nd | 3 rd | 4 th | 5 th and above | TOTAL |
|---------|-----------------|-----------------|-----------------|-----------------|---------------------------|-------|
| Support | 10 | 37 | 28 | 26 | 1 | 102 |
| Oppose | 5 | 27 | 17 | 30 | 1 | 80 |
| TOTAL | 15 | 64 | 45 | 56 | 2 | 182 |

After examining the percentile results in Table 4, it could be clearly understood that when they become teachers, the majority of the seniors ($f = 26 / 46.4\%$) advocate the use of Turkish, while ($f = 30 / 53.6\%$) of them do not. On the other side, the highest ratio of the participants ($f = 10 / 66.7\%$) who support the use of Turkish are freshmen year students. Moreover, 62.2% of the juniors ($f = 28$), 57.8% of the sophomores ($f = 37$) think that the use of Turkish is needed in English courses.

Table 5

Distribution of the High School Students who Support/Oppose the Use of Turkish by Class Level

| | 1 st | 2 nd | 3 rd | 4 th | TOTAL |
|---------|-----------------|-----------------|-----------------|-----------------|-------|
| Support | 53 | 21 | 34 | 13 | 121 |
| Oppose | 3 | 4 | 4 | 4 | 15 |
| TOTAL | 56 | 25 | 38 | 17 | 136 |

When the responses were analysed in Table 5, it could be concluded that a great majority of the 1st grade students ($f = 53 / 94.6\%$) advocated the use of Turkish in English courses. By the same token, a substantial number of the 3rd grade students ($f = 34 / 89.5\%$)

adopted the view that Turkish should be used in English courses.

When the high school students' responses are compared to those of the teacher candidates, the majority of the 1st graders in both groups find the use of Turkish acceptable. Even though this rate drops at the 4th grade in the teacher candidates' questionnaire, this is not the same for that of the high school students (see Figure 2 & 3).

Figure 2. Frequency of the Teacher Candidates who Support/Oppose the Use of Turkish by Class Level

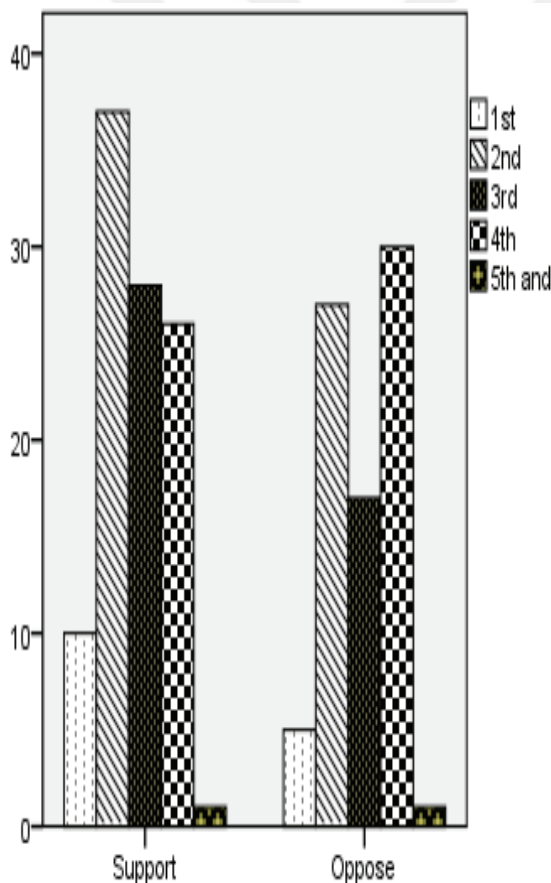
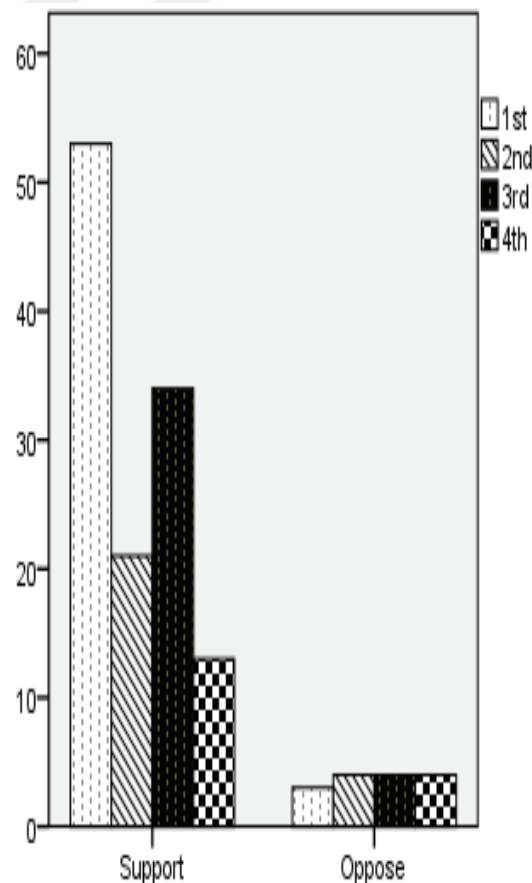


Figure 3. Frequency of the High School Students who Support/Oppose the Use of Turkish by Class Level



The comparison in Figure 2 and Figure 3 aims to indicate that the perspectives about the use of Turkish were seen for both the teacher candidates and the high school students to vary from grade to grade. However, the percentage of the teacher candidates who reject the use of Turkish when they become English teachers is more than that of the high school students ($f = 80 / 44\%$; $f = 15 / 11\%$). In other words, the teacher candidates who support the use of Turkish are outnumbered by the high school students by about 33%. As opposed to the high school students' perspectives, it seems likely that the period of exposure to English at university level influences the teacher candidates' perspectives about the use of Turkish in English courses.

Table 6

Distribution of English Language Skills for which the Teacher Candidates Find the Use of Turkish Relatively More Useful in English Teaching by Class Level

| | 1 st | 2 nd | 3 rd | 4 th | 5 th and above | TOTAL |
|------------|-----------------|-----------------|-----------------|-----------------|---------------------------|-------|
| Reading | 2 | 6 | 7 | 4 | 1 | 20 |
| Writing | 1 | 11 | 5 | 3 | | 20 |
| Listening | 0 | 2 | 3 | 2 | | 7 |
| Speaking | 0 | 7 | 4 | 5 | | 16 |
| Grammar | 10 | 34 | 26 | 17 | 1 | 88 |
| Vocabulary | 7 | 22 | 15 | 11 | | 55 |
| TOTAL | 20 | 82 | 60 | 42 | 2 | 206 |

*It was allowed to mark more than one option for question 2. For this reason, the general totals of these questions represent more than 100% of the total number.

First of all, when the class levels are analysed separately for the teacher candidates who are in favour of the use of Turkish in Table 6, it is obvious that grammar, which is deemed more useful than the other skills in English teaching, is the most preferred English skill unanimously by the freshmen ($f = 10 / 100\%$). Interestingly enough though listening and

speaking are the two English skills in which the freshmen are against the use of Turkish useful in English teaching. As regards the sophomores, the most selected skill is grammar ($f = 34 / 91.9\%$) and vocabulary ($f = 22 / 59.5\%$), whereas the least selected one is listening ($f = 2 / 5.4\%$). This rate is not much different for the juniors, given that 92.9% of the responses ($f = 26$) significantly support the use of Turkish in English grammar teaching. Listening is the least preferred skill as in all the grades. To exemplify, only a small proportion ($f = 3 / 10.7\%$) of the juniors holds the opinion that the use of Turkish is most useful in teaching English listening. Finally, 65.3% of the seniors ($f = 17$) have the opinion that the use of Turkish is most useful in English grammar teaching, and 42.3% ($f = 11$) of them support the use of Turkish mostly in English vocabulary teaching.

Table 7

Distribution of English Language Skills for which the High School Students Find the Use of Turkish Relatively More Useful in English Courses by Class Level

| | 1 st | 2 nd | 3 rd | 4 th | TOTAL |
|------------|-----------------|-----------------|-----------------|-----------------|-------|
| Reading | 21 | 13 | 23 | 8 | 65 |
| Writing | 18 | 14 | 22 | 7 | 61 |
| Listening | 27 | 13 | 22 | 9 | 71 |
| Speaking | 27 | 11 | 26 | 8 | 72 |
| Grammar | 5 | 8 | 11 | 5 | 29 |
| Vocabulary | 20 | 9 | 10 | 10 | 49 |
| TOTAL | 118 | 68 | 114 | 47 | 347 |

*It was allowed to mark more than one option for question 2. For this reason, the general totals of these questions represent more than 100% of the total number.

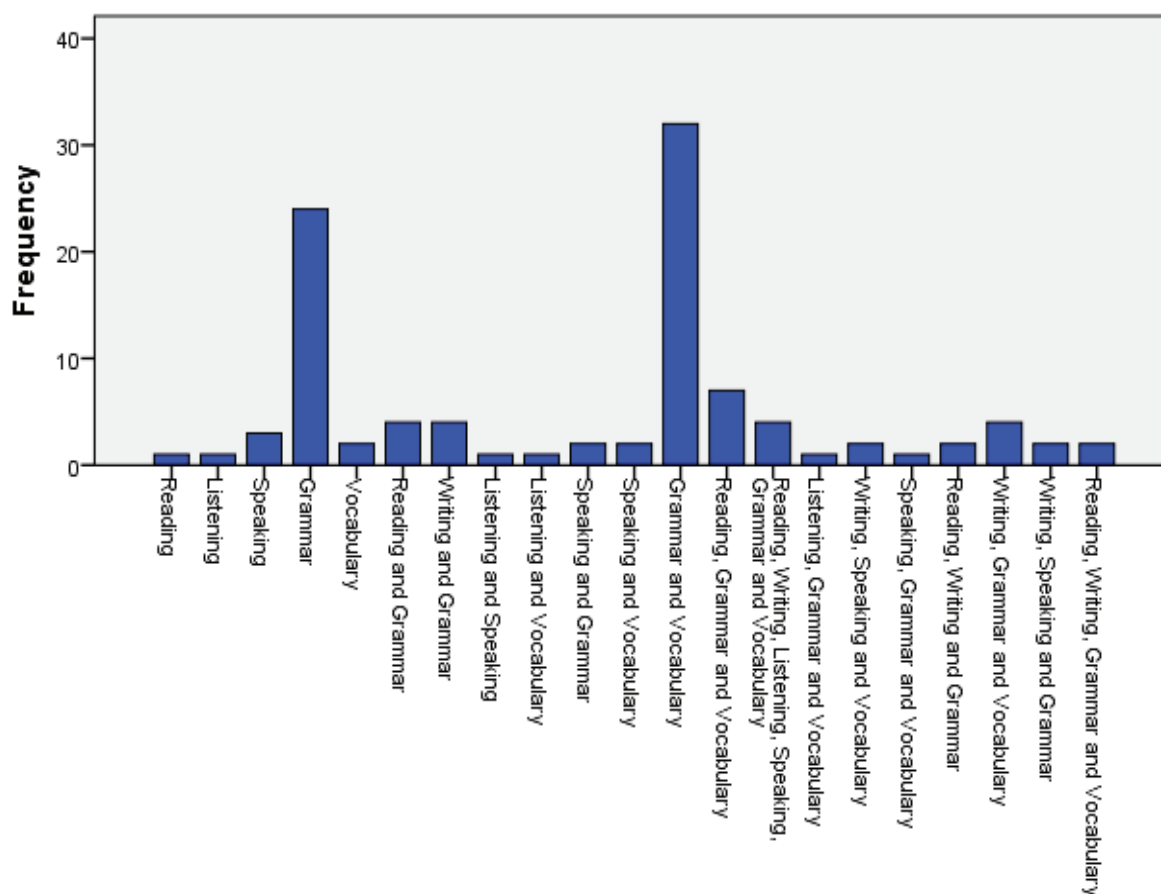
As illustrated in Table 7, listening ($f = 71 / 58.7\%$) and speaking ($f = 72 / 59.5\%$) are the most preferred skills by students who support the use of Turkish in English courses.

50.9% of the 1st graders (f = 27) separately view those two skills for which Turkish would be most useful in English courses, while only a minority of them (f = 5 / 9.4%) agree to the use of Turkish in English grammar teaching. With regard to the 2nd graders, the most selected option (f = 14) is the writing skill with 66.7%. In addition, grammar is preferred by a minority of them (f = 8 / 38%). A substantial number of the 3rd graders prefer speaking (f = 26 / 76.5%), while the least selected one is vocabulary (f = 10 / 29.4%). The opinions of 4th graders contrast with the 3rd graders' when their percentiles were examined, since the most selected skill of the 4th graders is vocabulary (f = 10 / 76.9%).

A comparison of the responses of the teacher candidates with those of high school students reveals certain discrepancies. For example, the ratio of the teacher candidates who mentioned more than one skill is less than that of high school students. Moreover, the percentile of grammar skill selected by the freshmen is in sharp contrast with that of 1st graders in the high school. This indicates that the 1st graders of the high school students who support the inclusion of Turkish in English courses do not think that it would be beneficial in grammar teaching. As well, the ratio of listening skill between the sophomores studying ELT and the 2nd graders in the high school is exactly inconsistent with each other. As in the 2nd and 3rd grades, the rate of listening skill is very low in Grade 4 studying ELT, while its rate is relatively high in each grade in high school.

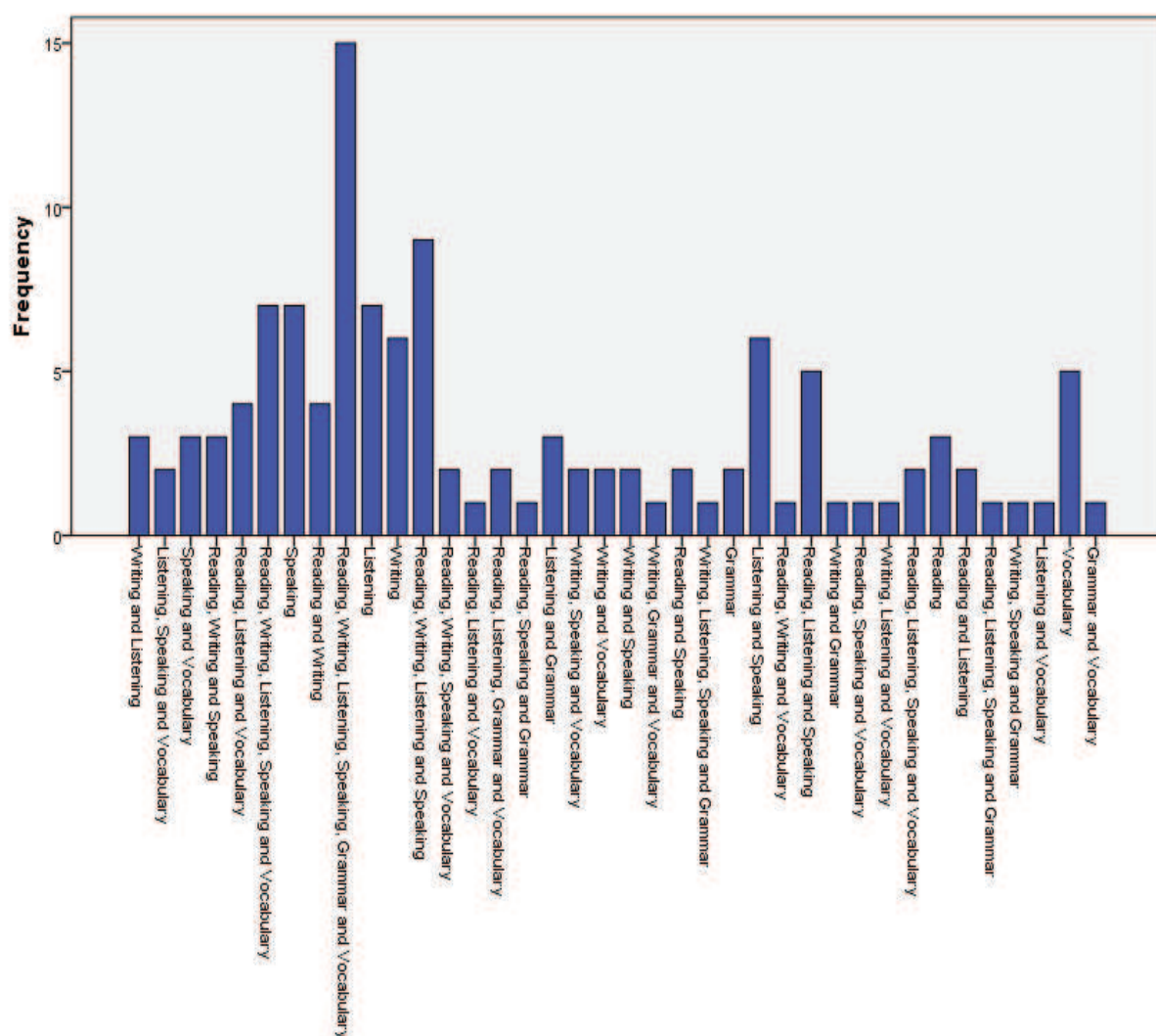
Furthermore, 23.5% of them (f = 24) regarded grammar as the only skill for which the use of Turkish would be more fruitful. On the other hand, there was only single participant (1%) who marked reading and listening skills as the only skill separately which will be more useful for the inclusion of Turkish in English teaching (see Figure 4).

Figure 4. Distribution of English Language Skills for which the Teacher Candidates Find the Use of Turkish Relatively More Useful in English Teaching



As revealed by Figure 4, a substantial number of the teacher candidates ($f = 32/31.4\%$) speculated that grammar together with vocabulary would contribute more to their students as prospective teachers when Turkish was used in English teaching; however, interestingly enough, only 2 teacher candidates (2%) viewed vocabulary as the only skill which would be more helpful for the use of Turkish in English teaching.

Figure 5. Distribution of English Language Skills for which the High School Students find the Use of Turkish Relatively More Useful in English Courses



As is seen in Figure 5, the high school students displayed a general tendency towards all of the English language skills which were specified ($f = 15 / 12.3\%$). In other words, a majority of the high school students cited all the productive and receptive skills along with sub-skills such as grammar and vocabulary as justifications behind the use of Turkish in English courses. The second frequently marked English language skills included productive coupled with receptive skills; namely, reading, writing, listening and speaking ($f = 9 / 7.4\%$).

Table 8

Descriptive Statistics of the Teacher Candidates' views on the use of Turkish in English classes

| Item | Mean | SD |
|---|------|-----|
| My students can ask for help in topics that are difficult to understand more easily by using Turkish. | 2.65 | .66 |
| I can better explain similarities and differences between Turkish and English by using Turkish. | 2.43 | .72 |
| I can better explain complicated subjects by using Turkish. | 2.40 | .73 |
| I can make a joke more easily by using Turkish. | 2.16 | .87 |
| I can communicate with my students better by using Turkish. | 2.12 | .80 |
| I can maintain classroom discipline better by using Turkish. | 1.99 | .89 |
| I can explain the course content better by using Turkish. | 1.97 | .83 |
| I can check whether my students understand or not more easily by using Turkish. | 1.97 | .89 |
| I can explain what students need to do about the course better by using Turkish. | 1.96 | .86 |
| When I lecture in Turkish, my students will be able to follow the course better. | 1.86 | .82 |
| I can use my body language (gestures and facial expressions) more effectively when speaking in Turkish. | 1.80 | .86 |
| When I use Turkish, my students will show more interest in English course. | 1.79 | .75 |

| | | |
|---|------|-----|
| Supportive and encouraging Turkish expressions such as well done, super, great will get my students more motivated. | 1.60 | .89 |
| My students can carry out more effective work by using Turkish in pair and group work. | 1.60 | .76 |
| Lecturing in Turkish will make me feel more secure. | 1.57 | .72 |
| Allowing the use of Turkish will make English course more fun. | 1.51 | .69 |

Table 8 demonstrates the teacher candidates' beliefs about their prospective students and their perspectives about the use of Turkish when they become teachers. It also demonstrates the general trend in the use of Turkish in English courses. As clearly seen, asking for help in topics that are difficult to understand more easily by using Turkish constituted the most common reason for the teacher candidates' use of Turkish of all ($M = 2.65$, $SD = .66$). Moreover, being able to explain better similarities and differences between Turkish and English ($M = 2.43$, $SD = .72$) as well as complicated subjects by using Turkish ($M = 2.40$, $SD = .73$) were among the most common justifications behind the teacher candidates' use of Turkish in English courses.

On the other hand, the least common perspective of teacher candidates about their use of Turkish in teaching English is about the belief that English courses would be more fun if Turkish is allowed in English courses ($M = 1.51$, $SD = .69$). Additionally, "lecturing in Turkish will make me feel more secure" and "my students can carry out more effective work by using Turkish in pair and group work" were the least frequent justifications behind the teacher candidates' use of Turkish in English courses.

Table 9

Descriptive Statistics of the High School Students' views on the use of Turkish in English

Classes

| Item | Mean | SD |
|--|------|-----|
| I can better understand the course content by using Turkish. | 2.68 | .65 |
| I can ask for help in difficult topics to understand more easily by using Turkish. | 2.65 | .69 |
| I better understand the similarities and differences between Turkish and English when they are explained by using Turkish. | 2.64 | .70 |
| I can better understand things to do about the course when they are explained in Turkish. | 2.62 | .70 |
| I can communicate with my teacher better by using Turkish. | 2.59 | .73 |
| I can better understand complicated course subjects when explained in Turkish. | 2.57 | .75 |
| When Turkish is allowed to be used, I show more interest in English course. | 2.56 | .71 |
| Supportive and encouraging Turkish expressions such as well done, super, great will get me more motivated. | 2.55 | .76 |
| My teacher maintains classroom discipline better by using Turkish. | 2.53 | .71 |
| Allowing the use of Turkish makes the course more fun. | 2.52 | .73 |
| My teacher can better check by using Turkish whether I understand what he/she says. | 2.51 | .71 |

| | | |
|---|------|-----|
| When the course is taught in Turkish, I can follow the course better. | 2.51 | .74 |
| I can carry out more effective work by using Turkish in pair and group work in the course. | 2.49 | .76 |
| I feel more secure when the course is taught in Turkish. | 2.45 | .74 |
| My teacher can make a joke more easily by using Turkish. | 2.43 | .79 |
| I use my body language (gestures and facial expressions) more effectively when speaking in Turkish. | 2.32 | .74 |

As indicated by Table 9, the most commonly preferred statement among the high school students is that they can better understand the course content by using Turkish ($M = 2.68$, $SD = .65$); however, as for the same statement, which is in the version of the teacher candidates, it cannot be assumed that it is among the most common frequent statements, though ($M = 1.97$, $SD = .83$). On the other side, the least commonly preferred statement among the high school students is that they use body language (gestures and facial expressions more effectively when speaking in Turkish ($M = 2.32$, $SD = .74$). Interestingly enough, it might be assumed that this is not among the most frequently preferred statements among the teacher candidates ($M = 1.80$, $SD = .86$). That means there are differences between the perspectives of the teacher candidates and the high school students in terms of the reasons they provide for the use of Turkish in English courses.

A Comparison of the respondents' justifications behind the use of Turkish. In this section, the results of justifications behind the use of Turkish are presented from the teacher candidates' and the high school students' perspectives. More specifically, the results indicate the teacher candidates' intentions about the use of Turkish when they become English teachers and the high school students' perspectives on the use of Turkish in English courses.

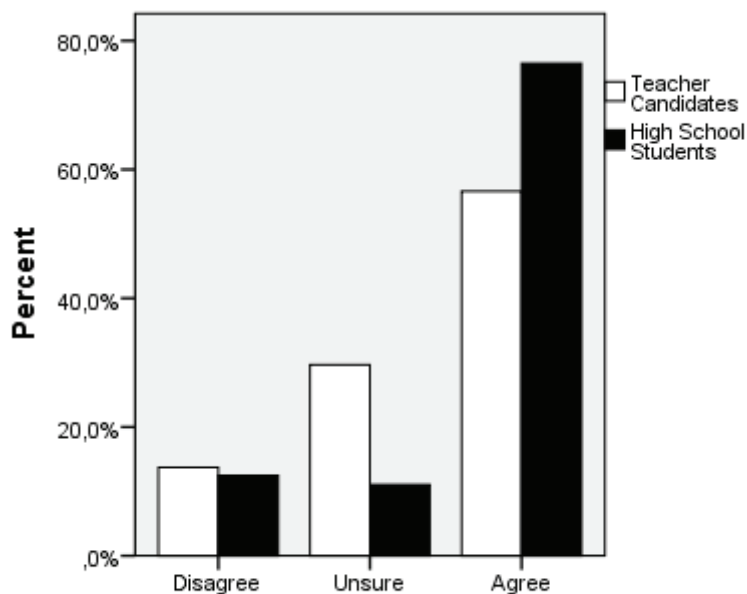


Figure 6. Analysis of Item 1

Item 1: I can better explain similarities and differences between Turkish and English by using Turkish.

I better understand the similarities and differences between Turkish and English when they are explained by using Turkish.

The aim of this question is to investigate whether the two different groups favour the use of Turkish to make comparisons between Turkish and English. This particular item of the teacher candidates' questionnaire has directly to do with whether the inclusion of Turkish in English courses contributes to their capabilities to explicate the similarities and differences, while the same item of the high school questionnaire is relevant to whether the use of Turkish has a facilitative role to understand the similarities and differences between Turkish and English in English courses. As illustrated in Figure 6, 56.6% of the teacher candidates ($f = 103$) state that they agree to the use of Turkish, whereas a minority of them ($f = 25 / 13.7\%$) are against it.

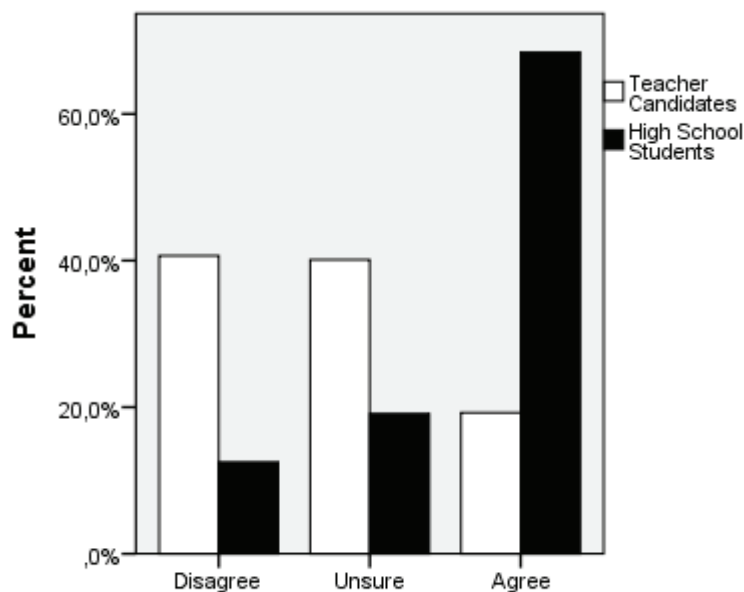


Figure 7. Analysis of Item 2

Item 2: When I use Turkish, my students will show more interest in English course.

When Turkish is allowed to be used, I show more interest in English course.

This particular item of the teacher candidates' questionnaire seeks to find out if or not their prospective students will be more interested in English when Turkish is used in English courses. However, the similar item of the high school students' questionnaire seeks to explore if or not they will show more interest when Turkish is allowed to be used in English courses. At first glance, as seen in Figure 7, 68.4% of the high school students ($f = 93$) think that English course seems to be more interesting when Turkish is employed; on the other hand, only 19.2% of the teacher candidates ($f = 35$) believe that they could attract more attention from their prospective students once Turkish is included in English course. That is to say, there is a contradiction on this matter between the perceptions of the teacher candidates and high school students. Also, the figure shows that 40.7% ($f = 74$) of the teacher candidates disagree and a similar ratio ($f = 73 / 40.1\%$) is found to be unsure. On the other hand, a minority ($f = 26 / 19.1\%$) of the high school students are unsure whether the use of Turkish

draws their attention in English courses. To be precise, the high school students' perceptions appear to be clearer than those of the teacher candidates on this particular statement.

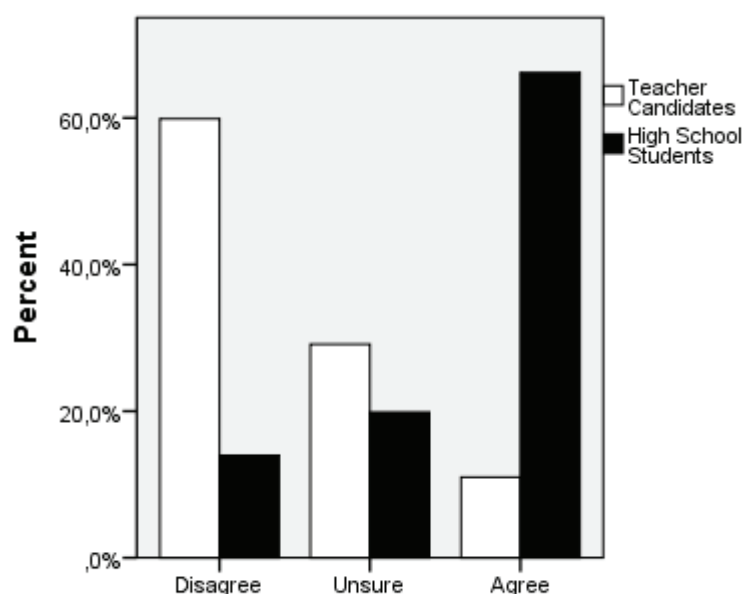


Figure 8. Analysis of Item

Item 3: *Allowing the use of Turkish will make English course more fun.*

Allowing the use of Turkish makes the course more fun.

This particular item of the both the teacher candidates and the high school students is commonly associated with whether allowing the use of Turkish in English courses could make the lesson more fun or not. Thus, the purpose of this item is to explore to what extent the perspectives of the teacher candidates and the high school students are similar in this respect. This item may be regarded as being in tune with the previous one because both of them make an attempt to seek whether there is a general tendency in shaping Turkish language as a tool of entertainment in English course. In the light of this, the item aims to explore whether the teacher candidates and high school students have the consensus that the inclusion of Turkish in English course is entertaining. Also, this item, like item 5, appears in both teacher candidates' and high school students' questionnaire. Seemingly, the result of this question above demonstrates a sign of disagreement between the teacher candidates and high

school students. 59.9% of the teacher candidates ($f = 109$) holds the view that the use of Turkish does not take place among the characteristics that would make English course more attractive; however, a great majority of high school students ($f = 90 / 66.2\%$) expressed agreement with the item.

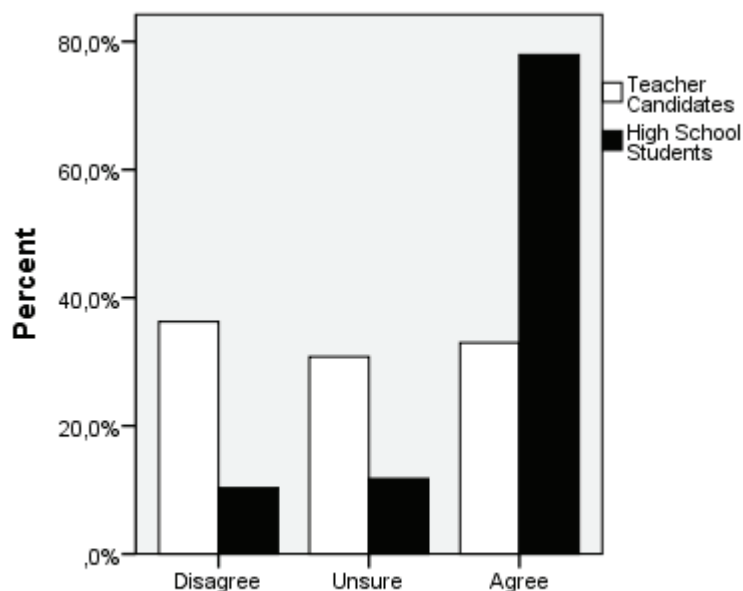


Figure 9. Analysis of Item 4

Item 4: *I can explain the course content better by using Turkish.*

I can better understand the course content by using Turkish.

This particular item of the teacher candidates' questionnaire is about whether or not they agree on the use of Turkish will help them explain the content better in English courses. The similar item of the high school students is about whether the use of Turkish can facilitate understanding the course content in English courses. Figure 9 clearly displays incompatibilities between the teacher candidates and high school students, in that most of the high school students ($f = 106 / 77.9\%$) acknowledged that it could be far easier for them to be able to make out the subject matters of English course. On the contrary, teacher candidates generally seem to be indecisive to be more effective in teaching contents of English course

owing to the fact that the number who is in favour of ($f = 60 / 33\%$) and against the item ($f = 66 / 36.3\%$) is similar. Besides, 30.8% of them ($f = 56$) are hesitant whether they could be better at describing the subject matters of English course.

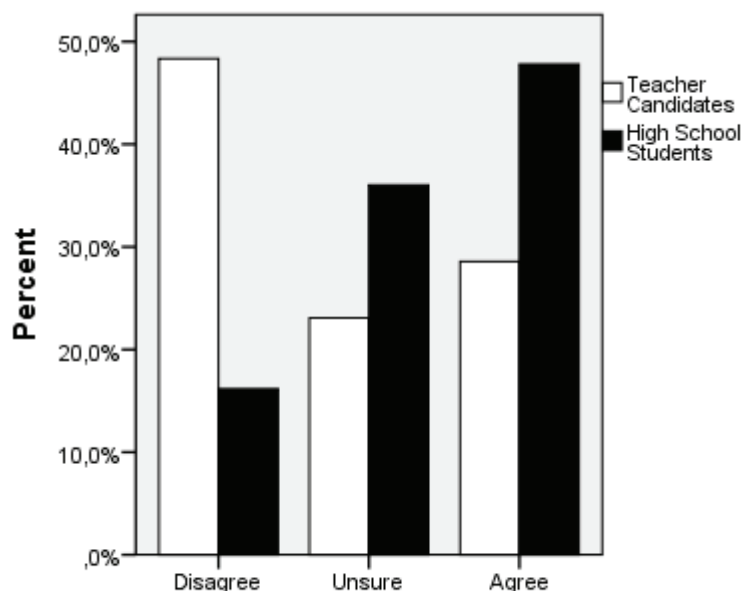


Figure 10. Analysis of Item 5

Item 5: I can use my body language (gestures and facial expressions) more effectively when speaking in Turkish.

I use my body language (gestures and facial expressions) more effectively when speaking in Turkish.

This particular item of the teacher candidates' questionnaire and the high school students tried to shed light on whether they have the consensus that they can use their body language more effectively when they revert to Turkish in English course. Receptive and productive skills coupled with sub-skills which are necessary for the foundation for the 4 primary skills: vocabulary, grammar, pronunciation and non-verbal skills. Figure 10 illustrates a complete discrepancy between the teacher candidates and high school students as do some figures above. A vast number of teacher candidates ($f = 88 / 48.4\%$) believe that it would not be more efficient to use body language in speaking Turkish. A similar rate is found

for the high school students' views in the opposite direction ($f = 65 / 47.8\%$).

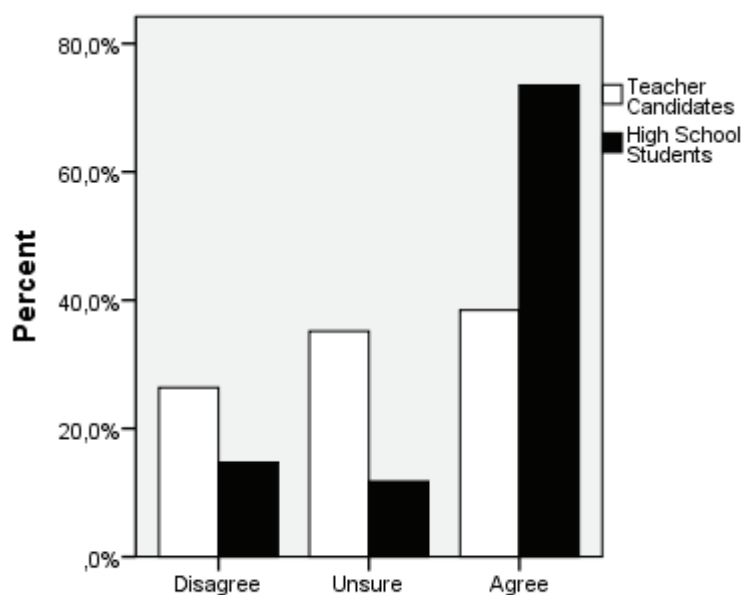


Figure 11. Analysis of Item 6

Item 6: I can communicate with my students better by using Turkish.

I can communicate with my teacher better by using Turkish.

This particular item of the both the teacher candidates and the high school students is directly associated with communication. It seeks to explore if or not the teacher candidates and the high school students think they can communicate better by using Turkish in English courses. In addition, the aim of this item is to find out how much the teacher candidates' views regarding communication differ from those of the high school students. It can be assumed that 73.5% ($f = 100$) of high school students tend to use Turkish when they have difficulties understanding a point in English course. A small proportion of them ($f = 20 / 14.7\%$) rejects drawing on Turkish language to communicate with the teacher. 38.5% of the teacher candidates ($f = 70$) hold the belief that the inclusion of Turkish in English course would allow for more successful communication.

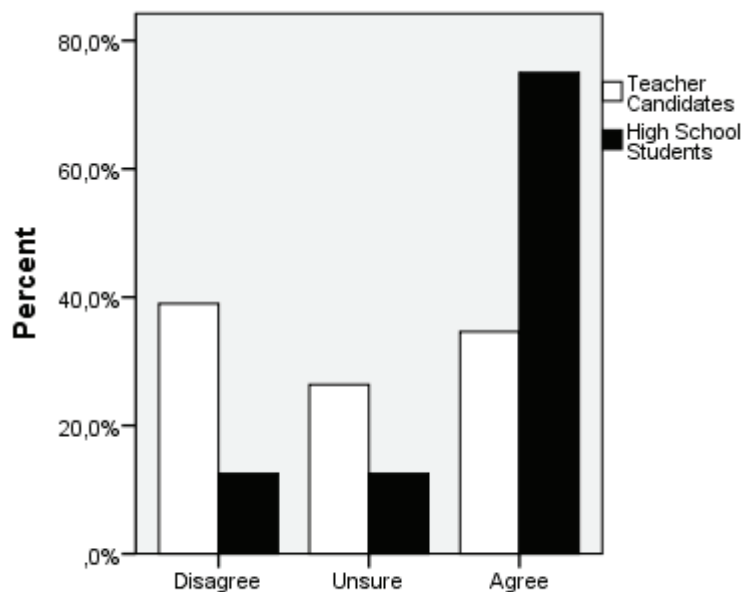


Figure 12. Analysis of Item 7

Item 7: I can better explain what students need to do about the course by using Turkish.

I can better understand things to do about the course when they are explained in Turkish.

This particular item of the teacher candidates' questionnaire is about whether the teacher candidates can better explain what students need to do about the lesson by using Turkish, while the similar item of the high school students' questionnaire is about whether they can better understand things to do about the lesson when they are explained in Turkish. As can be seen in Figure 12, 34.6% of the teacher candidates ($f = 63$) as opposed to 75% of high school students ($f = 102$) support the use of Turkish to describe and figure out the instructions respectively. This demonstrates the incompatibility between the teacher candidates' expectations and perspectives of the high school students.

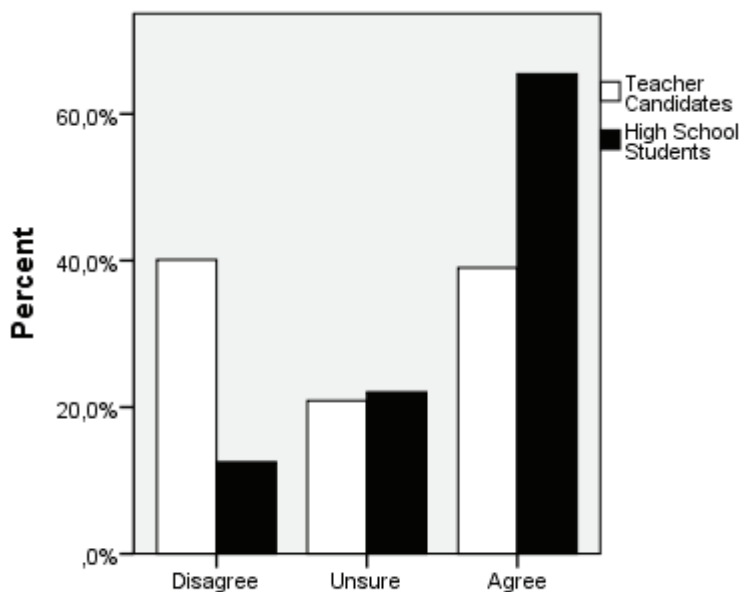


Figure 13. Analysis of Item 8

Item 8: *I can maintain classroom discipline better by using Turkish.*

My teacher maintains classroom discipline better by using Turkish.

This particular item of the teacher candidates' questionnaire has to do with whether they can maintain classroom discipline better by using Turkish. The similar item of the high school students' questionnaire tries to find out their perspectives about whether their English teacher maintains classroom discipline better by using Turkish. In other words, the item signals if Turkish is required or not for the classroom management from both teacher candidates' and high school students' perspectives.

Turkish as a mother tongue could be used to achieve classroom discipline when and where necessary as is used for grammar or vocabulary in English course. 40.1% ($f = 73$) of the teacher candidates disagreed on the use of Turkish to better maintain discipline, yet a similar ratio ($f = 71 / 39\%$) agreed. This could be a sign of being skeptical about the use of Turkish to maintain classroom management in English courses considering that 20.9% ($f = 38$) of the teacher candidates also expressed indecision. The ratio of the high school students' perspectives drops off from agree to disagree, yet it cannot be made the same interpretation

for the teacher candidates.

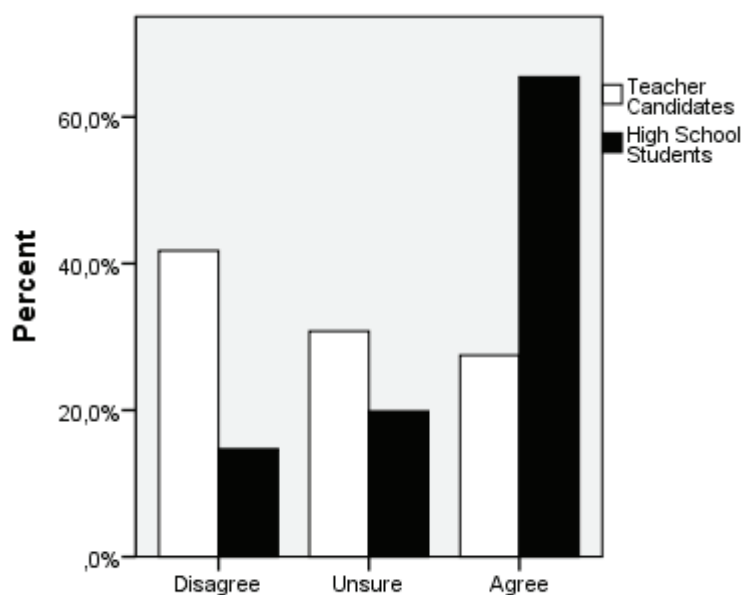


Figure 14. Analysis of Item 9

Item 9: When I lecture in Turkish, my students will be able to follow the lesson better.

When the course is taught in Turkish, I can follow the lesson better.

This specific item of the teacher candidates' questionnaire is related to their anticipation as to whether their prospective students will be able to follow English course better when the course is lectured in Turkish. The similar item for the high school students is about if or not they agree that they will be able to follow English course when the course is lectured in Turkish. Figure 14 illustrates that 41.8% ($f = 76$) of the teacher candidates reject using Turkish to help students follow English courses better, while 65.4% ($f = 89$) of the high school students advocate the use of Turkish to follow English courses better. The figure also shows that 30.8% of the teacher candidates ($f = 56$) are neutral, and a similar ratio ($f = 50 / 27.5\%$) turns out to be in favour of the statement. However, only 14.7% of the high school students ($f = 20$) do not consider themselves more attentive when Turkish is utilized in English courses.

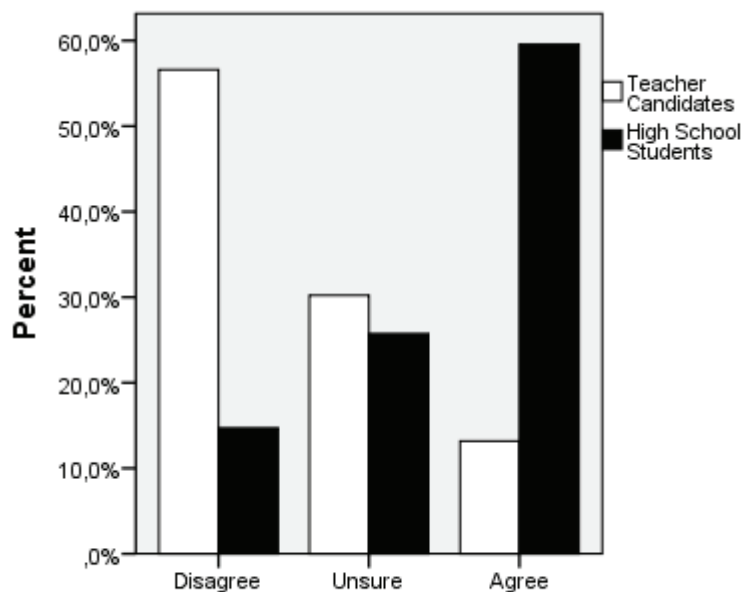


Figure 15. Analysis of Item 10

Item 10: Lecturing in Turkish will make me feel more secure.

I feel more secure when the course is taught in Turkish.

This specific item of the questionnaires is about whether the teacher candidates believe that lecturing in Turkish will make them feel more secure. The same item for the high school students is about whether they feel more secure or not when English course is taught in Turkish. Indeed, the teacher candidates and the high school students were asked to self-assess their sense of security when using Turkish in English courses. The proportion of the teacher candidates reached only 13.2% ($f = 24$); nonetheless, a great majority of the high school students ($f = 81 / 59.6\%$) agreed on the use of Turkish to feel more secure. It seems that the percentage of the high school students, who think the use of Turkish helps them feel safer, turned out to be high; however, a similar ratio of the teacher candidates asserted the contrary.

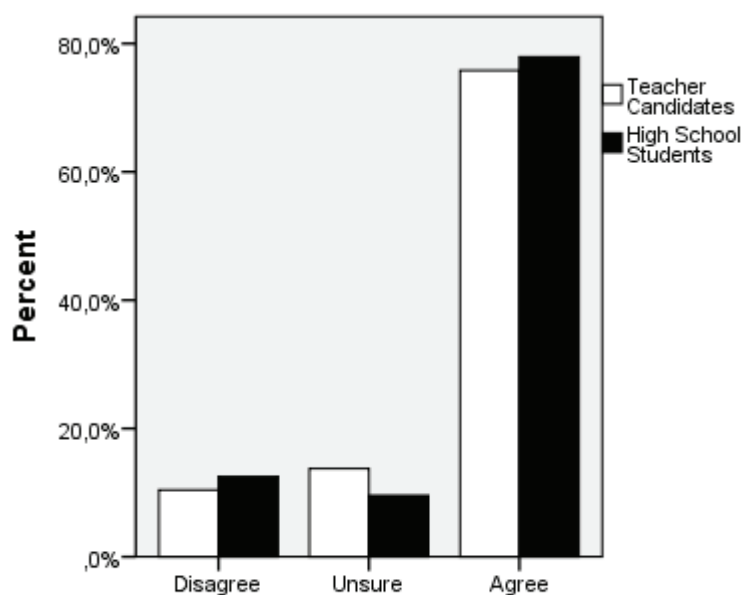


Figure 16. Analysis of Item 11

Item 11: My students can ask for help in topics that are difficult to understand more easily by using Turkish.

I can ask for help in difficult topics to understand more easily by using Turkish.

This particular item of the questionnaires inquires about whether the teacher candidates and the high school students agree that the use of Turkish enables students to ask for help more easily by using Turkish, especially in topics that are difficult to understand in English course. To be precise, the purpose of this item is to find out what the teacher candidates think about their students' use of Turkish, and the high school students' views on the use of Turkish to appeal for help in English course. It implies that inclusion of Turkish in English course to better understand complicated course subjects might impede the students' being disengaged from the classroom activities. Apparently, the teacher candidates' and the high school students' views are parallel to each other, in that the high school students ($f = 106 / 77.9\%$) think that they can ask for assistance easier by means of Turkish, in return, the teacher candidates similarly hope so ($f = 138 / 75.8\%$). The ratio of this item reaches its peak

among both the teacher candidates and the high school students on this particular statement. In other words, the item has the greatest proportion of both the teacher candidates and the high school students who reached a consensus. Moreover, this item is similar to items 2 and 9 as they are directly associated with the teacher candidates' prospective students, rather than the teacher candidates themselves.

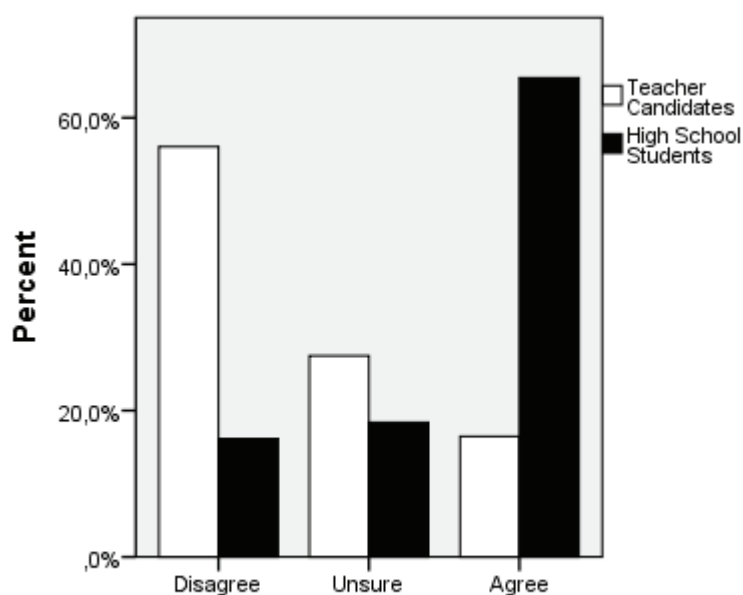


Figure 17. Analysis of Item 12

Item 12: My students can carry out more effective work by using Turkish in pair and group work.

I can carry out more effective work by using Turkish in pair and group work in the course.

This specific item of the teacher candidates' questionnaire is about whether the teacher candidates adopt the belief that their students can carry out more effective work by using Turkish in pair and group work. The similar item of the high school students' questionnaire is about if they can carry out more effective work by using Turkish in pair and group work in the course. Pair and group work are important classroom activities, which create ample

opportunities for effective interaction coupled with integrating skills in the classroom. Pair / group work, which takes different learning styles and individual differences into account, derives the framework of its theoretical themes and principles from collaborative learning and cooperative learning. It could be a way of promoting communication strategies in which students interpret, evaluate or describe. In other words, it is an integral part of interactive classroom atmosphere. It could allow a diversity of cognitive involvement which provides unexpected learning. The more interesting tasks are, the more likely students are to create greater language retention. Apparently, the teacher candidates ($f = 102 / 56\%$) support the English-only policy in pair and group work tasks where their prospective students would be engaged in. However, a great majority of the high school students ($f = 89 / 65.4\%$) adopt the view that the incorporation of Turkish in English course could promote the efficiency of pair and group work activities, thus facilitating their positive interdependence within or between the groups.

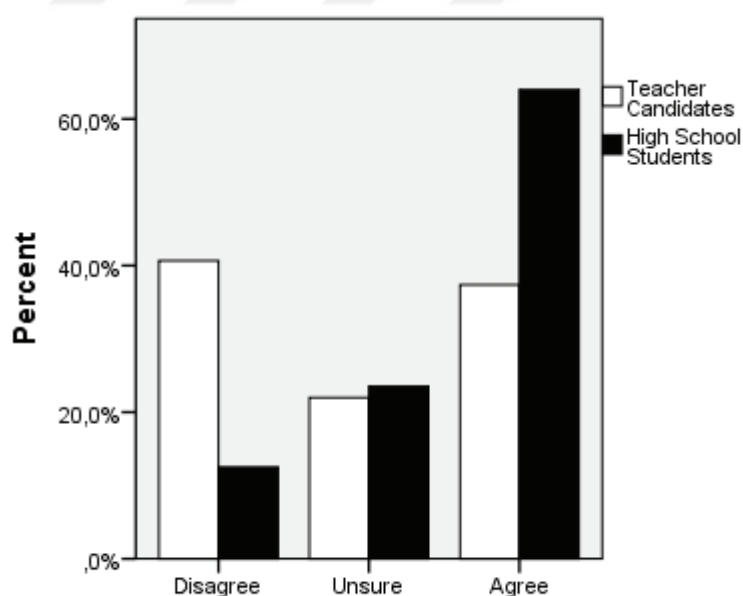


Figure 18. Analysis of Item 13

Item 13: *I can check whether my students understand what I say more easily by using Turkish.*

My teacher can better check by using Turkish whether I understand what he/she says.

This particular item of the questionnaires is commonly associated with whether they believe they can check their students' comprehension by using Turkish more easily in English course. The similar item for the high school students is about their perspectives about whether their English teacher can better check their comprehension by using Turkish. The aim of this statement is to seek if the use of Turkish can enrich checking devices and reviews in English course. In the absence of comprehension checks, communication problems might arise. Although checking is not generally used in Turkish in formal ways in the sense of testing, such as English exams in Turkish context, it could be utilized in complicated instructions. Overall, checking moves take place in real life as repetitions; therefore, monitoring students to realize if they have understood the message or not is of vital importance, making sure to give the right feedback.

It is clear in Figure 18 that most of the high school students ($f = 87 / 64\%$) assert they can be better checked by their English teacher when Turkish is incorporated into the lesson. It seems that there is a contradiction between the teacher candidates' and the high school students' opinions. Obviously, 40.7% ($f = 74$) of the teacher candidates disagree although 37.4% ($f = 68$) of them agree on using Turkish can allow for checking their prospective students' comprehension more effectively.

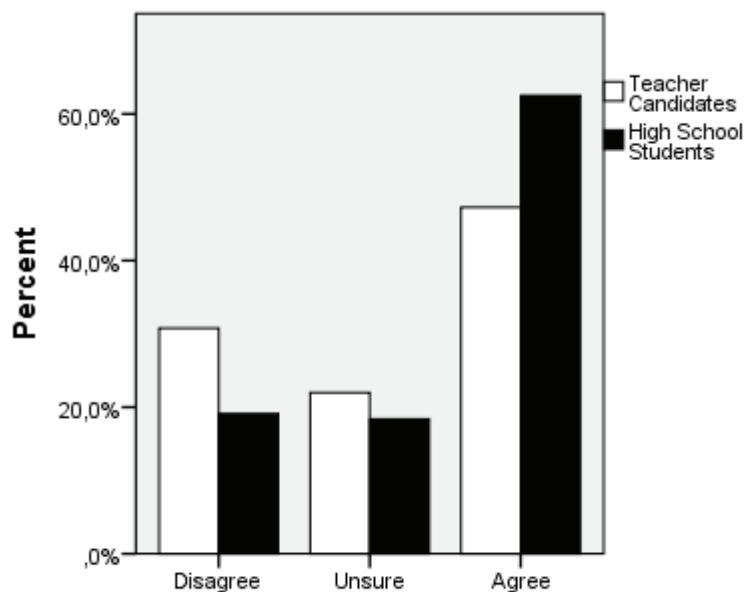


Figure 19. Analysis of Item 14

Item 14: I can tell a joke more easily by using Turkish.

My teacher can tell a joke more easily by using Turkish.

This specific item of the teacher candidates' questionnaire is relevant to whether or not they can tell a joke more easily by using Turkish. The similar item for the high school students is about if or not they think their English teacher can tell a joke more easily by using Turkish. It can be assumed that this item is compatible with the item 3 as both of them is about a matter of fun, the aim of which is to seek the participants' perceptions with respect to the inclusion of Turkish without distracting students' attention. Figure 19 illustrates that nearly half of the teacher candidates ($f = 86 / 47.3\%$) expect that the use of Turkish could facilitate their use of humour in English courses. Another notable finding is that 62.5% of the high school students ($f = 85$) agree with the teacher candidates.

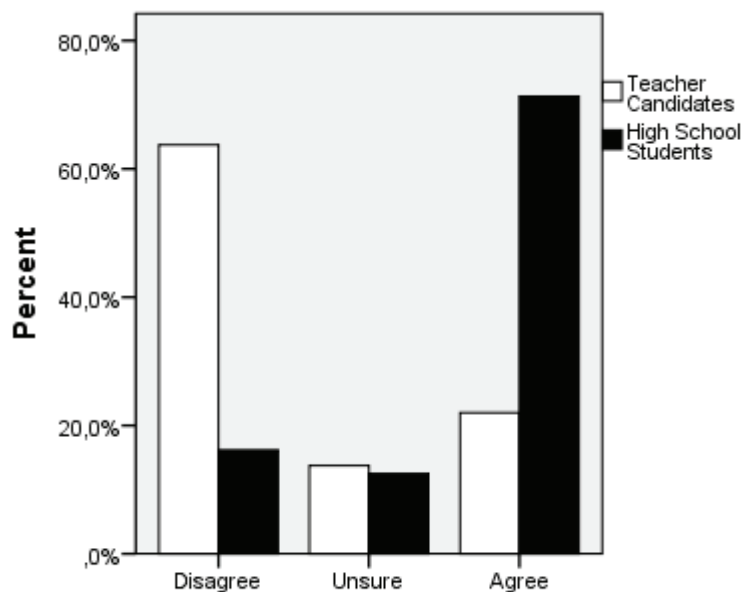


Figure 20. Analysis of Item 15

Item 15: Supportive and encouraging Turkish expressions such as well done, super, great will get my students more motivated.

Supportive and encouraging Turkish expressions such as well done, super, great will get me more motivated.

This specific item for the teacher candidates is closely related to their beliefs whether supportive and encouraging Turkish expressions such as well done, super, great will get their students more motivated. The similar item for the high school students is related to their perspectives on whether those expressions will get them more motivated or not. Integrating motivation in the language learning process is as crucial as language skills. Spitzberg and Cubach (1984) define 3 elements of communication competence as knowledge, motivation and skills. Turin (2014) asserts that Krashen (1985) holds the belief that emotional barrier which wards off learners to obtain any sort of input from the environment could be as a result of a lack motivation. On these grounds, the judicious use of Turkish in English course could help students decrease negative emotional states. As stated in Figure 8, adapting the course

materials to needs of learners can lead to motivation. If the students find English course boring, then their motivation level is more than likely to decrease. That is, the use of L1 can be employed judiciously to draw their attention. In the present study, however, 63.7% of the teacher candidates ($f = 116$) do not agree that using Turkish supportive or encouraging expressions in English course will contribute to their prospective students' motivation. In contrast, 71.3% of the high school students ($f = 97$) hold the conviction that the use of such expressions as well done or excellent is possible to affect them positively.

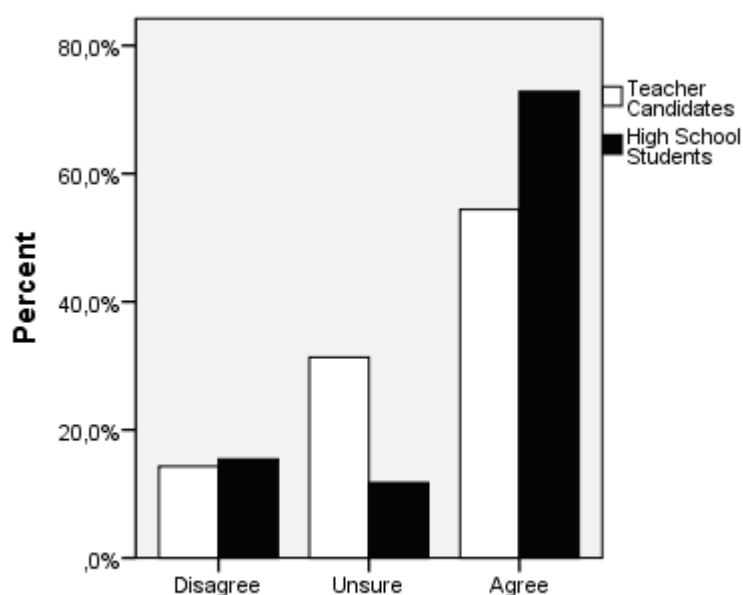


Figure 21. Analysis of Item 16

Item 16: *I can explain complicated subjects better by using Turkish.*

I can better understand complicated course subjects when explained in Turkish.

This particular item for the teacher candidates is about whether they can explain complicated subjects better by using Turkish. The similar item for the high school students seeks to explore whether or not they can understand complicated course subjects when explained in Turkish. In particular, the item aims to figure out whether or not complicated subjects might cause difficulties when explained in English. The item mainly consists of a

general statement which seeks to compare and contrast the teacher candidates' and the high school students' perspectives. The present research proves that more than half of the teacher candidates ($f = 99 / 54.4\%$) envisage they will be able to identify complex subject matters more clearly in Turkish in English course when they become English teachers. Likewise, only 15.4% of the high school students ($f = 21$) assert that they may experience difficulties managing the subjects successfully when they are addressed only in English. This means the teacher candidates' views coincide with those of the high school students on this particular statement. Another noteworthy finding is that the number of the teacher candidates ($f = 57 / 31.3\%$) who are indecisive is more than those who are indecisive among the high school students ($f = 16 / 11.8\%$).

Table 10

Results of Independent Samples t-Test regarding the Differences between the Perceptions of the Teacher Candidates and the High School Students on the Use of Turkish in English Courses

| Groups | N | X | SD | df | t | p |
|----------------------|-----|------|-----|-----|--------|------|
| Teacher Candidates | 182 | 1.96 | .43 | | | |
| High School Students | 136 | 2.54 | .55 | 316 | -10.49 | .000 |

According to the independent samples t-test results in Table 10, a significant difference was found between the perceptions of the teacher candidates ($M = 1.96$, $SD = .43$) and the high school students related to the use of Turkish in English courses, ($M = 2.54$, $SD = .55$), $t(316) = -10.49$, $p < .001$.

Table 11

Descriptive Statistics for the Teacher Candidates' Perceptions according to the Class Level

| | N | X | SD | Minimum | Maximum |
|------------------------------|-----|------|-----|---------|---------|
| 1 st | 15 | 2.26 | .44 | 1.38 | 2.81 |
| 2 nd | 64 | 2.01 | .39 | 1.25 | 2.81 |
| 3 rd | 45 | 1.98 | .43 | 1.25 | 2.88 |
| 4 th | 56 | 1.81 | .43 | 1.13 | 2.75 |
| 5 th and above | 2 | 1.78 | .40 | 1.50 | 2.06 |
| Total | 182 | 1.96 | .43 | 1.13 | 2.88 |

Table 11 shows the mean scores of the five class levels. It can be clearly seen that the freshmen ($M = 2.26$, $SD = .44$) stated more positive opinions than the other grades on the reasons behind their use of Turkish in English courses when they become teachers. It is also clearly seen that the general tendency towards disagreement appears to be on the upsurge as the class level gets higher.

Table 12

Results of One-way ANOVA regarding the Perceptions of the Teacher Candidates according to the Class Level

| | Sum of Squares | df | Mean Square | F | p |
|-------------------|-------------------|-----|----------------|------|------|
| Between Groups | 2.81 | 4 | .70 | 4.09 | .003 |
| Within Groups | 30.42 | 177 | .17 | | |
| Total | 33.23 | 181 | | | |

Note. The mean difference is significant at .05 level.

The results of Table 12 illustrate that there is a significant difference among the grades of the teacher candidates, $F(4, 177) = 4.09$, $p = .003$. The results of the Tukey HSD test also elucidates that the only significant difference is found between the perceptions of the freshmen ($M = 2.26$, $SD = .44$) and seniors ($M = 1.81$, $SD = .43$), $p = .003$. This being the

case, it can be assumed that the period of exposure to English at tertiary level affects their perceptions on the inclusion of Turkish in English courses.

Also, ANOVA was utilized in order to explore whether there is a significant difference among the class levels of the high school students. The findings revealed that the 2nd graders turn out to be more positive than the other grades about the use of Turkish in English courses ($M = 2.70$, $SD = .40$). Yet, the results suggest that a significant difference is not seen among the grades in the high school; that is, it can be concluded that the period of exposure to English does not affect the high school students' perceptions on the use of Turkish in English courses, $F(3, 132) = 1.27$, $p = .287$.

Table 13

Results of Independent Samples t-Test regarding the Perceptions of Male and Female Teacher Candidates on the Use of Turkish in English Courses

| Groups | N | X | SD | df | t | p |
|--------|-----|------|-----|--------|-------|------|
| Male | 51 | 2.10 | .36 | 110.47 | -2.10 | .003 |
| Female | 131 | 1.91 | .44 | | | |

Table 13 reveals a significant difference between male ($M = 2.10$, $SD = .36$) and female teacher candidates in terms of the reasons behind their perceptions on the use of Turkish in English courses when they become teachers, ($M = 1.91$, $SD = .44$), $t(110.47) = -2.10$, $p = .003$.

Findings from the Analysis of Interviews

The data gathered by using face-to-face interviews consisted of 2 questions for the teacher candidates and the high school students respectively. The first interview question was used to back up the findings of the questionnaires for the first research question. The first

questions of the interviews for the teacher candidates and the high school students were the same, while the remaining questions were different. The first question of the interviews of the teacher candidates and the high school students sought to back up the findings from the questionnaires for research question 1.

The interviews of EFL teacher candidates. First of all, by means of backtranslation technique, the interviews were translated into English from Turkish. In those interviews, two teacher candidates were asked whether they think Turkish is useful or not in ELT classrooms; they were also asked the reasons behind their positive or negative thoughts. Their responses were different (see Appendix 9 &11).

Participant A regarded the use of Turkish as useful only to some extent. She stressed that Turkish can be used when explicating new lexical items. She emphasized that Turkish could be employed only in difficult situations in ELT classrooms; however, she displayed an indecisive manner:

"I think it is very useful. I mean, I think it is not too much; but it has a certain benefit when explaining very difficult words. We can use Turkish; but of course this should not be used at any rate, though. English should be used more; but it can be preferred when staying in very difficult situations."

Participant B said that she does not hold the belief that the use of Turkish is useful. In her opinion, topics which are difficult to understand words can be described by other ways. She implied that reverting to Turkish in ELT classrooms is taking the easy way out:

"I do not think it is useful. We can also explain the difficult words in English in other ways. It may be better to explain them by explaining different words."

According to the findings of the first interview question, the teacher candidates' perspectives about the use of Turkish in ELT classrooms appeared to contradict with each

other. While one of the interviewees expressed stability and held reservations about the inclusion of Turkish; the other expressed a total rejection.

Secondly, the teacher candidates were asked whether they envisage they will use Turkish in English courses when they become English teachers; if so, the question was followed by how frequently they envisage they will use Turkish in English courses.

Participant A said that they envisage they will not make use of Turkish in English courses. Yet, she stated that it might be requisite to draw on Turkish in some cases:

"Actually, in no way do I intend to use, but I can use it in some very difficult situations, in very difficult words when my students do not understand; but overall no, I'm against it."

Participant A responded to the second part of the same question:

"Sometimes, only in word descriptions, in the hardest ones."

Participant B put emphasis on the proficiency level of her prospective students. She touched on the importance of linguistic competence to utilize Turkish in English courses:

"This depends on the class levels of my students. That is to say, if I lecture in a primary or junior high school, then I might use Turkish often. If I lecture in a high school or college, I never use it."

Lastly, the teacher candidates were asked whether they touched upon the current discussions in their major area courses in their lectures about the use of mother tongue in English classes, and what they know about this matter. Their responses were close to each other:

Participant A stated that updated discussions regarding the use of mother tongue never been touched on in classes:

"No, we haven't; so, we do not have information about this matter."

Participant B gave a similar answer to the interview question:

"No, we have not touched upon these kinds of things before. I have not ever met such a subject matter in the period of my study at university level."

The results from the last interview question of the teacher candidates showed similarities between the perspectives of the teacher candidates.

The Interviews of Vocational High School Students. Initially, two high school students were asked whether they think Turkish should be used in English courses; if so or if not, the same question was followed by asking their reasons behind their positive or negative responses. Their responses tallied with each other (see Appendix 10 & 12).

Participant A viewed the use of Turkish as useful and as necessary. It seems that she is conscious about the necessity of the balance between English and Turkish in English courses:

"I do not like English teachers who speak English all the time during the course. I think that an English teacher should use more Turkish. I find the use of Turkish very useful. He/she should be meaningful while talking about difficult points. If we have difficulty understanding his/her utterances, then I can ask and she can tell the meanings of words that I do not know by using Turkish."

Participant B highlighted that the use of Turkish in English courses make them more enthusiastic about learning English in English courses:

"I think it is useful; because, when the lesson is taught in English, we do not figure out the subject matters. But, when it is taught in Turkish, we get more inclined to comprehend the topics. Turkish is useful to me because it makes more sense."

The results of the first question for the high school students' interview revealed that the perspectives of the high school students are similar; however, they do not coincide with those of the teacher candidates. Secondly, the high school students were asked if or not their English teacher uses Turkish in English courses. If so, the question was followed by asking about how frequently it is used in English courses.

Participant A reported that their English teacher uses Turkish from time to time:

"Yes. He sometimes uses Turkish."

Participant B mentioned a similar response:

"Eee, yes, he does. Turkish is used not very often."



Chapter V

Discussion and Conclusion

Overview of the Chapter

Chapter 5 illustrates the discussions of the findings in reference to the eight main and two sub research questions. The chapter also presents methodological and pedagogical implications for policy makers, researchers, language teachers, teacher candidates and students. It ends with suggestions for further research.

Should Turkish Be Used in English Courses? If It Should Be Used,

For what English language skills should it be used in order of usefulness to EFL teacher candidates versus vocational high school students?

How often should it be used according to EFL teacher candidates?

Initially, the results of the teacher candidates and the high school questionnaires suggested that the majority of them favour the use of Turkish in English courses. This finding, although not all, is bearing with the previous studies in terms of students' responses. For instance, the study implemented by Schweers (1999) in 1997-1998 in Puerto Rico indicated that 88.7% of the student participants supported the use of Spanish, which is their mother tongue. Similarly, the ratio was 69% in the study undertaken by Şevik (2007) in Burdur Anatolian Teacher High School in Turkish context with a total of 148, 9th grade students and 10 English teachers. A similar ratio was found in Kılavuz's (2014) study as 68.2%, which was carried out with 173 students in various departments in Muş Alparslan University and a total of 15 teachers in Turkey. Moreover, the study implemented by Şavlı and Kalafat (2014) with 20 teacher candidates had similar results, in that there were only a total of 4 (20%) participants out of 20 who opposed the use of mother tongue in English language teaching in Turkish context. The investigation about the use of Arabic in English courses executed by Alshammari (2011) with a total of 100 students and 18 teachers in two Saudi technical

colleges similarly elucidated that 61% of the students supported the use of Arabic in the classroom. This result coincides with Tang's (2002) research which was fulfilled in China, which revealed that the majority of the students along with teachers endorsed the use of participants' L1, which is Chinese. In Manara's investigation (2007), which was conducted in Indonesian context revealed that nearly 88% of the teachers had the opinion that their students should always switch to English to have interactions with teachers although a slight majority (57%) of the teachers thought that only English should be used as a means of instruction. Again, Tsafi's (2012) research in Israeli context, which was executed with 112 English teachers, showed that the teachers supported the use of mother tongue even though they also felt offender when utilizing L1 because some authorities rejected the use of it. In the unpublished thesis by Koucká (2007) in Czech context at the Faculty of Art and Philosophy of Pardubice University, 30 assistants were observed through audio and video recordings so as to explore how often they resort to Czech in English courses. The findings indicated that these teacher candidates used mother tongue more frequently than expected. Only one student did not use mother tongue according to observations. They used mother tongue most often for giving instructions (175 times). Namely, the statement of making translations ranked 2nd (137 times). In the study which was undertaken under the name of baseline study by TEPAV (2015) in 38 universities from different regions of Turkey, it was recommended that more materials and voice be transferred to Turkish medium instruction programmes, and that eventually the programmes could be more fruitful for students, helping them specialize in their subjects. Moreover, in the same study, the findings of the questionnaire which was applied to lecturers and students disclosed a strong tendency to use Turkish as a means of instruction. From another viewpoint, in the study of Yaqubi and Pourmoid (2013) in Iranian context, which seeks to find out teachers and parents' perspectives about the use of L1 in private language schools, it was found out that parents showed negative attitudes towards L1

use in classroom.

As for the reasons as English language skills behind the use of Turkish in English courses, the findings of the study illustrated that the teacher candidates and the high school students use Turkish for many purposes such as learning grammar concepts, speaking discourse. One of the rationale behind this might be the teaching methodology that the teachers have in the teaching/learning situations. Therefore, it could be essential to seek negative and positive sides of the teaching methodology so as to have a deeper insight as to what gives rise to using Turkish in classroom. By doing so, a more effective teaching/learning environment can be created, in which the learners are enthusiastic about using TL.

The result is crucial for both teacher candidates and high school students in terms of personal and instructional goals, overlapping with other research results in literature. For instance, the finding is bolstered by Kayaoğlu's (2012) study, which was launched with 44 English instructors from Karadeniz Technical University in order to investigate into their theoretical and practical attitudes towards the use of Turkish in classroom. According to this, the overwhelming majority of the instructors (97.7%) emphasized the necessity of Turkish in grammar teaching. In the same study, another striking point is that all of the instructors professed in the interviews that they used Turkish to teach English grammar skill particularly in beginner levels in English courses. In the research of Timuçin and Baytar (2014), which was undertaken in preparatory classes at a Turkish state university in 2012-2013 academic term, the data was collected by means of audio-recordings. The findings revealed that the English instructors resorted to Turkish 21 times (16.27%) when explaining grammar. In addition, in Taşkın's (2011) study which was launched to analyse the perceptions of teachers, learners, teacher trainers and administrators on teachers' L1 use in a preparatory school of a private university in Ankara, a great majority (90.2%) of the learners turned out to be in favour of L1, as they better understand Turkish equivalents of a grammar structure if they are

provided in Turkish. In Şevik's (2007) survey, the overwhelming majority of the high school students ($f = 136 / 91.8\%$) acknowledged that they were the proponents of Turkish while focusing on complicated rules of grammatical structures. However, Kahraman's (2009) experimental study, which was carried out among 42 teacher candidates at Hacettepe University, demonstrated that 20% of the teacher candidates preferred using Turkish so as to understand complicated grammatical patterns. On the contrary side, for example, Thongwichit's (2013) study, which was executed at a state university with a total of 323 participants, showed that 67.5% of the students stated Thai (L1) should be employed by the teacher to better explain grammar. In Oflaz's (2009) study which was implemented at Gaziantep University School of Foreign Languages in 2008-2009 academic term with a total of 60 teachers and 100 preparatory class level B students, 67% of the participants reported that they usually used their native language to better understand grammar concepts, whereas only 1% of them avoided their native language completely. The study also revealed that 60% of the teachers usually employed their mother tongue when they addressed grammar concepts in English courses. By the same token, the ratio was 50% for the instructors according to observations in Kayaoğlu's (2012) study, who frequently used Turkish to teach English grammar skill.

The findings also revealed that the teacher candidates hold more positive attitudes towards the use of Turkish for English vocabulary than the high school students in English courses. In line with this, in the study of Galali and Cinkara (2017), which was launched in Salahaddin University at the 2016-2017 academic term with 258 teacher candidates, the findings indicated that the greatest use of Turkish lay in the reason for checking the meaning of new lexical items or concepts during the lesson. Moreover, in the same study, to explain personal things with classmates constituted the second most common cause of students' L1 use when compared to the other items. By the same token, only a small minority of (4.8%) of

the teacher candidates were against L1 use for English vocabulary skill in English courses in Şener and Korkut's (2017) study. This is aligned with the finding obtained at the end of the similar study executed at tertiary level by Schweers (1999), which showed that the most preferred choice by students (86.2%) to meet their linguistic needs by using Spanish in English teaching has directly to do with the aim of explaining difficult concepts. Tang's (2002) study similarly showed that 42% of the students cited the vocabulary skills as the justification for using Chinese (L1). Besides, 53.4% of the students (f = 79) who contributed to Şevik's (2007) investigation reported that the use of Turkish helped them better understand unfamiliar vocabulary items. In the same research, the statement which is related to the vocabulary skill in the present study was marked by 58.1% of the students (f = 86), which elucidates that the majority of student participants needed to use Turkish for the reinforcement of some words and phrases. Similarly, Blackman's (2014) study which was undertaken in 2013-2014 academic term with a total of 43 EFL teachers who work in five schools in Belarus revealed that the great majority of primary-level teachers (82%) and secondary-level teachers (63%) used L1 to define new vocabulary in the Russian L1 classroom. In Kahraman's (2009) study 60% of the teacher candidates attributed their L1 use to not having enough knowledge about some English equivalent vocabulary items. However, in Bozok and Bozok's (2014) study on teacher candidates' views about the use of translation in foreign language courses, which was implemented in ELT Department of Hacettepe University in order to seek whether or not the use of translation in foreign language courses lessen the amount of exposure to TL, the findings proved that 74% of the teacher candidates do not believe that vocabulary items should be taught via translation from English to Turkish. None the less, only 2 teachers (2%) viewed the use of Turkish as useful only if it is incorporated in English courses to teach English vocabulary. This result is supported by a finding in Şevik's (2007) study, as similar frequency turned out to be 2 (20%) for the teachers who saw the use of Turkish as necessary

for defining new vocabulary items in English courses.

As for the high school students, their perspectives do not correspond to those of the teacher candidates on the use of Turkish for English vocabulary teaching in English courses; because, the use of Turkish for English vocabulary teaching in English courses was viewed one of the most redundant activities by the high school students. In a similar vein, in Şevik's (2007), less than half of the students (31.7%) regarded the use of Turkish (L1) as a facilitator which helps them better understand different terms and opinions. At the end of Manara's (2007) classroom observations, however, it was revealed that one of the reasons behind the use of mother tongue turned out to be vocabulary problem that students experienced with their classmates. In line with this, in Kılavuz's (2014) study, 69% of the students considered the use of Turkish necessary in English courses. A great majority of the students (74%) in Oflaz's (2009) survey; 72.8% of the learners in Taşkın's (2011) survey emphasized the tendency of using L1 to be able to better understand meanings of unfamiliar vocabulary items. Likewise, Thongwichit's (2013) survey, in which 71.2% agreed that the use of Thai (L1) should be allowed for both students and teachers in Thai context, 69.9% of the participants reported Thai can be allowed to better understand the meanings of vocabulary items through translation. Literally, having a great range of vocabulary can facilitate understanding what you read. When students meet many unknown words in a reading text, it might be more difficult to make it out. Therefore, helping them to expand their vocabulary range is essential. This can vary by individuals, however.

Speaking is an important productive skill for learners as it forms a basis for communication. Although words come naturally to the native speakers when they utter sentences, they do not choose the intonation or pronunciation patterns deliberately as do non-native speakers. We, as teachers of English, could turn this into an opportunity in English courses. In the present study, the teacher candidates believed that it is not necessary to use

Turkish to help their prospective students foster their English speaking skills. Yet, most of the high school students showed more enthusiasm for the use of Turkish for English speaking skill in English courses. This is bolstered by a finding in Denizer's (2017) study, which showed 30% of the students always experienced the interference of Turkish in their English speaking skill. In fact, it was concluded that speaking skill and grammar were the most interfering skills in second language learning. Besides, 34% of the instructors showed that they never benefitted from Turkish to teach English speaking skill in English courses, yet 27% of them pointed out that Turkish ought to be used to improve English speaking skill from time to time (Kayaoğlu, 2012). Likewise, TEPAV's (2015) research revealed that Turkish was only used for clarification in 14% of the lessons according to observations. On the other hand, in accordance with the findings of TEPAV (2015), teachers generally do not create enough scope for students to be involved in student-student interaction, which is likely to reduce students' improvement in speaking skills at short notice, and weaken their confidence in the long run to be able to participate in discussions in classroom. This reveals the importance of previous educational stages of students before they begin to study a specialist academic discipline at undergraduate programmes. Staff and students mobility has also a crucial role to enhance the quality of teaching speaking skills in English courses.

In effect, it is likely that it could be deemed far more difficult to acquire this productive skill by many students than the other skills, given that acquiring speaking capabilities varies by a plethora of factors such as context and age. Besides, it requires a number of processes including linguistic prowess as a prior condition; none the less, the fact that a great majority of the teacher candidates do not view the use of Turkish as useful in teaching speaking skill could be owing to their sufficient communicative proficiency, but deficiencies in their knowledge of their prospective students' speaking skills. Furthermore, despite the fact that it appears easy for adults to maintain and retain intonation in their native

language, it is very difficult for them to learn second language intonation. Due to its complexity and the difficulty in learning and mastering intonation, it is often a secondary focus in the English language teaching classroom. Although it was ignored for many years in language teaching, it is slowly gaining recognition as an integral part of language fluency, competence, and proficiency.

Reading is a very crucial receptive skill, which enables learners to have a deeper insight into texts. To this end, the use of Turkish could facilitate their comprehension of texts. The present study revealed that according to the high school students, reading and writing took place among the most commonly preferred English skills for which Turkish can be utilized. However, the teacher candidates' perspectives are not similar to them. The finding confirmed by the teacher candidates does not correspond with a finding in Thongwichit's (2013) survey because the ratio of the finding was 68.4%, who favoured Thai (L1) use for reading comprehension in English courses. Also, the particular finding of the present study is also not aligned with the finding in Oflaz's (2009) study, which revealed that the majority of the teachers (65%) needed to use their mother tongue to understand the reason and content of what to write before they begin carrying out the task, and 40% of the students usually used L1 to better understand the listening texts. From this point of view, this finding has also to do with the item 7 in the three-point Likert scale in terms of requirements about the course, which revealed that a minority of the teacher candidates are in favour of the use of Turkish so as to better explain the instructions for the tasks in English courses (see Figure 12). On the other hand, 46% of the instructors asserted that they could sometimes make use of Turkish to teach English reading skill in English courses (Kayaoğlu, 2012). Moreover, in Denizer's (2017) study, it was revealed that half of the students (50%) thought that Turkish rarely interfered in their English writing skill. Another interesting finding in Denizer's (2017) study was that 30% of the students sometimes experienced the interference of Turkish in their

reading skill.

Listening is one of the important receptive skills, which can be challenging for learners from time to time. It sounds faster than their mother tongue as English is a stressed time language while Turkish is a syllable timed language. In other words, native speakers do not speak very fast even though students think so. Therefore, they usually try to translate what they are listening to. The findings show that the use of Turkish is not viewed as beneficial for English listening skill by the teacher candidates, whereas it appears seemingly to be beneficial according to the high school students for their English listening skill in English courses. This finding also shows the mismatch between the teacher candidates' and high school students' views about which English language skills are better taught by allowing the use of Turkish. There are both compatible and incompatible studies with this particular finding. For instance, a finding found in Thongwichit's (2013) study corresponds with that of the teacher candidates, not high school students, as the ratio was 65.9% for the university students who are on the opinion of that Thai use should be allowed for both teachers and students so as to check listening comprehension. Yet, from teachers' perspective in Oflaz's study (2009), 40% of the teachers stated that they generally use L1 in order to help students catch and understand what they listen to, while only 3% of the students reported they always ask for the help of their teachers. In line with this, it was observed that 27% of the instructors rarely used Turkish to teach English listening skill in English courses. From another perspective, Denizer (2017) illustrated that 45% of the students considered the cause of making errors not to be the interference of Turkish in English listening skill. The ratio was 40% for the unsure participants.

As mentioned previously, only listening and only reading were preferred by 1 teacher candidate respectively for the inclusion of Turkish in English courses. In contrast, Denizer's study (2017) where the participants were 13 teacher candidates out of 20 tertiary level

participants in ELT Department in Bursa Uludağ University, it was revealed that a majority of the students (60%) sometimes experienced the interference of Turkish in their English vocabulary and pronunciation skills. Yet, only 20% of the participants mentioned that they regarded Turkish as a tool of interference most of the time in their English grammar skill. 29.2% of the teacher candidates mentioned the use of Turkish as facilitating in teaching English grammar coupled with vocabulary skill (Şener & Korkut, 2017). However, in Kayaoğlu's study (2012), the findings of the quantitative and qualitative research similarly demonstrated that instructors have tendency to see the use of Turkish as more useful especially in English grammar and vocabulary skills in English courses. On the other hand, the integration of Turkish was regarded as necessary by the high school students ($f = 15 / 12.3\%$) for writing, listening, speaking, grammar and vocabulary in English courses. That is, the high school students tended to show a high interest in all of the English language skills specified on the questionnaire. That means the high school students have a general tendency toward circumventing English in favour of Turkish, and hence they need to undergo disciplined training in strategies to be able understand their interlocutor and give feedback in English in and outside classroom.

The high ratio of listening skill in the high school students' questionnaire could be due to the fact that they have difficulties understanding their English teacher's utterances in English courses. Generally speaking, listening tasks which include dialogues could be difficult for learners as different interlocutors speak in the dialogues. Another important finding from this perspective is the low degree of perceived English of the high school students. This is in line with the finding of British Council and TEPAV (2013), the survey of which was carried out by the British Council and TEPAV (2013), observing 80 classes of English from the Grade 4 through 12 in the 7 regions of Turkey including 12 cities between February – July 2013, reported that the English language curriculum is not specialised; it

might not cater for vocational high school students' needs accordingly. The popularity of productive skills has had multiplier effect in recent times, though.

Those findings were backed up by the first and second question of the face-to-face interviews for the teacher candidates, and by the first question for the high school students. According to the findings, there emerged to be differences between the perspectives of the teacher candidates and the high school students. Whereas the teacher candidates displayed a tendency to ban the use of Turkish when they become English teachers, the high school students showed more tolerance to it in English courses. Nevertheless, the opinions of the teacher candidates and the high school students about the use of Turkish in English courses overlapped in terms frequency of occurrence (see Appendix 9 & 10).

What are the Perspectives of the EFL Teacher Candidates versus the Vocational High School Students about Their Justifications Behind the Use of Turkish in English Courses?

The second research question investigated the teacher candidates' intentions and the high school students' perspectives about the justifications behind their use of Turkish in English courses. The findings pointed out that both the teacher candidates and the high school students indicated a sign of positive tendency to use Turkish in English courses; however, there comes up some differences between the perspectives of the two groups. For example, the teacher candidates intend to make use of Turkish when they become English teachers as they believe the use of Turkish will facilitate their prospective students' inquiries in complicated subject matters. On the other hand, the most frequently preferred statement which was marked by the high school students are that they are able figure out the subject matters of English course better. In addition, the high school students displayed more tendency about the use of Turkish in English courses, while the teacher candidates had more neutral and negative perceptions on the use of Turkish when they become English teachers.

On the other hand, the results of Figure 6 indicated that the teacher candidates and the high school students agreed that the similarities and differences can be explicated more easily by means of Turkish. Explaining the similarities and differences could be demanding for both the teachers and high school students by using only English in English courses. What is more, this particular finding might be due to the teacher candidates' speculation about their prospective students' lack of English language proficiency in state schools.

Furthermore, the ratio was obtained as 54% for the students, while it was found as 86% for the teachers in Oflaz's study (2009), which has more to do with the use of L1 to better understand grammatical differences between L1 and TL. In contrast with this, in Tang's (2002) survey, only 1 teacher responded that the use of Chinese assists students to become more conscious about the similarities and differences between cultures when they were asked in what cases Chinese (L1) should be used in English classroom. As regards the high school students, the ratio of those who support the use of Turkish to better comprehend the similarities and differences between the two languages is higher than that of the teacher candidates ($f = 104 / 76.5\%$). This being the case, those who suggest the use of Turkish could help differentiate profoundly between the two languages cannot be underestimated in both groups. For example, 64.1% of the students similarly stated in Thongwichit's (2013) study that the teacher should use Thai to better explain the differences between Thai (L1) and English in terms of usage. In fact, in the same study, 71.8% of the participants agreed that Thai should be used by the teacher to describe the differences between the grammar of Thai and English. In fact, the first step to learn a new language is learning how to compare and contrast to your own. Nevertheless, in Bozok and Bozok's study (2014), the ratio was 74% for the teacher candidates who asserted that the use of Turkish in English courses decreases familiarity with different sounds in TL.

From a different viewpoint, for example, the importance of teaching intonation needs to be promoted in order to help students recognize the similarities and differences between Turkish and English in English courses. Turkish students may claim that their language is very flat, and does not have much melody. Turkish students may think so because they may be unconscious about the level at which intonation operates although all languages including Turkish and English have intonation and a characteristic rhythmic pattern. Listeners of English get certain information from the intonation, and speakers use pitch variation to send information. If a Turkish student experiences difficulties understanding a native speaker, this may be because he/she is using Turkish rhythmic features when speaking English.

The findings of Figure 7 showed that allowing the use of Turkish in English courses is likely to draw the high school students' attention even though the teacher candidates mostly do not hold the same perspective. This finding does not coincide with the teachers' perspectives in the interviews in Güneş's (2015) research, as the participant teachers acknowledged that they made use of Turkish in an effort to capture their students' attention in English courses.

The findings of Figure 8 revealed that there is a big difference between the perspectives of the teacher candidates and the high school students on the use of Turkish for fun in English courses. The findings indicated that although most of the high school students suggested the prohibition of Turkish is likely to make English courses boring, the teacher candidates had reservations about using Turkish in English courses. This is endorsed with a finding in Thongwichit's (2013) survey, for it similarly demonstrated that 61.6% of them reported the use of Thai produced a positive feeling for English learning. Moreover, 53.3% mentioned it as a tool of motivation to learn English. When it comes to dull topics, 56.3% hold the belief that Thai was useful.

The results of Figure 9 indicated that the teacher candidates hold reservations about resorting Turkish to be able to explain the content of the English course. The figure also indicated the difference between the teacher candidates' perspectives, as those who agreed and disagreed on the particular item is similar. Yet, a great ratio of the high school students suggested that they have tendency to be able to understand the subject matters of English course by using Turkish in English courses. However, in the study of Şener and Korkut (2017), which was carried out with a total of 41 teacher candidates in ELT Department at a state university in the 2015-2016 academic term, 78% of the teacher candidates reported they resort to L1 when incomprehension arises. Indeed, the teacher should discover the ways of how to tailor the textbook content to students' needs and levels. That is, the teacher can achieve this through personalizing the content.

The findings of Figure 10 revealed that the teacher candidates' perspectives contradict with those of the high school students. However, the ratio of the teacher candidates who are unsure is less than that of the high school students. This could be due to the high school students' lack of capabilities to use their gestures and facial expressions effectively even in Turkish; because, body language is of crucial importance and is worth dwelling on in English courses.

The results of Figure 11 made it clear that the teacher candidates' intentions coincide with those of the high school students. In this respect, this finding is bearing with that of British Council and TEPAV (2013), which observed that a vast number of English teachers drew on Turkish once perceived communication problems arose. Likewise, it was demonstrated that a majority of students (62.5%) stated that the use of Thai has a relaxing effect during the interactions with the teacher (Thongwichit, 2013). In their explanatory study, Rezvani and Eslami (2011) similarly found that the use of L1 helps students improve their comprehension, promoting the interaction between teacher and students. On the other side,

only 38% of the teacher candidates stated that they used Turkish in classroom owing to the lack of sufficient English knowledge in their diaries, and 55% of them held the belief that they broke into Turkish, since they never believed they would achieve expressing themselves (Kahraman, 2009). That is, it is more likely that the teacher candidates can express themselves better by using Turkish when they stumble across a void in their English knowledge.

The findings of Figure 12 reflected the necessity of Turkish for the high school students. While the teacher candidates mostly disagreed, the high school students mostly agreed on the view that states the use of Turkish contributes to their comprehension for the requirements and needs about English course. In line with this, Şevik's (2007) study showed that half of the teachers (50%) viewed the use of Turkish as necessary while giving suggestions regarding how more effective learning can be created in English courses. As a matter of fact, explaining the requirements, suggestions or instructions for English courses are essential components of classroom practices. Also, supposing that Turkish is allowed to be used in English course, clarification of confusing points and complicated lexis is likely to lessen students' stress level. For example, while focusing on explanatory talks, imitation of monologue prose or poetry, the students could be instructed what to do in the specific activity by mediating between Turkish and English accordingly. However, in the study of Şener and Korkut (2017), the ratio was 24.3% who supported the use of L1 to help students better understand the instructions, and only 4.8% of the teacher candidates saw L2 as necessary to help students better understand the instructions. However, when taken instructions into account in exams, the ratio was 54.5% who agreed to the use of Thai in exams; similarly, 60.4% of the students regarded the use of Thai as necessary for giving instructions in Thongwichit's (2013) investigation. Furthermore, it was recommended that Turkish might be a valuable resource if it is used more commonly for elementary students, especially in order to

make clear instructions and explanations (TEPAV, 2015). However, this should be limited and used appropriately in English courses.

The findings of Figure 13 displayed a divergence of opinion between the teacher candidates and the high school students. This finding tallies with that of Taşkın (2011), which indicates that students declared positive perceptions regarding their teacher's L1 use for classroom management. In that study, 50% of the students agreed with the idea of Turkish use in classroom management. Similarly, in this present study, the number of the teacher candidates who is of the opinion that Turkish can be harnessed as necessary is similar to that of those mentioning disagreement. In other words, the figure shows the difference between the teacher candidates' perspectives between each other, as the ratio of those who agreed and disagreed on the particular item is similar. Nonetheless, the study which was carried out by Timuçin and Baytar (2014) showed that the teacher instructors resorted to Turkish for only 15 times (11.62%) for managing class. Auerbach's (1993) suggestions regarding the classroom management are in line with those of the high school students. This is because, Auerbach (1993) deem the use of L1 possible in some situations such as maintaining classroom management, explanation of errors, prompts or instructions. This finding also concurs with Levine's study (2003), which was carried out to find out the attitudes of university students and instructors about L1 use and TL. The study revealed both the instructors and students drew on L1 in discussions for better classroom management. In Özçelik's (2013) study, which was carried out with 72 teacher candidates and 8 instructors in French Language and Education Department at Gazi University in order to find out reasons for which they used Turkish, the findings indicated that the teacher candidates resorted to Turkish due to the lack of language skill development. On the other hand, it demonstrated that the mother tongue was used by lecturers for classroom management including communicative and instructional

activities in an effort to help students better understand demanding points of TL and to get them more motivated.

The results of Figure 14 showed the extent to which the perspectives of the teacher candidates and the high school students differ from each other. Indeed, this specific item is aligned with the other items, especially with item 2; because, they are both concerning if it is possible to be able to increase the effectiveness of English course by using Turkish. It is also similar to item 2, in that they have directly to do with their prospective students instead of the teacher candidates themselves. It is requisite that the teacher capture students' attention in an effort to teach them. The reason is that the basic necessities of learning are memory coupled with alertness. In other words, it is almost impossible to teach students without drawing their attention, which is also important for implicit learning. In turn, they ought to assign a meaning to what they have listened to. Provided that students cannot make sense of the utterances in English course, exposing them to English constantly might not be useful.

The results of Figure 15 are directly associated with the participants' security sense in English courses. It is evident that the results pointed out that the teacher candidates' and the high school students' views do not overlap. Besides, the statement is not similar to the previous one as it has directly to do with the teacher candidates themselves, rather than their prospective students. In fact, the results noted that the perspectives of the teacher candidates and the high school students can create considerable variations in English courses. This could be owing to the level of the high school students' level of anxiety in English course when they are exposed to an excessive amount of TL that does not make sense to them. In line with this, Macaro (2005) reports that pre-listening activities could help minimize the anxiety as it could enable the students better comprehend their interlocutors' utterances. Likewise, 36.5% of the teacher candidates emphasized the positive effect of L1 use, which could lead to security and relaxation (Şener & Korkut, 2017). At this point, the teacher candidates' expectations are

seemingly high; they therefore think that they will feel more secure while speaking English in English course. This might be due to the fact that the teacher candidates have the intention of that their students will understand each word uttered either by the teacher or their classmates. When this is the case, the teacher is more than likely to be secure about himself/herself. Kahraman's (2009) experimental study similarly proved that it produces a positive atmosphere, boosting their self-confidence when Turkish is allowed for the teacher candidates in class. In other words, it was observed that the anxiety level of teacher candidates fell into decline, and the teacher candidates thereby displayed more enthusiasm to be part of classroom activities. Furthermore, 42% of the teacher candidates professed that they preferred using Turkish as it helped them feel self-confident and relaxed (Kahraman, 2009); however, the ratio was 56.6% ($f = 103$) for the teacher candidates who disagree on the likely of feeling more secure by using Turkish in English courses. On the other hand, In Bozok and Bozok's (2014) study, the findings demonstrated that half of the teacher candidates (50%) think that lecturing in Turkish does not have a motivating effect.

The findings of Figure 16 illuminated a sign of agreement between the teacher candidates and the high school students. As a matter of fact, this finding turns out to be one of just a few agreements between the two groups in the present inquiry. It can be concluded that the teacher candidates believe their prospective students is more likely to be part of the classroom activities when Turkish is allowed. Similarly, In Tang's (2002) study, 69% of the students turned out to be proponents of Chinese (L1) to better understand difficult concepts in the English classroom. Thongwichit's (2013) survey similarly revealed that 63.8% of the students endorse the use of Thai (L1) when asking questions in classroom. 54.8% of the students stated Thai is required for the teacher only when necessary. Moreover, most of the participants (67.2%) stated the use of Thai should be allowed in English courses so as to ask questions when they do not understand any relevant subject matter.

The findings of Figure 17 indicated an evidence for contradistinction between the perspectives of the teacher candidates and the high school students. In line with this, Oflaz's (2009) study showed that 74% of the students resort to L1 in order to discuss what they are going to do when they are doing pair work in the classroom. In the same vein, Thongwichit's (2013) study demonstrated that 67.2% supported the use of Thai (L1) in pair and group work.

The findings of Figure 18 are based on the perspectives of the participants which were sought on the justifications behind their use of Turkish for comprehension check. The participants revealed no similarities between their perspectives. This is supported by the findings in Kahraman's (2009) study. This is because, only 38% of the teacher candidates, which is a similar ratio, stated their reason for using Turkish as comprehensibility of classroom instructions. On the other hand, this particular finding contrasts with that of Timuçin and Baytar (2014), as Turkish was employed for 26 times (20.15%) by the English instructors, which was ranked 2nd among the statements of classroom management, translation, describing grammar and other reasons. Also, the figure shows the difference between the teacher candidates' perspectives on the particular statement, as the ratio of those who reported agreement and disagreement is similar.

According to the results in Figure 19, both the teacher candidates and the high school students showed a high interest in telling a joke by using Turkish in English courses. That is, most of the participants agreed that English teacher can tell a joke more easily by means of Turkish. In particular, language learning is a creative process even though it incorporates a set of prescribed patterns. Owing to the fact that it varies by culture if it is appropriate or not when made a joke, it is essential that the teacher explore how to capitalize on metaphors or jokes, helping their students to explore to use them when and where necessary in conversation semantically.

According to the findings in Figure 20, it is likely that English teacher's compliments and supportive utterances affect the school students' mood in English courses while, contrariwise, the teacher candidates mostly do not agree. In line with this, 43.9% of the teacher candidates (18 out of 41) in Şener and Korkut's (2017) study acknowledged that L1 use increases their motivation in English courses. The ratio was similarly 32% for the teacher candidates who suggested that Turkish needed to be used by teacher as it helps students feel motivated in English courses (Bozok & Bozok, 2014). In doing so, students might be more enthusiastic about participating in classroom activities; after all, motivation is the key in promoting teaching effectiveness, enabling students to feel enthusiastic and ready to learning. For example, during the warm-up activities, students can be informed about the value of the language being learnt. Turkish could be one of a few factors that make students aware of the benefits of what they learn. Those benefits ought to be endorsed by sustainable practices, though. According to the report by British Council and TEPAV (2013) in Turkish context, it was revealed that learners' motivation level was on the decline consistently year by year from the Grade 5 through Grade 12, since they considered English courses to be dull or difficult. 80% of the 5th grade students asserted that their English courses were enjoyable, yet the percentage declined steadily to 37% when it came to the 12th graders.

The findings of Figure 21 sought to identify the extent to which the teacher candidates and the high school students agree with the particular justification for their use of Turkish in English courses. As a result, there appeared to be an agreement between the teacher candidates and the high school students in general. Likewise, 91.6% of the students in Thongwichit's (2013) study stated in the interviews that Thai use could be helpful to make English courses more comprehensible, boosting their comprehension in especially difficult courses. As TEPAV (2015) similarly implies that lecturing in Turkish can foster students' learning performance as English proficiency levels of students is fairly low in Turkish

universities. However, according to findings, the English proficiency levels of instructors turned out to be very good (TEPAV, 2015).

Is There a Significant Difference Between the Perspectives of the EFL Teacher Candidates and the Vocational High School Students on the Use of Turkish in English Courses?

This third research question tried to find out if or not there is a statistically significant difference between the perspectives of the teacher candidates and the high school students on the use of Turkish in English courses. In other words, this particular research question investigated the relationship between the teacher candidates' intentions and the high school students' perspectives on the reasons behind their use of Turkish in English courses. In order to get results, Independent Samples T-test was conducted. As a result of this test, it was found out that there is a significant difference between the perspectives of the teacher candidates and the high school students about the use of Turkish in English courses ($p < .001$). This is not supported by Cook's (1992) view which states that both second language learners and instructors must not separate L1 from L2, but they should utilize L1 when teaching the students. In line with this, in his investigation, Macaro (2001) explored that there was not a significant relationship between teachers and students in terms of L1 use. Additionally, the findings indicated that the teacher candidates' perspectives differ from those of the high school students significantly unlike the teachers and students in Oflaz's research (2009). However, this particular finding is supported by that of Taşkın (2011) as there turns out to be a significant difference between perspectives of the teachers and A level learners in her research.

Is There a Significant Difference Among the Class Levels of the EFL Teacher Candidates in Terms of Their Perspectives on the Use of Turkish in English Courses?

The purpose of the fourth research question was to try to explore whether there is a

significant difference among the class levels of the teacher candidates about the use of Turkish in English classes. In order to get results of this research question, ANOVA was conducted. As a result of this analysis, there appeared to be a significant difference among the grades of the teacher candidates. According to the results of Post hoc analyses of Tukey's HSD, the only significant difference was found between the perspectives of the freshmen and the seniors ($p = .003$). That is, the results showed that the seniors tend to include Turkish in their English courses more commonly than the freshmen in the future. This particular finding could have directly to do with the teacher candidates' English language proficiency. As their levels of English language proficiency rise, they prefer the English courses to be performed mainly in English when they become teachers. This shows that the teacher candidates' English proficiency levels have a significant effect on the inclination to include Turkish for their prospective students in English courses. This might also imply a lack of the seniors' practical knowledge about their prospective students' command of English, and hence they should explore the ways of how to hold an opinion independent of their English proficiency levels about English teaching. That is, previous experience is of critical importance for their future profession in order to learn realities, and to find out solutions so as to compensate for their students' linguistic gaps, hence gaining intrinsic motivation to use Turkish in English courses. Furthermore, it might be concluded that the teacher candidates at the senior year is likely to overcome their negative feelings about the inclusion of Turkish and learn how to use it judiciously in English courses in the process of their language instruction. Although there turns out to be a significant difference among the grades of prospective teachers, this does not mean this will be the same when they become teachers. For example, a finding obtained by Oflaz (2009), elucidated there is not a significant difference between teachers' teaching experiences and their attitudes towards the use of mother tongue in classroom. Debreli and Oyman (2015) similarly indicated no significant differences among university level students'

perspectives on the justifications for the use of L1 according to their proficiency level. Yet, Chaves (2003) investigated that there existed significant differences between both teachers and students' desired use and their actual perceptions on L1 use.

Is There a Significant Difference Among the Class Levels of the Vocational High School Students in Terms of Their Perspectives on the Use of Turkish in English Courses?

The aim of the fifth research question was to seek whether there is a significant difference among the class levels of the high school students. ANOVA was conducted in order to get results. The results revealed that there is not a significant difference among the grades of the high school students ($p = .287$).

Is There a Significant Difference Between Male and Female EFL Teacher Candidates in Terms of Their Perspectives on the Use of Turkish in English Courses?

This research question tried to explore whether or not there is a significant difference between male and female teacher candidates about their perspectives on the reasons for their use of Turkish in English courses. In order to get results of this question, Independent Samples T-test was conducted. As a result of this test, it was found out there exists a significant difference between male and female teacher candidates ($p = .003$). This finding concurs with that of Debreli and Oyman (2015). In contrast, there appeared to be no significant differences between the male and female university level students (Oflaz, 2009; Tunçay, 2016).

Are the EFL Teacher Candidates Aware of the Current Discussions Regarding the Use of Mother Tongue in English Courses?

This research question pointed out that neither of the teacher candidates is well-informed about the relevant and hot issues about the place of mother tongue in EFL teaching. Although the responses were based on just 2 teacher candidates, it presents a picture of the present knowledge of the teacher candidates regarding the use of L1 in English teaching. On

these grounds, the findings also imply that they need to be equipped with contemporary English language teaching methodologies, and be acquainted themselves with the place of mother tongue in English teaching.

Do English Teachers Use Turkish in English Courses According to Vocational High School Students? If So, How Often Do They Use Turkish in English Courses?

The aim of this research question was to explore if or not English teachers make use of Turkish in English courses, if so, the high school students were asked how often he/she uses it. This question also attempted to find out this response from the high school students' perspectives. The results of this particular question showed us that both of the high school students asserted that their English teacher sometimes draws on Turkish in English courses. The finding was based on the responses of only 2 high school students and thus might not be reliable in making a deduction; however, it was a meaningful question as it aims to explore English teachers' actual practices from the students' point of view regarding L1 in classroom. Likewise, analyses of the interviews in some previous studies showed that lecturers and teachers tend to use Turkish to some extent in English courses (e.g. Güneş, 2015; Karakas, 2016; Oflaz, 2009).

Conclusions

There are a wide variety of perspectives on the use of first language (L1) in English as a foreign language (EFL) classes. Whereas some methodologies allow the use of L1, the others reject using it in English courses. Recent research highlights the importance of L1 in foreign language teaching on condition that it is used judiciously. For a number of reasons, most of the teachers may hesitate to make use of L1 in English courses. In fact, it might be difficult for teachers to decide whether they revert to L1 in English classes. The findings of the study showed that the EFL teacher candidates and the high school students use Turkish for many purposes, such as learning grammar concepts, pair/group work, speaking discourse. One

of the rationale behind this might be the teaching methodology that teachers have in the teaching/learning situations. Therefore, it could be essential to seek negative and positive sides of the teaching methodology so as to have a deeper insight as to what gives rise to using L1 in the classroom. By doing so, a more effective teaching/learning environment can be created in which learners are enthusiastic about creating learning strategies autonomously, instead of being stick to methods, which are believed to have demised.

Research question 1 aimed to explore whether or not Turkish is needed in English courses from perspectives of the teacher candidates and the high school students who became part of this study. It also sought to elicit their perspectives about English language skills for which they find the use of Turkish comparatively more useful for their English courses in future, and to what degree they resort to Turkish in English classes. The findings proved that the teacher candidates and the high school students mentioned various justifications for the use of Turkish in English courses, and the majority of the both EFL teacher candidates and the vocational high school students adopted the belief that the use of Turkish has an unavoidable role in English courses. The findings also proved that preferences of the teacher candidates and the high school students about English language skills for which they consider the use of Turkish comparatively more fruitful are not similar at all. In sum, the teacher candidates envisaged using Turkish in English grammar and vocabulary as most beneficial, while the high school students viewed the use of Turkish as most useful for English speaking and listening of all.

Research question 2 revealed striking differences between the perspectives of the teacher candidates and the high school students; because, the teacher candidates generally indicated neutral and negative opinions; on the other hand, the high school students generally showed relatively more positive opinions on the use of Turkish in English courses.

Research question 3 displayed a significant difference between the perspectives of the teacher candidates and the high school students about the use of Turkish in English courses. Furthermore, research question 4 similarly revealed that there is a significant difference among the grades of the teacher candidates by means of one-way ANOVA. On the other hand, research question 5 made it clear that there did not appear to be a significant difference among the grades of the high school students concerning their perspectives on the use of Turkish in English courses. However, according to the findings obtained by research question 6, there turned out to be a significant difference between male and female teacher candidates.

Research question 7 showed that the teacher candidates are not conscious about the contemporary discussions regarding the role of mother tongue in EFL milieu. Finally, research question 8 explored that English teachers tend to make use of Turkish in English classes from time to time according to the high school students.

Implications and Suggestions for Further Study

The study is of vital importance due to the fact that it signaled a significant difference between perspectives of the teacher candidates and the high school students. It also disclosed significant differences among the class levels of the teacher candidates; between male and female teacher candidates. The findings of this study serve an important role for curriculum designers, researchers and language teachers and learners. It can be made some inferences in consideration of the results of the study.

Firstly, teachers need to form an interactive environment in which students can create their own learning strategies. By so doing, they can discover the ways of how and when to use L1 in English courses. That is, autonomous learning could suit their needs such as self-confidence and alertness by recouping the use of L1. In this study, the fact that the teacher candidates envisaged that they would tolerate the use of L1 to some extent is an evidence which indicates a necessity of L1 in English courses. However, the fact that this tolerance is

varied by class levels can imply that the teacher candidates do not find the use of L1 requisite at advanced levels. This was bolstered by an interviewee as a prospective teacher (see Appendix 9 & 11). Indeed, it seems not surprising that there emerged to be a significant difference between the perspectives the teacher candidates and the high school students. The teacher candidates mostly could have held the belief that the use of L1 would be useless for their prospective students' language development, although it could be fruitful at early stages of language learning process.

In order to understand the differences between their views and those of the high school students, EFL teacher candidates generally need to follow the Turkish education curriculum closely. Visiting the state schools during only internship might not enough to get the lowdown on linguistic level of students and coursebooks which are used to teach English. And what is worse, they might not envisage their prospective students' demands for L1 pragmatically. Therefore, teacher candidates need to become more familiar with student profiles so as to take preventive precautions against the disadvantages of L1 use in English courses. Those precautions may involve being aware about the current discussions with respect to major area courses in ELT classrooms. Otherwise, the unplanned and random use of L1 could do harm more than good in English courses.

The place of L1 is a relatively disputable matter in English courses, which needs further research. Therefore, it can be concluded from the literature body that it has drawn the attention of researchers thus far. However, there is not much research on the use of Turkish from EFL teacher candidates or vocational high school students. We can see several researchers like Bozok and Bozok (2014), Galali and Cinkara (2017), Kahraman (2009), Şavlı and Kalafat (2014), who conducted their research on teacher candidates. Therefore, more research is needed to investigate perspectives of different class level of students and teacher candidates from different departments on the use of L1 in FL teaching. According to the body

of literature which has been conducted on the use of L1, it implies that the use of L1 can budget time when explicating unfamiliar lexicon. What matters is to explore ways of how to explore mediate between TL and L1, and to tailor materials so as to suit students' needs in English classes.

Teachers should create ample opportunity to disseminate their own ideas and remarks among their counterparts, even from generation to generation. However, teaching with the exclusively prescribed materials might impede teachers' flexibility to spread their own experiences. In addition, there needs to be situations in which the teachers and students can share their beliefs and views in effect. From this point of view, students can also influence the way teachers believe and feel; that's why, there needs also to be further research about students' views regarding the concept of L1 use in EFL classrooms. As a result, these implications and conclusions stated above could have a bearing on necessary changes about the teaching methodology and curriculum.

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Appendix 1

Turkish Version of the Teacher Candidates' Questionnaire:

Sevgili Öğrenciler;

Bu anket, İngilizce derslerinizde sınıf içerisinde Türkçenin de kullanılması ile ilgili İngilizce öğretmen adaylarının görüşlerinin toplanması amacıyla hazırlanmıştır. Aşağıdaki soruları okuyarak size en yakın olan cevabı işaretleyiniz. Verdiğiniz cevaplar gizli tutulacaktır.

Bu araştırmaya olan katkılarınızdan dolayı teşekkür ederim.

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A. ÖĞRENCİ PROFİLİ

I. Cinsiyet: Erkek Kadın

II. Sınıfımız: 1 2 3 4 5 veya üstü

Aşağıdaki soruları ilk ve ortaöğretim kurumlarında verilmekte olan zorunlu İngilizce derslerini baz alarak cevaplayınız.

1. Sizce İngilizce derslerinde Türkçe kullanılmalı mıdır?

Evet Hayır

2. Yukarıdaki soruya yanıtınız evet ise, aşağıda verilen İngilizce dil becerilerinden hangisinin öğretilmesinde Türkçe kullanımının daha yararlı olacağını düşünüyorsunuz? (Birden fazla maddeyi işaretleyebilirsiniz. Bir önceki soruda yanıtınız hayır ise bu soruyu cevaplamayınız.)

- Okuma
- Yazma
- Dinleme
- Konuşma
- Dil bilgisi
- Kelime

B. ÖĞRENCİ GÖRÜŞLERİ

Aşağıda, İngilizce derslerinde Türkçenin kullanılma nedenleriyle ilgili bazı ifadeler verilmiştir. Her bir ifadeyi dikkatlice okuduktan sonra, bu ifadeye ne kadar katıldığınızı ilgili kutucuğu (X) ile işaretleyerek belirtiniz. Lütfen tüm maddeleri yanıtlayınız. Boş bırakmayınız.

1- Katılmıyorum 2- Kararsızım 3- Katılıyorum

| İfade No | İngilizce öğretmeni olduğumda, derslerimde Türkçeyi de kullanabilirim; çünkü... | Katılmıyorum | Kararsızım | Katılıyorum |
|----------|---|--------------|------------|-------------|
| | Öğrenci görüşleri | | | |
| 1 | Türkçeyle İngilizce arasındaki benzerlik ve farklılıkları Türkçeyi kullanarak daha iyi anlatabilirim. | 1 | 2 | 3 |
| 2 | Türkçe kullandığımda öğrencilerim derse daha fazla ilgi gösterecektir. | 1 | 2 | 3 |
| 3 | Türkçe kullanılabilmesi, İngilizce dersini daha eğlenceli yapacaktır. | 1 | 2 | 3 |
| 4 | Dersin içeriğini, Türkçe kullanarak daha iyi anlatabilirim. | 1 | 2 | 3 |
| 5 | Beden dilimi (jest ve mimiklerimi) Türkçe konuşurken daha etkin kullanabilirim. | 1 | 2 | 3 |
| 6 | Öğrencilerimle Türkçe kullanarak daha iyi iletişim kurabilirim. | 1 | 2 | 3 |
| 7 | Ders ile ilgili öğrencilerin yapması gerekenleri Türkçe kullanarak daha iyi anlatabilirim. | 1 | 2 | 3 |
| 8 | Sınıf disiplinini Türkçe kullanarak daha iyi sağlayabilirim. | 1 | 2 | 3 |
| 9 | Türkçe anlattığımda öğrencilerim derse daha iyi takip edebileceklerdir. | 1 | 2 | 3 |
| 10 | Dersi Türkçe anlatmam kendimi daha güvende hissetmemi sağlayacak. | 1 | 2 | 3 |

| | | | | |
|----|---|---|---|---|
| 11 | Öğrencilerim, anlamakta zorluk çektikleri konularda Türkçe kullanarak daha kolay yardım isteyebilirler. | 1 | 2 | 3 |
| 12 | Öğrencilerim, ikili çalışmalarda ve grup çalışmalarında Türkçeyi kullanarak daha etkili bir çalışma yürütebilirler. | 1 | 2 | 3 |
| 13 | Öğrencilerimin söylediklerimi anlayıp anlamadıklarını, Türkçeyi kullanarak daha kolay kontrol edebilirim. | 1 | 2 | 3 |
| 14 | Türkçeyi kullanarak daha kolay espri yapabilirim. | 1 | 2 | 3 |
| 15 | Aferin, süper, harika gibi destekleyici ve cesaretlendirici Türkçe ifadeler öğrencilerimi daha çok güdüleyecektir. | 1 | 2 | 3 |
| 16 | Karmaşık konuları Türkçeyi kullanarak daha iyi anlatabilirim. | 1 | 2 | 3 |

Varsa eklemek istedikleriniz:

.....
.....
.....

Anket bitmiştir. Teşekkür ederim.

Appendix 2

Turkish Version of the High School Students' Questionnaire:

Sevgili Öğrenciler;

Bu anket, İngilizce derslerinizde sınıf içerisinde Türkçenin de kullanılması ile ilgili öğrenci görüşlerinin toplanması amacıyla hazırlanmıştır. Aşağıdaki soruları okuyarak size en yakın olan cevabı işaretleyiniz. Verdiğiniz cevaplar gizli kalarak ders notunuzu hiçbir şekilde etkilemeyecektir.

Bu araştırmaya olan katkılarınızdan dolayı teşekkür ederim.

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A. ÖĞRENCİ PROFİLİ

I. Cinsiyet: Erkek Kadın

II. Sınıfınız: 1 2 3 4

Aşağıdaki soruları bu zamana kadar almış olduğunuz tüm İngilizce derslerini göz önünde bulundurarak cevaplayınız.

1. Sizce İngilizce derslerinde Türkçe kullanılmalı mıdır?

Evet Hayır

2. Yukarıdaki soruya yanıtınız evet ise, aşağıda verilen İngilizce dil becerilerinden hangisinin öğretilmesinde Türkçe kullanımının daha yararlı olacağını düşünüyorsunuz? (Birden fazla maddeyi işaretleyebilirsiniz. Bir önceki soruda yanıtınız hayır ise bu soruyu cevaplamayınız.)

- Okuma
- Yazma
- Dinleme
- Konuşma
- Dil bilgisi
- Kelime

B. ÖĞRENCİ GÖRÜŞLERİ

Aşağıda, İngilizce derslerinde Türkçenin kullanılma nedenleriyle ilgili bazı ifadeler verilmiştir. Her bir ifadeyi dikkatle okuduktan sonra, bu ifadeye ne kadar katıldığınızı ilgili kutucuğu (X) ile işaretleyerek belirtiniz. Lütfen boş ifade bırakmayınız.

1- Katılmıyorum 2- Kararsızım 3- Katılıyorum

| İfade No | İngilizce derslerinde Türkçe de kullanılabilir; çünkü... | Katılmıyorum | Kararsızım | Katılıyorum |
|----------|---|--------------|------------|-------------|
| | Öğrenci görüşleri | | | |
| 1 | Türkçeyle İngilizce arasındaki benzerlik ve farklılıklar Türkçe kullanılarak anlatıldığında daha iyi anlarım. | 1 | 2 | 3 |
| 2 | Türkçe kullanılabildiğinde, İngilizce dersine daha fazla ilgi gösteririm. | 1 | 2 | 3 |
| 3 | Türkçe kullanılabilmesi dersi daha eğlenceli yapar. | 1 | 2 | 3 |
| 4 | Türkçe kullanarak dersin içeriğini daha iyi anlarım. | 1 | 2 | 3 |
| 5 | Beden dilimi (jest ve mimiklerimi) Türkçe konuşurken daha etkin kullanırım. | 1 | 2 | 3 |
| 6 | Öğretmenimle Türkçe kullanarak daha iyi iletişim kurarım. | 1 | 2 | 3 |
| 7 | Ders ile ilgili yapılması gerekenleri Türkçe olarak anlatıldığında daha iyi anlarım. | 1 | 2 | 3 |
| 8 | Öğretmenim, sınıf disiplinini Türkçe kullanarak daha iyi sağlar. | 1 | 2 | 3 |
| 9 | Türkçe anlatıldığında dersi daha iyi takip ederim. | 1 | 2 | 3 |
| 10 | Ders, Türkçe anlatıldığında kendimi daha güvende hissedirim. | 1 | 2 | 3 |

| | | | | |
|----|--|---|---|---|
| 11 | Anlamakta zorluk çektiğim konularla ilgili Türkçeyi kullanarak daha kolay yardım isteyebilirim. | 1 | 2 | 3 |
| 12 | Derste, ikili çalışmalarda ve grup çalışmalarında Türkçeyi kullanarak daha etkili bir çalışma yürütebilirim. | 1 | 2 | 3 |
| 13 | Öğretmenim, söylediklerini anlayıp anlamadığımı Türkçeyi kullanarak daha iyi kontrol edebilir. | 1 | 2 | 3 |
| 14 | Öğretmenim, Türkçeyi kullanarak daha kolay espri yapabilir. | 1 | 2 | 3 |
| 15 | Aferin, süper, harika gibi destekleyici ve cesaretlendirici Türkçe ifadeler beni daha çok güdüler (motive eder). | 1 | 2 | 3 |
| 16 | Karmaşık ders konularını Türkçe anlatıldığında daha iyi anlarım. | 1 | 2 | 3 |

Varsa eklemek istedikleriniz:

.....
.....

Anket bitmiştir. Teşekkür ederim.

Appendix 3

English Version of the EFL Teacher Candidates' Questionnaire:

Dear Students;

This questionnaire was designed in order to collect perspectives of EFL teacher candidates about the use of Turkish in English courses. Please read the following questions and tick the answer that is closest to you. Your answers will be kept confidential.

Thank you for your contributions to this research.

Contact: Mehmet Emrah KURU
Örtülüce Primary School
English teacher
m.emrahkuru@hotmail.com

A. STUDENT PROFILE

I. Gender: Male Female

II. Class: 1 2 3 4 5 or above

Please answer the following questions based on the compulsory English courses given at primary and secondary schools.

1. Do you think Turkish should be used in English courses?

Yes No

2. If your answer to the above question is yes, for which of the following English language skills do you think the use of Turkish will be relatively more useful in English teaching? (You can mark more than one item, but if your response to the previous question is no, do not answer this question).

- Reading
- Writing
- Listening

- Speaking
- Grammar
- Vocabulary

B. STUDENTS' PERSPECTIVES

Some statements are given below regarding reasons for the use of Turkish in English courses. After reading each item carefully, indicate how much you agree with the item by marking the appropriate box (X). Please respond to all items. Do not leave any blank items.

2- Disagree 2- Unsure 3- Agree

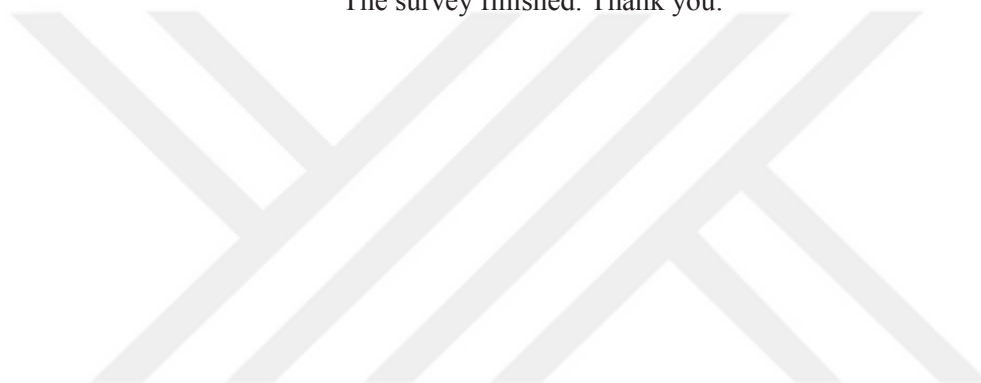
| Item No | <i>When I become an English teacher, I can also use Turkish in English courses; because, ...</i> | Disagree | Unsure | Agree |
|-------------------------------|---|----------|--------|-------|
| Students' Perspectives | | | | |
| 1 | I can better explain similarities and differences between Turkish and English by using Turkish. | 1 | 2 | 3 |
| 2 | When I use Turkish, my students will show more interest in English course. | 1 | 2 | 3 |
| 3 | Allowing the use of Turkish will make English course more fun. | 1 | 2 | 3 |
| 4 | I can explain the course content better by using Turkish. | 1 | 2 | 3 |
| 5 | I can use my body language (gestures and facial expressions) more effectively when speaking in Turkish. | 1 | 2 | 3 |
| 6 | I can communicate with my students better by using Turkish. | 1 | 2 | 3 |
| 7 | I can better explain what students need to do about the course by using Turkish. | 1 | 2 | 3 |
| 8 | I can maintain classroom discipline better by using Turkish. | 1 | 2 | 3 |
| 9 | When I lecture in Turkish, my students will be able to follow the lesson better. | 1 | 2 | 3 |
| 10 | Lecturing in Turkish will make me feel more secure. | 1 | 2 | 3 |
| 11 | My students can ask for help in topics that are difficult to understand more easily by using Turkish. | 1 | 2 | 3 |

| | | | | |
|----|---|---|---|---|
| 12 | My students can carry out more effective work by using Turkish in pair and group work. | 1 | 2 | 3 |
| 13 | I can check whether my students understand what I say more easily by using Turkish. | 1 | 2 | 3 |
| 14 | I can tell a joke more easily by using Turkish. | 1 | 2 | 3 |
| 15 | Supportive and encouraging Turkish expressions such as well done, super, great will get my students more motivated. | 1 | 2 | 3 |
| 16 | I can explain complicated subjects better by using Turkish. | 1 | 2 | 3 |

Your additional views if you have:

.....

The survey finished. Thank you.



Appendix 4

English Version of the High School Students' Questionnaire:

Dear Students;

This questionnaire was designed in order to collect students' perspectives about the use of Turkish in English classes. Please read the following questions and tick the answer that is closest to you. Your answers will remain confidential, and will not affect your course grade under no circumstances.

Thank you for your contributions to this research.

Contact: Mehmet Emrah KURU
Örtülüce Primary School
English teacher
m.emrahkuru@hotmail.com

A. STUDENT PROFILE

I. Gender: Male Female

II. Class: 1 2 3 4

Please answer the following questions with all the English lessons you have taken so far.

1. Do you think Turkish should be used in English courses?

Yes No

2. If your answer to the above question is yes, for which of the following English language skills do you think the use of Turkish will be relatively more useful in English teaching? (You can mark more than one item, but if your response to the previous question is no, do not answer this question).

Reading
 Writing

- Listening
- Speaking
- Grammar
- Vocabulary

B. STUDENTS' PERSPECTIVES

Some statements are given below regarding reasons for the use of Turkish in English courses. After reading each item carefully, indicate how much you agree with the item by marking the appropriate box (X). Please respond to all items. Do not leave any blank items.

1- Disagree 2- Unsure 3- Agree

| Item No | <i>Turkish can also be used in English courses; because, ...</i> | Disagree | Unsure | Agree |
|---------|--|----------|--------|-------|
| | Students' Perspectives | | | |
| 1 | I better understand the similarities and differences between Turkish and English when they are explained by using Turkish. | 1 | 2 | 3 |
| 2 | When Turkish is allowed to be used, I show more interest in English course. | 1 | 2 | 3 |
| 3 | Allowing the use of Turkish makes the course more fun. | 1 | 2 | 3 |
| 4 | I can better understand the course content by using Turkish. | 1 | 2 | 3 |
| 5 | I use my body language (gestures and facial expressions) more effectively when speaking in Turkish. | 1 | 2 | 3 |
| 6 | I can communicate with my teacher better by using Turkish. | 1 | 2 | 3 |
| 7 | I can better understand things to do about the course when they are explained in Turkish. | 1 | 2 | 3 |
| 8 | My teacher maintains classroom discipline better by using Turkish. | 1 | 2 | 3 |
| 9 | When the course is taught in Turkish, I can follow the lesson better. | 1 | 2 | 3 |
| 10 | I feel more secure when the course is taught in Turkish. | 1 | 2 | 3 |

| | | | | |
|----|--|---|---|---|
| 11 | I can ask for help in difficult topics to understand more easily by using Turkish. | 1 | 2 | 3 |
| 12 | I can carry out more effective work by using Turkish in pair and group work in the course. | 1 | 2 | 3 |
| 13 | My teacher can better check by using Turkish whether I understand what he/she says. | 1 | 2 | 3 |
| 14 | My teacher can tell a joke more easily by using Turkish. | 1 | 2 | 3 |
| 15 | Supportive and encouraging Turkish expressions such as well done, super, great will get me more motivated. | 1 | 2 | 3 |
| 16 | I can better understand complicated course subjects when explained in Turkish. | 1 | 2 | 3 |

Your additional views if you have:

.....

.....

.....

The survey finished. Thank you.

Appendix 5

The Interview Questions of the EFL Teacher Candidates:

a. Do you think the use of Turkish is useful or not in ELT classrooms? Why / Why not?

b. Do you think you will use Turkish in English courses when you become an English teacher? If so, how often?

c. Have you touched upon the current discussions in your major area courses regarding the use of mother tongue in English courses?



Appendix 6**Öğretmen Adaylarının Görüşme Soruları:**

a. İngilizce öğretiminde Türkçe kullanımının yararlı olduğunu düşünüyor musunuz?

(Evet / hayır ise) Neden?

b. İngilizce öğretmeni olduğunuzda İngilizce derslerinde Türkçe kullanmayı düşünüyor musunuz? (Evet ise) Ne sıklıkla?

c. Alan derslerinizde, ana dilin İngilizce derslerinde kullanılmasıyla ilgili son tartışmalara değindiniz mi? Bu konu hakkında ne biliyorsunuz?



Appendix 7**The Interview Questions of the Vocational High School Students:**

a. Do you think the use of Turkish is useful or not in ELT classrooms? Why / Why not?

b. Does your English teacher use Turkish in English courses? If so, how often does he / she use it?



Appendix 8**Lise Öğrencilerinin Görüşme Soruları:**

a. İngilizce öğretiminde Türkçe kullanımının yararlı olduğunu düşünüyor musunuz?

(Evet / hayır ise) Neden?

b. İngilizce öğretmeniniz İngilizce derslerinde Türkçe kullanıyor mu? Kullanıyorsa, ne sıklıkla?



Appendix 9

The EFL Teacher Candidates' Responses in the Interviews:

Participant A.

a. *"I think it is very useful. I mean, I think it is not too much; but it has a certain benefit when explaining very difficult words. We can use Turkish; but of course this should not be used at any rate, though. English should be used more; but it can be preferred when staying in very difficult situations."*

b. *"Actually, in no way do I intend to use, but I can use it in some very difficult situations, in very difficult words when my students do not understand; but overall no, I'm against it."*

Researcher: How often do you think?

"Sometimes, only in word descriptions, in the hardest ones."

c. *"No, we haven't; so, we do not have information about this matter."*

Participant B.

a. *"I do not think it is useful. We can also explain the difficult words in English in other ways. It may be better to explain them by explaining different words."*

b. *"This depends on the class levels of my students. That is to say, if I lecture in a primary or junior high school, then I might use Turkish often. If I lecture in a high school or college, I never use it."*

c. *"No, we have not touched upon these kinds of things before. I have not ever met such a subject matter in the period of my study at university level."*

Appendix 10

The Vocational High School Students' Responses in the Interviews:

Participant A.

a. "I do not like English teachers who speak English all the time during the course. I think that an English teacher should use more Turkish. I find the use of Turkish very useful. He/she should be meaningful while talking about difficult points. If we have difficulty understanding his/her utterances, then I can ask and she can tell the meanings of words that I do not know by using Turkish."

b. "Yes. He sometimes uses Turkish."

Participant B.

a. "I think it is useful; because, when the lesson is taught in English, we do not figure out the subject matters. But, when it is taught in Turkish, we get more inclined to comprehend the topics. Turkish is useful to me because it makes more sense."

b. "Yes, he does. Turkish is used not very often."

Appendix 11

Öğretmen Adaylarının Görüşmedeki Cevapları:

Participant A.

a. *"Bence gayet yararlı. Hui. Yani bence çok fazla değil; ama belli bir yararı var çok zor kelimeleri açıklarken. Eee biz eee Türkçe kullanabiliriz; ama tabiki bu kullanılmamalı yine de ne olursa olsun. Eee daha çok İngilizce kullanılmalı; ama çok zor durumlarda kalındığında tercih edilebilir."*

b. *"Aslında düşünmüyorum hiçbir şekilde. Eee ama bazı çok zor durumlarda, çok zor kelimelerde öğrencilerim anlamadığında kullanabilirim; ama genel olarak hayır, karşıyım."*

Araştırmacı: "Ne sıklıkla kullanmayı düşünüyorsunuz?"

"Hu... Sadece bazen kelime açıklamalarında, en zor olanlarda."

c. *"Hayır, bu tür tartışmalarımıza alan derslerimizde hiç değinmedik. Bu yüzden bu konu hakkında bir bilgimiz yok."*

Participant B.

a. *"Ben yararlı olduğunu düşünmüyorum. İngilizce zor olan kelimeleri de daha başka yollarla anlatabiliriz. Farklı kelimelerle açıklayarak açıklayarak daha iyi olabilir."*

b. *"Bu, öğrencilerimin sınıf düzeylerine bağlı, yani ilkokul veya ortaokulda ders versem sık sık Türkçe kullanırım, bir lise ya da kolejde ders versem asla kullanmam."*

c. *"Hayır, daha önce bu tür şeylere değinmedik, üniversitemizde okuduğum dönem içinde böyle bir konuya hiç rastlamadım."*

Appendix 12

Lise Öğrencilerinin Görüşmedeki Cevapları:

Participant A.

a. *"Ders boyunca İngilizce konuşan İngilizce öğretmenleri sevmem. Hui...Sanırım, bir İngiliz öğretmeni daha çok Türkçe kullanmalı. Türkçeyi çok kullanışlı buluyorum ben. Zor noktalar hakkında konuşurken anlamlı olmalı. Sözlerini anlamada güçlük çekiyorsak sorabilirim ve bilmediğim kelimelerin anlamını Türkçeyle anlatabilir."*

b. *"Evet, bazen Türkçe kullanır."*

Participant B.

a. *"Hui... Bence faydalı; çünkü ders İngilizce olarak öğretildiğinde bütün konuları anlamıyoruz; humm ama Türkçe öğretildiğinde konuyu daha çok kavrama eğilimindeyiz biz. Daha anlaşılır geldiğinden Türkçe bana daha yararlı."*

b. *"Evet öyle; çok sık kullanılmıyor Türkçe."*

Appendix 13

25.09.2017

DAVET MEKTUBU

Sayın katılımcı,

Bu çalışmanın amacı Türkiye'deki öğretmen adaylarının ve meslek lisesi öğrencilerinin İngilizce derslerinde Türkçe kullanımına ilişkin bakış açılarını ortaya koymaktır. Bu amaçla veriler, anket ve görüşme veri toplama araçlarıyla toplanacaktır.

Sizden veri toplamak amacıyla yapılacak olan görüşmeye katılmanız ve görüşme sorularına cevap vermeniz rica edilmektedir. Cevaplarınız bu çalışmanın veri toplama aşaması için oldukça önem arz etmektedir.

Görüşme 1 Ekim'de saat 17.30'da okul kütüphanesinde yapılacaktır. Görüşmeyi kabul ediyorsanız, lütfen aşağıdaki kabul ediyorum bölümünü imzalayınız.

Çalışmaya olan katkılarınızdan dolayı teşekkür ederim.

Kabul ediyorum

İmza

Appendix 14

25.09.2017

LETTER OF INVITATION

Dear participant,

The aim of this study is to reveal the perspectives of EFL teacher candidates versus high school students about the use of Turkish in English courses. With this aim, data will be collected with questionnaire and interview data collecting instruments.

You are requested to participate in the interview and respond to the questions of the interview. Your responses become more of an issue to collect data for the study.

Your interview will take place in the library of your school on the 1st of October at 17.30. If you accept to be part of the interview, please sign the section of "I accept it".

Thank you for your contributions to the study.

I accept it

Signature