REPUBLIC OF TURKEY

ÇUKUROVA UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGAUGE TEACHING

A STUDY ON TEACHERS' AND STUDENTS' USE OF L1 IN EFL SECONDARY EDUCATION CONTEXT

Birol ÇAĞAN

MASTER OF ARTS

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Supervisor: Prof. Dr. Yasemin KIRKGÖZ

Member of Examining Committee: Asst. Prof.Dr. Abdurrahman KİLİMCİ

Member of Examining Committee: Asst. Prof.Dr. Cemile DOĞAN

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To Çukurova University Institute of Social Sciences,

We certify that this thesis is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.

Supervisor: Prof. Dr. Yasemin KIRKGÖZ

Member of the Examining Committee: Asst. Prof.Dr. Abdurrahman KİLİMCİ

Member of the Examining Committee: Asst. Prof. Dr.Cemile DOĞAN

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ÖZET

ORTAÖĞRETİMDE YABANCI DİL OLARAK İNGİLİZCE ÖĞRETİMİNDE ÖĞRETMEN VE ÖĞRENCİLERİN ANADİLİ KULLANIMI ÜZERİNE BİR ÇALIŞMA

BİROL ÇAĞAN

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Ana Bilim Dalı
Danışman: Prof. Dr. Yasemin KIRKGÖZ
Haziran 2017, 69 sayfa

İngilizce dili eğitimi sınıflarında anadilin kullanılıp kullanılmamasına yönelik destekleyici ve karşıt tartışmalar yıllardır devam etmektedir. Bu konuyla ilgili önemli iki zıt yaklaşım ortaya çıkmıştır: Tek dil kullanan ya da çift dil kullanan yaklaşım. Tek dil kullanan yaklaşım sadece İngilizce kullanılması fikrini benimserken, öğrencilerin ana dilini İngilizce öğrenmeyi engelleyen bir faktör olarak görür. Çift dil kullanan yaklaşım ise öğrencilerin ana dilini İngilizce öğrenmeye yardım eden bir araç olarak görür. Bu çalışma Türkiye'deki ortaöğretim okullarında ana dilin kullanılmasının hedef dili öğrenmeyi geliştirebileceğini yahut olumsuz etkileyebileceğini ayrıntılarla gözler önüne sermeyi amaçlamaktadır. Ayrıca çalışma Türkiye'de İngilizce derslerinde ana dilin kullanılmasına yönelik öğretmen ve öğrencilerin algılarını incelemekte ve Türkiye'deki İngilizce öğretmenlerinin sınıflarda ana dili kullanmalarındaki nedenleri bulmaya çalışmaktadır.

Pek çok yabancı dil öğretmeni için sınıfta hedef dili kullanmak temel amaç olmuştur ve öğretmenler ana dili kullanmaktan kaçınmışlardır. Fakat, ana dilin kullanılması asla az olmamıştır. Tam aksine öğretmenler farkında olmadan ana dili yoğun bir şekilde kullanmaya devam etmektedirler.

Bu araştırmada karma araştırma metodu kullanılmıştır. Anketler için beşli Likert ölçeği kullanılıp 100 öğrenci ve 40 öğretmene uygulanmıştır. Ancak dört öğretmenle görüşme yapılmış ve dört hafta boyunca haftada iki saat bu öğretmenlerin dersleri gözlemlenmiştir.

Araştırma sonuçları uygun ve sınırlı miktarda ana dilin kullanımının yabancı dil öğrenirken yararlı olduğunu göstermiştir. Ayrıca, İngilizce derslerinde aşırı derecede ana

dilin kullanılmasının öğrenme süreci üzerinde olumsuz etkileri vardır. İngilizce dersleri gözlemlendiğinde ana dil kullanımın çeşitli sebepleri olduğu bulunmuş ve bu ana dil kullanımı fonksiyonları araştırma bulguları kısmında listelenmiştir.

Anahtar kelimeler: Ana dil, hedef dil, öğretmen algıları, öğrencilerin algıları, ana dil kullanım nedenleri

ABSTRACT

A STUDY ON TEACHERS' AND STUDENTS' USE OF L1 IN EFL SECONDARY EDUCATION CONTEXT

Birol ÇAĞAN

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Whether or not to use L1 in language classrooms has been a controversial issue for years. Mainly, two contrasting approaches have emerged: using the monolingual approach or using the bilingual approach. The monolingual approach adopts the English-onlypolicy but sees the students' native languages (L1) as a factor that prevents them from learning English. The bilingual approach sees students' L1 as a tool to help them learn English. This study tries to explain in detail whether the use of L1 in Turkish secondary schools has a negative or positive effect on the target language (L2) learning. In addition, the study examines the perceptions of teachers and students for the use of L1 in English classes in Turkey and seeks to find the rationale for English teachers in Turkey using their L1 in the classroom.

For many foreign language teachers, using L2 in the classroom has been the main goal, and the teachers refrain from using L1. But the use of L1 has never been less frequent. On the contrary, teachers unwittingly continue to use the main language intensively.

In this study, a mixed-method research design was used to obtain the necessary data. For the questionnaires, a five-point Likert scalewas used and the questionnaires were conducted with 100 students and 40 teachers. There were also interviews with four teachers and their lessons were observed for two hours per week for four weeks.

The results of the research have shown that the use of L1 in an appropriate and limited amount is useful when learning a foreign language. Moreover, excessive use of L1 in English lessons has negative effects on the learning process. When English lessons were observed, it was found that there were various reasons for the use of L1, and these functions of L1 use are listed in the findings chapter of this study.

Key Words: L1 Use, L2 Use, students' perceptions, teachers' perceptions, L1 functions

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

L1: First Language (In the present study, it refers to Turkish)

L2: Target Language (In the present study, it refers to English)

EFL: English as a Foreign Language

FL: Foreign Language

T: Teacher

S: Student

Ss: Students

CA: The Communicative Approach

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CHAPTER I

INTRODUCTION

1.1. Background to the Study

It is a well known fact that English is now one of the most commonly used languages in international communication. English is the main language of communication between foreign language learners, as well as communication between native English speakers and non-native English speakers. According to Shariian and Jamarani (2013, 4), 80% of the English communication around the world is conducted by non-native speakers of English. That is why English has helped people from different regions and from different cultures communicate and share information. English has been accepted as the main language of trade and academic studies, and it has also become a "key part of the educational strategy in most countries" (Graddol 2006, 8). As a result, governments have begun to introduce English to the educational systems as early as possible for their people learn and use the language effectively (Kırkgöz, 2009).

In English Language teaching, the place of L1 has always been a controversial issue. The debate on the use of L1 more than the use of L2 has still been on the agenda. Those who support English-only policy have claimed that learning a language can only be possible when the learner is more exposed to the target language (L2) (Yphantides, 2009). That is is to say, the more L2 is used in the classroom, the more effective target language learning will be. On the other hand, practitioners who are against the English-only policy have stated their claims that exposure to (L2) does not guarantee L2 learning and also first language (L1) can be an assistant tool in learning L2 (Swain and Lapkin, 2000)

1.2. Statement of the Problem

While there have been many theoretical debates both for and against the use of L1 in EFL classrooms, there have been few studies that have investigated the effects of using L1 in language classrooms. To conclude the debate, there is a need to investigate the use of L1 in language classes from both the teachers' and students' perspectives, and the functions that the teachers' use of L1 serve. Through the literature review as well as from our personal observations and experiences, we can comfortably explain that the use of L1 in EFL classrooms shows a wide range of diversity among teachers.

Many EFL teachers believe that foreign language learning will be more effective if

learners have high exposure to L2. On the other hand, there is a strong belief that more exposure to L2 does not necessarily guarantee the effectiveness of learning in EFL classrooms, because language learners already possess an important asset, which is knowledge of their L1. This knowledge can be used effectively as a facilitator or an efficient tool in learning a foreign language. This research investigates the teachers' and the students' perceptions toward using Turkish in EFL classrooms, and also demonsrates the potential learning situations where using Turkish may be an effective tool. As such, it clarifies the dilemma concerning the use of L1 in EFL classrooms.

1.3. Scope and Aim of the Study

The study has been conducted with 100 Grade 8 students at the two secondary schools, located in the province of Malatya, in Turkey, with the participation of 40 English language teachers. The students and teachers were surveyed through questionnaires. Later, four teachers were interviewed and they were also observed in order to examine the functions of L1 use in English as a Foreign Language (EFL) classrooms. The study aimed to investigate the Turkish teachers' and students' perceptions toward the use of Turkish language in English classrooms to check if the use of students' L1, Turkish, has a facilitating role in learning English. It also aimed to find out the possible functions of L1 use in the classroom.

1.4. Research Questions

The purpose of this study is to discover the perceptions of Turkish secondary school Grade 8 students and the teachers towards the use of (L1), that is, Turkish, in English language classrooms. This study aims to answer the following research questions:

1. What are the teachers' perceptions of using L1 in EFL classrooms?
2. What are the students' perceptions of using L1 in EFL classrooms?
3. What are the functions of L1 use in teachers' L2 classrooms?

1.5. Significance of the Study

Teachers and learners are the key elements in the educational process. Therefore, a large number of studies have been conducted to see the perceptions towards the use of

L1 in learning a foreign language. However, the studies on the role of L1 in L2 classrooms have not reached a satisfactory solution.

In Turkey, the classroom is the main only source of students' exposure to L2. Students use L2 mainly in non-native environments or in monolingual settings. To be able to increase the use of English in educational settings, the Turkish Ministry of Education has been trying to adapt different systems for a considerable length of time. English language learning and teaching have been a major issue among academicians, politicians and the public. The use of L1 in English language classes in Turkey has not been investigated adequately. This research aims to investigate the use of L1 in classrooms from both the teachers' and the students' perspectives.

CHAPTER II

LITERATURE REVIEW

The use of L1 in EFL classes has always been the on agenda of linguists and researchers throughout ELT history. There have been different studies on whether the use of L1 helps language learning and teaching and/or it hinders the process of learning L2. The functions of L1 use in Turkish schools need to be analysed and compared to findings from different studies.

This part of the thesis aims to shed light on studies carried out around the world and use them as a guide to apply them in Turkish secondary schools. The most important aspect would be the underlying reasons for the use of L1 and the effects of it on learning the L2.

2.1. The Use of L1 in English Classrooms

Monolingualism and Bilingualism are the two approaches that establish the framework for the study of L1 in language classrooms. Monolingualism is described as "the ability to use only one language" (Saville-Troike 2006, p. 191). However, bilingualism is seen as "the ability to use more than one language" (Gass and Selinker 2008, p. 515). As we can understand from these descriptions, the Monolingual approach suggests an intensive use of L1 in classroom. As for the Bilingual approach, it emphasises that L1 can only be a facilitating factor in L2 teaching and learning. Although many theories and linguists are in favour of intensive or only L2 use in language classrooms, Anton & Dicamilla (1999), Juárez & Oxbrow (2008), Schweers (1999), Storch & Aldosari (2010), Storch & Wigglesworth (2003), Swain & Lapkin (2000) suggest that L1 may be useful in learning other languages.

Ellis (1984) and Krashen (1982) underline that L1 should be banned in L2 classrooms to make sure that the maximum use of L2 can be achieved. But, according to Atkinson (2001), there are many advantages of the careful use of L1. He thinks that activities such as giving instructions, checking comprehension, grammar explanations, checking for sense and discussing classroom methodology can be used in L1.

In the history of teaching and learning of English language, numerous theories, methods and approaches were used to reveal the underlying importance of L1 use. Grammar-translation method (GTM), also known as Classical Method, was dominant in

the English language teaching (ELT) profession during the 18th and 19th centuries (Richards & Rodgers, 2001). In this approach, writing and reading were emphasised because English was being used for academic and scholastic purposes. Translation and explanations of grammar rules were the main features of this approach. L2 was used minimally because communication was mainly through L1 in classrooms. Pronunciation was given hardly any attention, while vocabulary was taught in the form of bilingual lists of separate words (Brown, 2007). This approach was very popular as it required teachers to have few skills. Nevertheless, it was also criticised by many linguists since it only focused on writing skills and neglected the L2 speaking skills (Brown, 2007).

When the 20th century began, a new approach called "the Direct Method" was witnessed. It was a response to GTM. It tried to engage learners in the language as L1 is learnt. It was the time when the USA witnessed an active immigration wave from Europe, which had an effect on ELT. It resulted in excluding learners' L1 and solely adopting the L2 as the only medium of instruction (Auerbach, 1993). Hence, L2 was adopted for classroom communication. Bostock (1973, p. 41) states that "the most frequently asserted benefit of monolingualism is social and political integration, particularly in relation to the assimilation of migrants". It was also associated with concepts like democracy, loyalty and national unity (Portes and Schauffler, 1994).

By the 1970s, the Communicative Approach began to dominate language teaching worldwide. Proponents of this approach thought that native English teachers should only use L2 in the classroom, and should exclude the use of L1. According to Pennycook (1994), monolingual teaching with authentic communication in L2 was the best way to learn a language. Several linguists asserted that L2 can be used for all purposes in the classroom even when the reasons for using it remained unclear (Hawks, 2001). Numerous empirical studies (Anton & Dicamilla, 1999; Juárez & Oxbrow, 2008; Schweers, 1999; Storch & Aldosari, 2010; Storch & Wigglesworth, 2003; Swain & Lapkin, 2000) have highlighted the drawbacks of banning L1 from L2 classrooms, and they highlighted its potential as a facilitating tool. But, according to what Edstrom (2006) found, L1 use in L2 classrooms is a subjective issue, that is to say, the decision over whether or not to use L1 depends on the teachers' or students' views.

2.2. Teachers' Use of L1 in Foreign Language Classroom

There have been numerous studies which examined the foreign language teachers' use of L1 in classroom. A study was carried out by Andrea Koucka (2007) on the use of L1 in EFL classes. It was observed that some of the trainee teachers used L1 more than they were expected to. Translation of new words and vocabulary, and instructions had the greatest amount of L1 use. Introducing activities and asking questions were also generated by the use of L1.

An investigation was conducted by Al-Hadhrami (2008) about the use of Arabic and its effects on English learning by collecting data through classroom observations and interviews. Using L1 was largely preferred in order to translate vocabulary, concepts and new ideas, to give instructions and for classroom management.

Campa and Nassaji (2009) conducted a study on German as a foreign language in Canada to identify the reasons why the two instructors used English rather than German. Vocabulary translation and checking the meaning were some of the most preferred uses of L1. Classroom management, giving instructions, interactions between students and teachers were also conducted via L1.

According to a study conducted by Khati (2011), the use of L1 helped students develop their acquisition of the English language as well as their understanding of other subjects. Alshammari (2011) conducted a study on the use of Arabic in college level EFL classes. The study revealed that the percentage of teachers who preferred to use Arabic was higher than those of the students.

Skolverket (2011) states that teaching of English should aim at helping the pupils to develop knowledge of the English language and of the areas where English is used, and also pupils' confidence in their ability to use the language in different situations and for different purposes. Harmer (2001) equally argues that the activity is very important when learning a foreign language. He believes that to be able to use L2 in the classroom, the teacher must hand out tasks that students are linguistically capable of performing.

Hidayati (2012) investigated the use of Bahasa Indonesian in general English classes to find out if the use of L1 would increase the students' participation and comprehension of English. It was concluded that when L1 use was more frequent than L2 use, the amount of interaction between students tended to be higher. When students' perspectives were asked on the use of L1 in English classroom, students' stated that they felt better, less confused, and more able to comprehend the given tasks. Students also

reported that they were able to communicate better when the use of L1 was higher. In addition, L1 was used by the teachers to explain grammar, instructions, vocabulary and activities.

Krieger (2005) stated that using L1 does not give the students the opinion that English is not the chief means of communication in the language classroom. He asserted that students use L1 whether they are allowed to or not, and they choose to use L1 for their own needs. Krieger (ibid) also suggests teachers should help students to use their L1 to improve their learning abilities.

A similar study was conducted by Kayaoğlu (2012) with 44 EFL teachers in Turkey to investigate the teachers' attitudes towards using L1 in the L2 classroom. The results showed that most of the teachers believed it was practical and pragmatic to use L1 instead of adopting a monolingual approach.

Teachers switch to L1 mainly to explain the meaning of new vocabulary items and to teach grammar. Management of the classroom procedural instructions for activities and discipline also prompts the use of L1 (Polio & Duff, 1994; Macaro, 2001). Some researchers, influenced by Krashen's theories in Second Language Acquisition reject L1 use (Duff and Polio, 1990), noting that exposure to foreign language (FL) is "necessary" even though "insufficient" for FL acquisition. Others are in favour of the introduction of a controlled use of L1 in the FL classroom, arguing that L1 use may positively affect FL learning. For example, Macaro (2001) argues that excluding L1 use from the classroom may "deprive learners of an important tool for language learning" (p. 10) and that research should devise a framework for the optimal use of L1.

2.3. Students' Use of L1 in Foreign Language Classroom

Students' use of L1 in English classrooms is shaped by various factors. The level of the students is the main factor which leads a learner to using L1 frequently. Another factor may be the anxiety of the student about failure. But, students are generally dependent on the use of L1 because they think they understand better if English is taught through the use of L1.

Studies highlight the clear connection between teachers' and students' use of L2. In situations where teachers regularly use L2 in the language classroom, the students also improve their understanding and use of L2. According to Sert (2005), the student makes use of the native equivalent of a certain word in the target language and therefore code

switches to his or her L1. This course of action may be connected with the deficiency in the linguistic competence of L2, which makes the student use the native words when he or she has not the competence for using L2.

Mahmoudi and Amirkhiz (2011) conducted a research on low and high-level students. Both student groups stated that L2 should dominate English classroom interaction. Similarly, the result of a survey carried out by Nazary (2008) indicated that most of the students did not prefer to use their L1 in English lessons. On the contrary, Saito and Ebsworth (2004) investigated the attitudes towards L1 use in English classes among Japanese students. Students agreed that their L1 was useful for them. They also preferred to be instructed by Japenese teachers who could understand them easily to explain vocabulary and new ideas. Moreover, in a study conducted to find out the attitudes of 305 learners and 13 teachers towards L1 use in the Japanese EFL classroom, Carson and Kashihara (2012) found that learner's L2 proficiency levels influenced learner preferences.

Furthermore, the use of L1 may assist students in reducing emotional barriers and increasing their confidence in their ability to successfully comprehend L2 (Atkinson, 1987; Auerbach, 1993; Cook, 2001; Harbord, 1992). For example, Seng and Hashim (2006) expressed that lower proficiency students usually have difficulty expressing or verbalising their thoughts with confidence and accuracy, so they should be allowed to fall back on L1 to understand L2.

2.4. The Monolingual Approach

The 20th century came with a change in the field of ELT; some particular beliefs and attitudes towards L2 learning changed comprehensively. The Grammar Translation Method began to decline since it failed to improve students' communication skills in L2, and this caused the Direct Method to emerge. The prevailing notion was that learners should learn a second language in the same way they acquired their L1 (Brown, 2007).

Linguists supported the Monolingual Approach claiming while learning L2, learning L1 should be a model. They also believed that L1 and L2 should be separated for the successful learning. Students should be shown the importance of the L2 through its continual use (Cook, 2001). The monolingual approach had contributions to the rise of the Communicative Approach (CA). According to the CA, L2 needs to be taught monolingually. Mostly authentic activities should be preferred in classes. The CA

generally favoured a monolingual approach with adults for similar reasons, justified on the foundations of maximising communication in L2. Many teachers themselves have come to believe that as the classroom is often the students' only exposure to English that exposure should be maximised (Burden, 2000).

Proponents of English-only also claim that using L1 in the classroom is not in accordance with second language acqusition theories, which advocate modified input and negotiation in L2 as a means of learning (Polio, 1994). Pachler & Field (2001) argue that the use of L2 only in the classroom helps demonstrate L2's importance and can portray the usage of the language being studied. According to Yphantides (2009), teachers not only adopt the English-only approach due to institutional pressure, but they also believe that the exclusive use of L2 will enable their students to learn L2 faster when L1 is allowed.

Chaudron (1988) notes that L2 teachers are encouraged to maintain a rich L2 environment where "not only instruction and drill are executed, but also disciplinary and management operations". This approach argues that learners should be immersed in L2, as L2 learning process is similar to learning L1. Krashen (1982) suggests adopting a natural approach when learning an L2, which requires immense exposure to L2 through meaningful and spontaneous communication. Ellis (1984) emphasises the importance of using L2 for both instruction and classroom management.

In spite of the support obtained from some researchers and linguists, the monolingual approach has received considerable criticism and opposition (Atkinson 1987; Auerbach 1993; Phillipson 1992; Swain & Lapkin 2000; Vanderheijden 2010). It is considered impractical because the "majority of teachers of English are non-native speakers" (Phillipson 1992, p. 191-192), and those teachers do not master the L2 at the same level of proficiency. Brown (2007) draws our attention to the differences in language learning process between adults and children. When children learn two languages, this process happens *simultaneously*. However, this is not the case with adults; whether it occurs in formal or informal settings, adults learn a second language systematically. As noted by Swain & Lapkin (2000), insisting on using L2 during complex linguistic and cognitive tasks means denying learners the opportunity to use a beneficial and valuable cognitive tool they already possess.

As seen above, the Monolingual Approach has received both supports and criticisms. It is supported as the exposure to L2 is necessary; on the other hand, it is

criticised as it neglects the fact that L1 already exists in learners' mind and the fact that the learner's previous knowledge is essential in learning L2.

2.5. The Bilingual Approach

There has been a strong belief in ELT that "as students are exposed to English, they quickly will learn; when they hear and use English, they will internalise it to begin to think in English" (Auerbach 1993, p. 14-15). Despite increasing opposition to the English-only movement, its proponents remain steadfast in their determination to use English as L2 and the medium of instruction. However, there are not many specific studies to actual gains derived from excluding L1 from the classroom (Hawks, 2001).

According to Phillipson (1992), the biggest problem with teaching monolingually is that it is so impractical. One reason to the exclusion of L1 is that the majority of English teachers are not native speakers (Hawks, 2001) so they are not competent in English. If one insists on an English-only policy, their capability to communicate and consequently to teach English in a better way can be undervalued.

Harbord (1992), concluded that there are three reasons for using L1 in the classroom. These included: facilitating communication, facilitating teacher-student relationships, and facilitating the learning of L2 (p. 354). Similarly, Cook (2001) elaborated further by stating teachers should use L1 to convey meaning and organise the class. Students can use it for scaffolding, that is for building up the basics, from which further learning can be processed, and for cooperative learning with fellow classmates. Harbord (1992) notes that the biggest reason for using L1 in the classroom is that it can save a lot of time and confusion.

Deller and Rinvolucri (2002) believe that "the mother tongue is the womb from which the second language is born" (p. 4). Therefore, it is not practical to banish L1 from L2 classrooms, as learners' L1 can be a beneficial tool for language learning (Macaro, 2001; Willis & Willis, 2007). Banishing it from L2 classroom does not necessarily mean banishing it from learners' minds, and this will result in impeding learners to think (Hitotuzi, 2006). Widdowson (2003) states that there is no rationale behind using a monolingual pedagogy, as "the very subject we teach is, by definition, bilingual" (p. 154).

Although the Monolingual and Bilingual Approaches are theoretically contrary to one another, it is known that most teachers are in the middle of the continuum, using mostly L2, but also using L1 when needed. This has produced a sense of guilt among

some teachers, who often feel that by using L1 they are being lazy or showing a lack of will power to control students (Burden, 2000). Researchers have found that evidence for the practice of English-only is neither conclusive nor pedagogically sound and that it is often disadvantageous to the students and the learning process (Chaudron, in Polio, 1994). In addition to this, the first language, especially for beginners needs to be considered as a final resort when communication fails, as "the natural desire to communicate impels learners to use their L1 to fill in gaps in communication, a strategy that successfully moves their acquisition of L2 forward" (Mahmoud 2006, p. 29). Moreover, allowing L1 in the L2 classroom positively affects students' motivation and increases their participation, as it reduces learners' anxiety and lowers their effective filter.

2.6. Functions of L1 Use In The Classroom

Many researchers believe that L1 has a necessary and facilitating role in the foreign language classrooms (Cook, 2001; Folse, 2004; Macaro, 2005; Moore, 1996; Turnbull, 2001; Turnbull & Arnett, 2002; VanLier, 1995). But, today most of them state that L2 is crucial for reaching better proficiency. Because teachers and students have always used L1 in their classes, several studies have been carried out to examine the reasons for this practice.

David Atkinson (1987) makes a list of appropriate uses for L1 in the L2 classroom as follows: eliciting language, checking comprehension, checking for sense, co-operating in groups, explaining classroom methodology at basic levels, giving complex instructions to basic levels, using translation to highlight a recently taught language item, testing, developing circumlocution strategies. Auerbach's (1993) suggestions comprise the following possible occasions for using L1: negotiation of the syllabus and the lesson; explanation of errors, record keeping, classroom management, scene setting, presentation of rules governing grammar, morphology, phonology, and spelling, discussion of cross-cultural issues, language analysis, instructions or prompts, and assessment of comprehension. Piasecka (1988) concluded that there were other areas where the teacher could get more benefit: negotiation of the syllabus, classroom management, record keeping, scene setting, presentation of rules governing grammar, language analysis, phonology, morphology and spelling, providing instructions or prompts, discussion of cross-cultural issues, explanation of errors, and assessment of comprehension.

Nzwanga (2000) examined three teachers and their students' first language use in an intermediate College French course. According to his study, code-switching in English (L1) was used to practice discovery and rote learning, translate, enhance students' reflection, explain/expand a teaching point and bridge communication gaps. Nzwanga concluded that L1 was unavoidable in the classrooms and so the teaching practice should keep this in mind.

Castellotti (2001) reported that teachers appeared to have practical motivations for L1 use, based on the degree of learners' competence, the nature of the activities and the context of learning. Accordingly, L1 holds three important roles: it can be used for communicative and pedagogical organisation and management; guidance, facilitation of exchanges, comprehension check and assessment; metalinguistic explanations and reflections with learners. Prodromou (2002) states that L1 is used for particular procedures such as checking comprehension, explaining difficult concepts, error analysis, raising confidence, explaining the rationale of language learning activities, or vocabulary clarification.

Thompson (2006) examined the contexts for the L1 use of 16 instructors of Spanish. His data were very broad, as he not only asked for teachers' opinions of their own linguistic use but also analysed their speech. He found that the level of teaching might have influenced the amount and type of L1 use. At beginner levels, L1 was mostly used for grammar teaching, while at higher levels, translation of new vocabulary was the initial reason for L1. According to a recent study conducted by Wilkerson (2008) on five Spanish college instructors, it is stated that teachers used English to save time, demonstrate authority, and reduce ambiguity. It is concluded that teachers' beliefs about learning frequently reflected their teaching.

Nitiswari (2012) carried out a study about the use of Bahasa Indonesia as L1 Indonesian EFL classrooms. The findings showed that teachers accepted the use of Bahasa Indonesia as a useful tool in teaching and learning English. By observing the classes, the researcher found that teachers use Bahasa Indonesian in specific situations such as managing classroom, explaining difficult concepts, explaining difficult words or grammar.

Sali (2014) conducted a similar study to find out the underlying reasons for using L1 in Turkish EFL classrooms. In her study, L1 explanations were mostly made about grammar rules, and she did not find an example of the data in which L1 was preferred to make explanations concerning the culture of the L2. The researcher believed that this was

owing to the practices of ELT in Turkey which is connected with a focus on grammar teaching. The second most frequent function was eliciting. It was used as a tool to collect more learner output. This use of L1 served the aim of eliciting more learner responses in L2. When the learners had problems in producing the intended L2 output, the teachers shifted to Turkish to help classroom communication carry on fluently.

CHAPTER III

METHOD

This chapter presents the methodology used to carry out the research about the perceptions of Turkish public secondary school students and EFL teachers in using Turkish in English classrooms. The chapter also highlights the used methodological approaches, the participants, the quantitative and the qualitative methods used to gather data and addresses the research questions to determine the possible perceptions of students and teachers.

3.1. Design of the Study

In order to gather data, a mixed-methods approach was used. This approach is described as "the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study" (Johnson & Onwuegbuzie 2004, p. 17). Instead of limiting the researcher's choices, integrating multiple approaches leads to obtaining in-depth answers to the research questions, as it seems to give the researcher a fuller picture and a greater insight into the investigated area (Silverman, 2005). Incorporating techniques from both research traditions gives opportunities for the researcher to explore the research area in-depth and obtain a better understanding of the complex nature of inquiry (Richards, 2003).

In this research, two questionnaires; one for the teachers and the other for the students were used mainly to collect quantitative data to measure students' and teachers' perceptions of the use of Turkish language in the English lessons. A semi-structured interview with open-ended questions and observations were carried out as a qualitative method to get more insights in this research area. The interviews, observations and questionnaires used in this study will be described in detail later in this chapter.

3.2. The Context of the Study

The students in the study were chosen from two public secondary schools in Malatya. They were 8th graders. The 8th Grade Program is intended to revise most of the content of the English Program learnt up to that grade and the curriculum is designed

based on four English lessons per week (Learning Model for English, 2nd-8th Grades**,** MEB-TTKB, 2013). English is one of the compulsory subjects at school.

3.3. Participants

3.3.1. Students

100 Grade 8 students were included in the research. The students all voluntarily took part in the study. 62 of them were girls and 38 were boys. None of them had ever been in contact with a native English speaker. The students' English background was insufficient as they all came from a poor English environment. The students are mostly taught English in a traditional way. The basic focus is on grammar and vocabulary; therefore, students are not able to communicate effectively compared to writing and speaking.

3.3.2. Teachers

The teachers consisted of 40 English language teachers that worked in public secondary schools. Seven teachers had international experience and few of them took part in Comenius Assistantship and acquired teaching experiences in European countries. The teachers were all of Turkish nationality. During the teachers' selection process, the convenience sampling was applied on the basis of accessibility and proximity. According to Dörnyei (2007), the convenience of the researcher is the only criterion in L2 studies.

To select the teachers for interviews, the participating teachers to the survey questionnaire were asked if they would volunteer to hold an interview. Four of the teachers accepted to be interviewed. Two of the teachers were females and the two males. The same four teachers were asked if it would be possible to observe them in English classrooms. They accepted the offer and the observations were carried out during the second term of the 2016-2017 school year.

3.4. Data Collection Instruments

Two data collection instruments were used to gather data for this research: questionnaires mainly as a quantitative tool, and semi-structured interviews and observations as qualitative tools. Merriam (2001) states that interviewing is the most effective technique when carrying out a qualitative research as well as eliciting information about the participants' feelings, beliefs, perceptions and opinions.

Accordingly, in the current study, semi-structured interviews were used.

The main feature of observation is that it requires the direct study of behaviours by only watching the subjects of the study without interrupting them and recording particular natural responses to their surrounding (Rea and Parker, 1997). Creswell (1998) states that a researcher could collect notes by conducting an observation as a participant observer.

In the questionnaires, the participants responded to the items by writing or, more commonly, by marking on an answer sheet. Advantages of questionnaires are that they can be mailed or given to large numbers of people at the same time. The disadvantages are that unclear or seemingly ambiguous questions cannot be clarified, and the respondent has no chance to expand on or react verbally to a question of particular importance.

3.4.1. Students' Questionnaires

A specific questionnaire was designed to examine students' perceptions of using Turkish in English lessons using a five-point Likert scale, from 'Strongly Disagree' to 'Strongly Agree' in light of the literature review and research questions. The questionnaire included 20 questions. The first 12 questions focused on students' perceptions and the last 8 questions looked into the different occasions when Turkish could help learning English. Expert opinion was sought about the items on the questionnaire.

Before conducting the questionnaire, it was translated into Turkish to make sure that all students could understand the items correctly and avoid incomprehensibility of the items on the questionnaire. Before implementing the survey for all the students, it was piloted on a small group of eight students. After the feedback, some items were altered for more clarification and the final form was produced (See Appendix 3).

The final form of the questionnaire was distributed to 120 Grade 8 students. Prior to administering the questionnaire, the researcher explained the aims of the study and informed that their answers would not change or affect their marks and the questionnaire was only for research purposes and for academic use. With the help of and coordination with Grade 8 teachers, the questionnaire was administered during regular English classes. The researcher was also present during the administration of the questionnaire. Of 120 distributed papers, 100 were returned completely filled in.

3.4.2. Teachers' Questionnaires

A similar questionnaire was prepared to examine teachers' perceptions of using Turkish in English lessons. Similar to the students' survey, the teachers' survey used a five-point Likert-scale, and it had two parts with 20 items (See Appendix 1). The first part consisted of 9 items and concentrated on teachers' perceptions and the second part comprised 11 items examining the different learning situations in which teachers believed Turkish could be advantageous in learning English.

The items in the first part of the questionnaire aimed to collect data for the teachers' perceptions of the use of L1 in L2 classrooms. The items can be listed as follows:

- L1 should be used in English classes,
- teachers should know their students' first language,
- teachers should use their students' first language,
- Students' first language should be allowed during English lessons,
- using L1 prevents students from learning English,
- teachers should follow an English-only policy in the classroom,
- bilingual dictionaries help students understand the new vocabulary,
- I do not feel comfortable when my students use their first language,
- I think L1 should never/rarely/sometimes/often/always be used in the English classroom.

As for the second part of the questionnaire, it was aimed to find out whether to use Turkish is appropriate to

- explain difficult concepts,
- facilitate complicated English classroom tasks,
- introduce new grammatical rules,
- raise students' awareness of the differences and similarities between Turkishand English,
- explain new vocabulary especially abstract items,
- help students feel more comfortable/confident,
- give instructions,
- build up a good rapport with students,

- express students' feelings and ideas when they fail to do that in English,
- explain the English idioms and expressions,
- complete pair/ small-group work activities.

Before implementing the survey, the first draft of it was delivered to three English teachers for feedback. With the help of the taken feedback, the survey revised and then it was finalised. The final version of it was given to 50 English teachers, of which 40 were returned.

As stated earlier, a mixed research design was adopted in this study. It combines both quantitative and qualitative methods. Quantitative methods gather measurable data which facilitate the analysis of perceptions of the use of Turkish in L2 classrooms. As suggested by Richards (2003), to get in depth and rich qualitative data, the topic was investigated in more depth to understand its complex nature. Therefore, a semi-structured interview was used with the teachers concerning their perceptions of the use of L1 in L2 classrooms.

3.4.3. Teachers' Interviews

Four teachers volunteered to be interviewed to examine their perceptions of using students' L1 in EFL lessons. The teachers who took part in the questionnaire were asked if they were willing to be interviewed after the research. Those teachers who were interviewed had at least 5 years of teaching experience. Two of the teachers also learnt German as a foreign language during their university years. The teachers' ages were 27, 29, 30 and 35, respectively.

A semi-structured interview was used in the present study. According to Bernard (1988), semi-structured interviews are best used when there is not more than one chance to interview someone. During the semi-structured interviews, the questions are often open-ended questions and that is why it is best to tape-record the interviews. In this study, 8 open-ended questions were used to conduct the interviews, which were audio-recorded and transcribed for analysis. (See Appendix 5) During the interviews, all the communication, questions and answers were in English. Each interview with each teacher took about an hour. To examine the topic more in-depth and get a deeper understanding, the interviews carried out with teachers only were transcribed, and some relevant extracts were presented in this research.

3.4.4. Observations

One of the research questions of this study is to find out what the functions of the use of L1 in L2 classrooms are. In order to obtain answer to this research question, observations were carried out and the most used functions were listed down. In the light of previous literature, an observation form was prepared which included a list of the L1 functions that are likely to occur in EFL classrooms (See Appendix 6 for the Observation Form) and any additional notes were noted down during the observation.

Four teachers who were interviewed were also volunteered for the observations. Before the observations, permission was obtained from the school boards and the teachers. The teachers were from four different public secondary schools. Each teacher was observed two hours a week during four weeks; that is totaling eight hours per teacher. The teachers' selection was purposeful. They all worked in secondary schools and taught Grade 8 students. The observations were audio-recorded. They were then transcribed in order to analyse possible functions for L1 use.

3.5. Data Analysis

A mixed research design was preferred using data from observations, semi-structured interviews and questionnaires. Thus, both qualitative and quantitative data were collected and analysed, thoroughly. Creswell, Plano Clark, Gutmann, & Hanson (2003) states that a mixed method research comprises the collection or analysis of quantitative and/or qualitative data in which the data are gathered jointly or gradually in research.

In order to analyse the gathered data, a five-point Likert scale questionnaire was used for teachers' and students' responses. Then, the responses were altered to percentages. The reason why percentages were used was that it was easy to comment on the collected data and to supply quantitative, measurable data. That is, the close-ended questions involved in the questionnaires were analysed according to the principles of Descriptive Statistics with the help of Statistical Package for Social Sciences (SPSS, Version 23.0). To describe and summarise the data, simple statistical methods were used, which meant that for each single variable in the close-ended questions, a numerical value was given in order to be able to code the data in the SPSS.

The aim of the observations was to find out the possible functions of the use of L1 in L2 classrooms. In order to obtain these findings, a content analysis was applied. According to Patton (1990), the main purpose of the content analysis is to examine what

is there, label, and categorize it. The designation of these categories provided the investigator with a manageable way of describing the complexities of summarising information in the questionnaire, interview or observation transcriptions using certain words or concepts within the transcribed texts.

The data drawn from questionnaires, observations and interviews were analysed and results were emphasised. With the help of Theoretical Framework, the collected data were discussed and interpreted to answer the research questions and to obtain the efficient results concerning teachers' and students' perceptions of using Turkish in EFL lessons. The findings were also related to similar studies mentioned in the literature review section of the thesis.

CHAPTER IV

FINDINGS

As stated in the methodology chapter, both teachers' and students' questionnaires and teachers' interviews and observations were used to gather the essential data for the current research. The purpose of this chapter is to investigate these qualitative and quantitative gathered data, and highlight the findings from the questionnaires, interviews and observations in relation to each of the research questions.

4.1. Turkish Teachers' Perceptions of Using L1

4.1.1. Teachers' Questionnaires

This part aims at analysing teachers' responses to the questionnaire in consideration of the first research question stated previously in chapter 1.4. Questions from one to nine emphasise the teachers' perception toward using Turkish in L2 classrooms, while questions from 10 to 20 aim to unreveal the potential learning situations where using Turkish during English classrooms may be effective. In the follwing part, the collected data was analysed by percentages. The tables show the percentages of each response separetely. Descriptive Statistics of mean and standart deviation was also formulated for the teachers' questionnaire. (See Appendix 2)

Table 1

Teachers' Overall Perceptions of Using Turkish in English Classes (by Percentage)

#	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	L1 should be used in English classes.	7.5	15	25	47.5	5
2	Teachers should know their students' first language.	0	7.5	5	65	22.5
3	Teachers should use their students' first language.	2.5	17.5	45	35	0
4	Students' first language should be allowed during English lessons.	2.5	37.5	32.5	22.5	5
5	Using L1 prevents students from learning English.	7.5	20	12.5	45	15
6	Teachers should follow an English-only policy in the classroom.	5	22.5	17.5	45	10
7	Bilingual dictionaries help students understand the new vocabulary.	0	7.5	12.5	52.5	27.5
8	I do not feel comfortable when my students use their first language.	0	30	30	40	0

Table 1 shows the teachers' total percentage of perceptions of using Turkish per item on the questionnaire (items 1-8). The responses "strongly agree" and "agree" are accepted as positive perceptions while "strongly disagree" and "disagree" responses are accepted as negative perceptions. In the following section, each item is examined in terms of the teachers' responses.

As can be seen from table 1, item 1 indicates that 52.5% of the surveyed teachers agree that Turkish should be used in English classes. This shows that more than half of the teachers believe the benefits of the use of L1 in L2 classrooms. Item 2 from Table 1 illustrates that a very high percentage of the teachers (87.5%) believe that teachers should know their students' L1. Here, it can be understood teachers claim that the common communication should be kept in Turkish and even the native speakers of English should be able to speak Turkish. When item 3 is considered, it is easily clear that 45% of the surveyed teachers state their opinions are neutral, which means they are not sure if it is really necessary to use the students' L1 in the L2 classroom or not.

Item 4 asked if students' L1 should be allowed during English lessons. The answer seems to be divided between neutral and disagreement. Most of the teachers who answered the questionnaire disagreed or stated neutral views on allowing students to use L1 in classes. As can be seen from the responses on Item5, 60% agreed or strongly agreed that Turkish prevents students from learning English in comparison to 27.5 % who believe

it does not. This shows that more than half of the teachers believe that the use of L2 in the classroom is more important than the use of L1.

On the other hand, 55% indicate that teachers should follow an English-only policy in classes on item 6. This view is in accordance with the item 5 in terms of the benefits of the use of L2. When asked about item 7 regarding using bilingual dictionaries, most of the teachers claim that such disctionaries help students understand the new vocabulary. This indicates that the use of L1 is crucial in the classroom. In order to learn English, students should be able to know how to use a bilingual dictionary effectively to reach the classroom goals. The responses to item 8 look confusing for teachers. About a third state that they feel comfortable whereas another third answer neutrally. But, 40% of the teachers agree that they do not feel comfortable when their students use Turkish.

Table 2

Teachers' Opinions Concerning The Frequency of Using Turkish in English Classes (by Percentage)

#	Items	Never	Rarely	Sometimes	Often	Always
9	I think L1 should _____ be used in the English classroom.	2,5	40	52,5	2,5	2,5

Table 2, indicates the teachers' opinions concerning the frequency of using Turkish in English classes. According to Item 9, as can be concluded from the table, 52.5% of the teachers state that Turkish "sometimes" can be used in English classes whereas 40% of the teachers think that it should be used "rarely". The teachers' responses show that L1 should be used in the classroom, but it should not be excessively used during the lessons.

Table 3

Teachers' Overall Opinions Concerning the Learning Occasions Where Using Turkish During English Classes May Be Appropriate (by Percentage)

#	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	It is appropriate to use Turkish to …					
10	explain difficult concepts.	0	7.5	20	57.5	15
11	facilitate complicated English classroom tasks.	0	12.5	22.5	60	5
12	introduce new grammatical rules.	2.5	15	27.5	55	0
13	raise students' awareness of the differences and similarities between Turkish and English.	0	5	25	57.5	12.5
14	explain new vocabulary especially abstract items.	0	7.5	10	67.5	15
15	help students feel more comfortable/confident.	0	20	30	20	30
16	give instructions.	2.5	47.5	17.5	20	12.5
17	build up a good rapport with students.	2.5	40	17.5	30	10
18	express students' feelings and ideas when they fail to do that in English.	0	7.5	15	57.5	20
19	explain the English idioms and expressions.	2.5	10	5	75	7.5
20	complete pair/ small-group work activities.	5	30	27.5	32.5	5

Table 3 presents the overall opinions concerning the learning occasions where using Turkish during English classes may be appropriate. The responses to this part of the questionnaire are beneficial in obtaining a complete view of the teachers. Below, each item is discussed in terms of teachers' responses.

Item 10 in Table 3 helps to understand what most of the teachers who participated in the research think about why it is appropriate to use Turkish to explain the difficult concepts. Teachers believe that students need to understand the meaning of the concepts in order to internalise the learning process. In the same way, Item 11 shows that 65% of the teachers believe that using Turkish may facilitate complicated English classroom tasks as such tasks are important challenges for language learning. When item 12 is examined, it can be seen that more than half of the teachers agree with using Turkish to introduce new grammatical rules. Only 17.5% of the teachers do not support the idea of introducing grammatical rules in Turkish. That is why, it can be concluded that while introducing grammar, Turkish is preferred more than English. Related to item 13, the majority of the teachers (70%) claim that it is appropriate to use Turkish to raise students' awareness of the differences and similarities between Turkish and English whereas only

5% of the teachers claim the opposite. The teachers are aware of the benefits of the use of L1 in raising students' awareness of learning the foreign language.

With regard to explaining new vocabulary especially abstract items on item 14, a considerable percentage of the teachers (82.5%) agree that it is appropriate to use L1 for abstract words. Abstract words are difficult to learn, so the teachers think that using L1 can help students learn better. On item 15, half of the teachers claim that using Turkish helps students feel more comfortable and confident during classroom activities and it can help them grow more interest in the process. In other words, the answers to the item 16 of the questionnaire gives us a clear view that teachers do not support to use L1 to give instructions. They think English is better when giving instructions. But during the observations, it was witnessed that teachers use L1 a lot to give instructions.

42.5% of the surveyed teachers state that they do not need Turkish to build up a good rapport with students on item 27. As can be understood from this response, teachers believe that English can also be used to build up a rapport with students. On item 18, more than a third of the surveyed teachers indicate that it is appropriate for students to use Turkish to express feelings and ideas when they fail to do that in English because if the communication is interrupted due to misunderstandings, it can lead to failure in learning L2.

Learning English idioms and expressions is one of the challenges a student faces when studying English. Related to item 19, in the opinions of the most teachers' (82.5%), using Turkish to explain the English idioms and expressions will be convenient. Whereas 35% do not agree to use L1 to complete pair/ small-group work activities, 37.5% of the teachers on item 20 agree to use it and state that it is appropriate. Here, it is found that teachers are not sure whether to use Turkish or English during pair/group work activities.

4.1.2. Teachers' Interviews

The purpose of this section is to analyse the findings of the qualitative data gathered from the interviews carried out with four teachers about their perception of using L1, Turkish, in English classes. As stated earlier, each of the four teachers selected for interviews had teaching experience of at least five years, and two of them learned German as a foreign language during their university lives. To obtain the data, eight open-ended, pre-formulated questions was used to conduct the interviews.

The first interview question aimed to find out teachers' perceptions of using L1 in EFL classrooms. The data gathered from the four teacher interviews show that the teachers are not against or not strict about using L1, Turkish, in English classrooms. On the contrary, they think that using L1 may be beneficial to learning L2. In the following extract, Teacher B explains that L1 can not be forbidden in the classroom, otherwise learning is to be affected negatively. L1 should be allowed because it is always in the teaching environment.

I believe we can not forbid students to use L1 in the classrooms. Well, if we do so, we can see negative side effects. I think students should be allowed to use it because it is already and always in their minds. They learn the language by thinking the Turkish meanings first (Teacher B)

The next interview question asked if the teachers think that students' L1 has the potential as a teaching tool? If yes, how? The students' L1 is a classroom teaching tool. All the interviewed teachers think that if L1 is used effectively and at a certain level, it may facilitate the learning. They underline the fact that there is a variety of learning situations where Turkish has a role, as reported by the following teacher:

I believe so. While teaching a language, a teacher should benefit from everything in the classroom. L1 is already there on the learners' mind. When needed, the teacher should know the most appropriate time to use it. Hence, L1 can facilitate the learning (Teacher A).

The third interview question wanted to find out whether the teachers have ever tried to make use of students' L1? If yes, how? All the interviewed teachers state that they have to use the students' L1, Turkish, in the classrooms. They clearly say that when a student does not understand the instruction, they use L1. Otherwise, there is a gap in every activity.

Actually, I'm always made to use it. The level of my students is very low. They do not understand everything when I constantly speak English. That is why I have to use Turkish frequently. If I do insist on using L2, they do not understand the

instructions and consequently, their motivation decreases and there is a gap in activities (Teacher C).

In the following extract, Teacher A explains his idea that in order to make better use of time, L1 can be used to introduce complicated concepts, new vocabulary, difficult grammar, and the differences between the two languages:

Of course, L1 may be used to explain the grammar rules or ideas. Grammar is difficult to understand and concepts are taught easily in L1. I have no complaints about it (Teacher A).

Two of the teachers also learnt German as a foreign language at university. The question 4 asked about their previous learning experience and about whether their L1 was involved in the classroom. They stated that their L1 was used a lot in their EFL lessons. They also reported that, as a consequence, their experience as a learner affected their teaching as a teacher. This is illustrated in the following interview extract:

When I was at university, I went to a language course to learn German. I learned English when I was in high school. I really do not remember the details now. But I remember the university years. While learning German, the teacher used a lot of L1 because we forced him to do so. And we noticed that it was so difficult, and frustrating to learn another language. I thought L1 was necessary in the classroom and I believe this experience affects my teaching now (Teacher D).

In the next interview question, teachers were asked their opinion regarding a common criticism that allowing students to use their L1 during English classes reduces their exposure to L2. The interviewed teachers stated that using too much L1 in English classrooms decreases the students' exposure to English. The teachers are aware of the value of using L1, but they think students make excessive use of the L1 if it is constantly used. As a consequence, students have the least opportunities to practice L2, English. According to the Teacher C, L1 should be used minimum, only when it is necessary. And he warns that using L1 too often can limit students' skills to communicate in L2. Teacher C responded as follows:

> *I agree with this opinion. When we use Turkish too often in the classroom, students start to rely on the use of Turkish to ask and answer questions, to explain vocabulary meanings and grammar rules. And this hinders them from practising English. Consequently, their ability to speak and communicate in English is affected negatively. Exposure to the target language is what we aim in L2 classrooms.* (Teacher C)

In the next question 6, teachers were asked about their opinion regarding any possible drawbacks of allowing students' L1 to be used in English classrooms. One of the teachers emphasised on the possible drawbacks of using L1 in L2 classrooms stating that "too much use of L1 causes the students to give no effort to communicate in English. It is a danger because the students will lose their motivation in learning, and they will choose to use Turkish more and more". Another teacher explained his opinion as:

> *When we rely on using L1, we should reconsider that English will not motivate our students as it does in L2. The target language needs to be practised more in L2 classrooms. That's how we can let our students learn the language. But as a human being, everybody likes to use the easiest way.* (Teacher D).

Question 7 asked the teacher if they believe that the use of students' L1 in the L2 classroom is often a recognition of teachers' weakness to teach properly. Teacher B claimed that he feels obliged to use English in the classroom as it is his profession and he wants to feel strong in front of the learners. He accepts that it is stressful for him because he is not a native speaker and he also needs L1 to explain some of the grammar rules and instructions. On the contrary, Teacher C advocates that being able to use L1 effectively in the classroom is not a weakness, rather it is a strength. L1, Turkish, is a teaching tool and a good teacher needs to use all the tools to fix the problem. According to Teacher B:

> *I sometimes feel that I'm watched by the learners whether I speak English well or not. I'm stressed when I feel so. I need to use L1 to teach grammar and new vocabulary, sometimes I need to tell them what to do in Turkish.*

Unlike Teacher B, Teacher C expressed his disagreement that use of students' L1 in the L2 classroom can be recognised as a weakness on the part of the teachers.

I don't agree with that. I use Turkish when I need it. I do not use it often but I sometimes need it. Using L1 does not make me weak in class, on the contrary, I use it as a communication tool to make my teaching more effective (TeacherB).

The final interview question was addressed to find out teachers' opinion in relation to whether the English-only policy has problems. Four of the interviewed teachers believe that English-only policy is problematical because the students' proficiency levels are not the same. Forbidding L1 from the classroom affects the learners' motivation negatively as they can not deal with the new language easily which they are exposed to. This makes them feel frustrated and disappointed. The use of L1 and L2 should be combine in the classroom. Teacher C expressed her agreement as follows:

Yes, I believe so. When they do not understand the spoken language, students lose their interest in the subject. If their level is not high, students tend to escape from using English in the classroom. They prefer more L1, which causes less exposure to the target language.

Teacher D favoured the use of L2 as much as possible, as seen in the interview extract below*:*

I have always thought about it. And I believe students need to be supported to communicate in L2 as much as possible. They should use L1 as little as possible. But it does not mean that we should banish L1. If we find the opportunity, we should force our students to use English only.

4.2. Turkish Students' Perceptions of Using L1

As stated earlier, in order to determine the students' perception of the use of Turkish in English classes, the students' answers on the questionnaire were listed as "strongly agree" and "agree" for positive perceptions. Also, the answers to the questionnaire were listed as "strongly disagree" and "disagree" for negative perceptions. Moreover, the gained responses were altered to percentages because it allowed for easy analysis.

This part aims at analysing students' responses on the questionnaire in consideration of the second research question. A five-point Likert scale was designed and distributed to one hundred and twenty Grade 8 students. One hundred students returned the survey completed. The questionnaire comprises twenty items: items from one to eleven and item twenty focus on students' perception of the use of L1 and items from twelve to nineteen have a look into the different occasions when Turkish could help English learning. In the follwing part, the collected data was analysed by percentages. The tables show the percentages of each response seperately. Descriptive Statistics of mean and standart deviation was also formulated for the students' questionnaire. (See Appendix 4)

Table 4

Students' Perception of the Use of L1 in English Classes (by Percentage)

#	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Turkish should be used in all English classes.	11	20	9	33	27
2	I would like my English teacher to use Turkish in class.	1	28	12	32	27
3	I feel more comfortable when my teacher uses Turkish in class.	13	12	10	39	26
4	Using Turkish in class helps me learn English.	12	17	12	31	28
5	Students should be allowed to use Turkish in class.	6	14	10	33	37
6	I understand the lesson much better when the teacher uses Turkish.	6	16	13	24	41
7	I prefer not to use Turkish in English classes.	26	19	17	25	13
8	Using Turkish motivates me to participate more in English classroom activities.	7	14	14	25	40
9	Using Turkish in class helps me learn English better.	13	13	11	30	33
10	Using an English-Turkish dictionary helps me understand the new vocabulary.	12	6	10	31	41
11	Using Turkish prevents me from learning English.	31	29	16	9	15

Table 4 shows the students' perception of the use of L1 in English classes. Students were asked about their attitudes toward the use of Turkish in their English classrooms. In the following section, each item is examined in terms of the students' responses.

As can be understood from item 1 onTable 4, 60% of the students state that Turkish should be used in all English classes. This shows how much they are dependent on the use of L1.On item 2, more than half of the students (60%) would like their English teacher to use Turkish in class. This indicates their expectations from their teachers in terms of understanding the lesson better. When looking at item3, it can be seen that about 65% of the surveyed students feel more comfortable when their teacher uses Turkish in class, which indicates that L1 is desired as the main communication medium in class by most of the students.

Out of 100 students, 59% claim that using Turkish in class helps them learn English on item 4 in Table 4. It is a remarkable amount because more than half of the students feel dependent on the use of L1 in class. Most of the students seem sure that students should be allowed to use Turkish in class on item 5. Only 20% of the students claim it is not necessary to use L1 in class. From this response, it can be understood that their level is higher than the rest.

On item, 6,65% of the surveyed students believe that they understand the lesson much better when the teacher uses Turkish whereas 22% claim they do not. Only 13% state their opinions neutrally. Also, 45% of the students do not prefer to use Turkish in English classes while 38% prefer to use it in classes. This shows that students recognise the importance of the foreign language and despite the need for the use of L1, they want to maximise their exposure to L2.

65% of the surveyed students on item 8 agree that using Turkish motivates them to participate more in English classroom activities while only 21% claim the opposite. This shows that whether to use or not to use L1 in classroom activities is connected with motivation. Item 2 and item 9 are similar questions. On item 9, 63% of the students agree that using Turkish in class helps them learn English better. Using L1 in L2 classrooms is seen as a facilitating tool by the students. The majority of the students (72%) on item 10 think that using an English-Turkish dictionary helps them understand the new vocabulary. This indicates that students do not prefer monolingual dictionaries in the classroom. Bilingual dictionaries are thought to be more beneficial in the L2 classroom. As can beunderstood from item 11, 60% of the students disagree that using Turkish prevents them from learning English, which presents that most of the students are sure that using Turkish in class do not prevent them learning L2.

Table 5

Students'overall Opinion Concerning the Learning Occasions Where Using Turkish During English Classes May Be Convenient (by Percentage)

#	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12	I understand English grammar better when it is explained in Turkish.	6	11	12	34	37
13	Turkish should be used to explain new vocabulary items.	3	8	13	28	48
14	Using Turkish helps understand the English idioms and expressions.	5	8	16	32	39
15	It's better to use Turkish to explain the differences and similarities between Turkish and English.	6	13	14	31	36
16	Using Turkish helps me express my feelings and ideas when I fail to do that in English.	7	10	14	32	37
17	Students should be allowed to use Turkish in pair/small-group work.	8	8	17	31	36
18	Teachers should use Turkish to explain difficult concepts.	5	9	9	47	30
19	Turkish should be used to facilitate complicated English classroom tasks.	7	8	17	42	26

Table 5 indicates the students'overall opinion concerning the learning occasions where using Turkish during English classes may be convenient. The students show an agreement on all the listed items. Below, each item is discussed in terms of the students' responses.

As can be seen on item 12 in Table 5 above, the majority of the students (71%) understand English grammar better when it is explained in Turkish. Students believe that when explained in English, grammatical rules more difficult to learn. When checked item 12, 70% of the surveyed students also indicate that Turkish should be used to explain new vocabulary items. Only 11% of the students claim the opposite idea. A high percentage of the surveyed students on item 14 agree that using Turkish helps them understand the English idioms and expressions, whereas only 13% of the students do not believe Turkish does not help them learn the idioms and expressions.

On item 15, a considerable number of students (67%) state that it is better to use Turkish to explain the differences and similarities between Turkish and English. This indicates that students should be made aware of the differences and similarities between

Turkish and English. On the other hand, 69% of the surveyed students believe that using Turkish is appropriate when expressing their feeling and ideas when they fail to do that in English. This is a sign that the students want to show their feelings and ideas in their L1.

Furthermore, item 17 illustrates that, in students' opinion (67%), they should be allowed to use Turkish in pair/small-group work. While interacting with each other in pair/small-group work, they prefer Turkish. L2 is accepted as a hindrance from learning. When looked at item 18, according to most of the students, teachers should use Turkish to explain difficult concepts. This is the highest percentage of all the items listed in the questionnaire (77%). This shows that students have difficulties in new English concepts and they need more Turkish explanations for such concepts. In addition to this, 68% of the surveyed students on item 19 state thatTurkish should be used to facilitate complicated English classroom tasks, as such tasks are the important opportunities to learn English better.

The students' responses indicate that they have a positive perception of the use of L1 in L2 classrooms. They, in general, think that using Turkish facilitates their learning and helps them to understand English better. It can be easily concluded from the questionnaire that students' level of English determine the need for the use of L1 as lower-level students get more benefit from using L1 and as they have difficulties in understanding teachers' instructions without using Turkish.

Table 6

Students' Overall Opinion Concerning the Frequency Of Using Turkish in English Classrooms (by Percentage)

#	Items	Never	Rarely	Sometimes	Often	Always
20	How often do you think Turkish should be used?	3%	6%	39%	37%	15%

Table 6 shows the students' overall opinion concerning the frequency of using Turkish in English classrooms. As can be inferred from item 20, 39% of the surveyed students indicate that Turkish should "sometimes" be used in English classrooms while 37% think that it should "rarely" be used. It can also be noted that 15% of the students believe Turkish should "always" be used. These findings can be attributed to the students'

limited L2 background, their low L2 level and incapability to manage in L2 classrooms without using Turkish.

4.3. The functions of L1 Use in Teachers' L2 Classrooms

In order to get the intended results, four teachers were chosen purposefully among Grade 8 teachers. Before starting the observations, permission documents were signed by both the school administration and the teachers. In this study, each of four researchers was observed for eight hours in total. The lessons were audio-recorded and then transcribed to make an analysis. During the analysis, the most used functions were listed down with 20 items. In the following section, a data-driven analysis was applied to reach the intended outcomes.

The most frequntly occuring functions observed during the lessons are giving instructions, question and answer, classroom management, explaining grammar points, translating and asking for translation.

Table 7

Observed Functions of L1 Use in L2 Classrooms

	Functions of L1 Use	Times of the use of the function
1	Giving instructions	167
2	Question and answer	164
3	Classroom management	160
4	Explaining grammar points or new information	124
5	Explaining new vocabulary, meaning of a word	110
6	Checking comprehension, asking for confirmation	85
7	Translating and asking for translation	78
8	Praising	75
9	Explaining exercises in the coursebook	67
10	Revision and warm-up and reminding	66
11	Error correction	60
12	Clarification	60
13	Motivating and involving students	40
14	Reprimand and warning	34
15	Giving explaining and checking homework	28
16	Introducing new material or topic	15
17	Giving opinions	10
18	Dealing with discipline problems	10
19	Chatting with the class/students about a general/personal matter/exam	10
20	Telling jokes or anecdotes	7

According to the table above, some functions of L1 use were observed during the observations conducted with four teachers. In the following section, *the most frequently used five functions* are illustrated with genuine data. The dialogues between teachers and students are exemplified in Turkish and translated into English for analysis.

Classroom Function 1: Giving instructions

Giving instructions is the most witnessed function of L1 use during observations. It was used 167 times. Almost every instruction was conducted in Turkish. Teachers switched to English or Turkish either to give instructions or to conduct the tasks. In the

samples below, it is seen that grammar points are explained in Turkish and the instructions are given in Turkish.

The teacher explains the grammar points in English. She teaches "and, but, because".

T: Şimdi herkes "and, but, because" kullanarak birer cümle oluşturuyor. Cümlelerinizi tahtaya yazacaksınız. *[Now, everybody, write sentences using "and, but, because". You will write your sentences on the board.]*

S: Computers can't hear and they can't see.

In another situation, the teacher gives instructions to carry on the lesson. He both gives directions and a brief introduction to the past experiences.

T: Open your book, page 27 and make a list of your dreams. Please write three sentences. Bir kelime de olabilirmesela "a computer". Şimdi hepimizde var ama beşseneevvelherkestakdiralsam da babambanabilgisayaralsaderdi. 10-15 seneevvelise "bicycle" isterdik. *[You can write a sentence, too. For example, "a computer." We all have now but five years ago, everybody wished their father to buy them a computer. 10-15 years ago, we used to ask for "bicycles".]*

S: I will drive a car. I will have a company. I will have a house.

T: Evet [Yes], open your coursebook, page 53. Listen to Havva. İyi dinliyoruz. [We are listening well!]

A student reads the first sentence of the passage and translates.

T: Evet, bitenekadardevam et. [Yes, carry on until it is done]

S: The soup is too hot to eat.

S: Hocam son bölümde ne yapacağımızı tam olarak anlamadım. *[Teacher, I donot understand what we are supposed to do in the part.]*

T: ATM hakkında bilgi bulacaksınız ve bir parağraf oluşturacaksınız. *[You should find information about the ATM and you should write a paragraph.]*

T: Şimdi bukonuya örnekler vereceğiz. *[Now, we are giving examples to this subject.]*

Ali talked to his mother. Ali did not talk to his mother.

T: Şimdi kitaplarınızın 77. Sayfasını açın ve oradaki alıştırmaları bu örnekler gibi yapın.

[Now, open your books, page 77 and do the exercises as in the examples here.]

Classroom Function 2: Question and Answer

L2 learning consists of thousands of simple or complicated questions and answers. The samples above are examples of a simple question and answer drill. In the current study, this function was witnessed 164 times, which occupies the second place of the frequency of L1 use. Students prefer using L1 to get a better understanding of the topics of the intended lessons. Teachers prefer using L1 to help students understand better.

S: We sometimes have bad dreams. They're nightmares and we don't like them.

T: Peki biz her zaman iyi rüyalar mı görürüz? *[So, do we always have sweet dreams?]*

S: Hayııır… Nooo… *[Noo.]*

T: All people have the same dreams. True or false?

S: It is false.

T: "Same" nedemek? Daha önce öğrenmiştik bukelimeyi. *[What does "same" mean? We have learnt this word before.]*

S: Benzer. *[Same]*

T: Peki nedemekistiyor bu cümlede? *[So, what does this sentence mean?]*

S: Herkes aynı rüyayı görür. *[Everybody has the same dreams.]*

T: Geçen haftane yapmıştık?*[What did we do last week?]* Do you remember?

S: Hocam, edatlar çalışmıştık. *[Teacher, we studied prepositions.]*

T: Peki, prepositions ne işe yarıyordu? [*So, what was the prepositions used for?*

Students do not answer.

T: Prepositions bir şeyin yerini, zamanını ve durumunu söylerken isimden önce gelenkelimelerdir. *[Prepositions are the words which come from the nouns. It is used for telling the place, time and situation of something]*

In the example below, the teacher uses L1 questions for error correction.

T: Now, please tell me about your dreams.

S: In my dream, I was a lot of money.

T: Murat, dediğin şey oldu mu? Olmadı. Bence sen de beğenmedin. "I was rich" olacaktı, değil mi Murat? *[Murat, is what you said correct? No, it is not. I do not think you liked it, either. You should have said "I was rich", shouldn't you, Murat?]*

A student reads an extract from a magazine.

S: A bad friend doesn't talk to you honestly. A bad friend is not always there when you need help.

The teacher translates it. Then, he asks for comprehension and confirmation.

T: Kötü arkadaş yardıma ihtiyacın olduğunda oradadeğildir. Herkes anladı değil mi?

[A bad friend is not always there when you need help. Has everybody understood clearly?]

Classroom Function 3: Classroom management

For many teachers, the use of L1 enables effective and quick class or discipline management (Duff & Polio, 1990; Macaro, 2001; Polio & Duff, 1994). Teachers use L1 to deal with noise, misconduct, lack of motivation, talk. In this example,theteacher uses L1 to carry on the classroom control. She is taking the attendance, but she encounters demotivated students and noise, and she has to wait until the end of the students' settling down.

T: How are you today?

Ss: Fine, thanks and you?

T: Hadi artık oturunyerlerinizeyoklama alıyorum. Egenezamanoturursun? Keyfini mi bekleyelim? Hadi herkesburada mı? Tamam. Yerleşme çabalarınız bittiyse başlıyorum yoklamaya. *[Come on, have your seats, I am taking the attendance. Ege, when will you sit down? Shall we wait for your comfort? Is everybody here? OKAY. If you are finished with settling down, I am starting the attendance.]*

Checking the attendance takes about ten minutes, which is a long time wasting the precious time in the classroom.

While a student is reading a text, he makes some pronunciation mistakes. The class laughs at him. The teacher tries to stop this problem by saying:

T: Sınıf, dinlebeni. Bunda gülünecek bir şey olduğunu zannetmiyorum. Bir daha arkadaşınıza güldüğünüzü görmeyeyim. *[Class, listen to me carefully. I do not think there is something to laugh here. I do not want to see this again.]*

One of the students insistently tries to speak to his friends during the lesson. It is apparent that this is not the first time. The teacher warns the students and aims to get back to the lesson by saying:

T: Oğlum bu kaçıncı defaseni uyarıyorum? *[How many times have I warned you now?]*

S: Hocam bir şey yapmadım ben. *[Teacher, I did not do anything]*

T: Gördüm ben. Şimdi sus ve dersimize dönelim. *[I know what you did. Stop talking now and let's get back to the lesson.]*

S: Peki hocam. Kusura bakmayın. *[Ok, teacher. I'm sorry.]*

Classroom Function 4: Explaining grammar points or new information

During the observations, this function was observed 124 times. This indicates that the teachers have a tendency of explaining grammatical points and new information in Turkish. It may be because of the low-level of the students or because it is easy to explain such issues using L1. Students also asked for the use of L1 while working on grammar.

T: Bir konudaha anlatacağım size. *[I am going to tell you about one more subject.]*

S: Superlative.

T: Evet. Comparative, iki kişi ya da nesneyi karşılaştırırken, superlative isebir bütün için en üstünlük derecesi. Mesela Resul sınıfın enuzunudur ya da Ağrı Türkiye'nin en yüksek dağıdır. *[Yes. Comparative is used when you compare two things or people. As for superlative, it is the degree of the most. For example, Resul is the tallest in the classroom or Mount Ağrı is the highest mountain in Turkey.]*

T: Bugün yenibir "tense" öğreneceğiz. Geçmiş Zaman. *[Today we are going to learn a new tense. Simple Past Tense.]*

S: Hocam daha önce Present Simple Tense öğrenmiştik. Bu farklı mı? *[Teacher, we have studied Present Simple Tense before. Is this different?]*

T: This is different. Geniş zamanda fiiller birinci halde kullanılıyor, bu zamanda ise ikinci halinde kullanacağız. *[In Present Simple Tense, verb 1 is used. But in this tense, verb 2 is used.]*

S: Hocam dünkü ödevimizi yaptık. Ama konuyutekrarbir anlatır mısınız? *[Teacher, we did our homework. But will you please explain the subject again?]*

T: Ok. Let's see what you did. (The teacher checks the homework). "Should" and "Must".

S: Yes, teacher. Some modals.

T: "Should" öğüt verirken kullandığımız modal. "Must" isezorunluolmadurumunu söylerken kullandığımız modal. Unutmayın, her ikisindensonra da fiilinbirincihali kulanılır. *["Should" is used when giving advice. "Must" is used when talking about the obligations. But do not forget! Both are used with the Verb 1.]*

Classroom Function 5: Explaining new vocabulary, and meaning of a word

Below, the teacher uses L1 upon a request of a student about the meaning of a word. At first, he does not intend to give the meaning but the student insists on his request. He both explains the new vocabulary and he warns the student to check the meaning next time on his own. This function was used 110 times during the observations. This number is an evidence of the high frequency of the used function.

Students begin to read a dialogue, but later one of them asks the meaning of a word.

S: Hocam "recycling" nedemek? *[Teacher, what does recycling mean?]*

T: Bunun için önce sözlüğünü kullanmalıydın. *[You should have looked up in your dictionary.]*

S: Bulamadım, hocam. *[I could not find it, teacher]*

T: "recycling" geri dönüşüm demek, birdahakiseferdahaiyibak.

[Recycling means geridönüşüm (Turkish equivalent), next time check it in a proper way.]

S: A good friend is always kind to you.

T: Açıkla bakalım nediyorbu cümlede? [So, explain this sentence. What does it mean?]

S: Hocam, "kind" nedemek? [Teacher, what does kind mean?]

T: Nazik, kibar. [gentle, polite]

T: Open your books, unit 3A.

S: Hocam, konumuz ulaşım araçları mı? [Teacher, are we going to learn transportation?]

T: Evet çocuklar, konumuz "ulaşım araçları", public transportation. [Yes, our topic is "transportation", public transportation.]

S: What does "public transportation" mean, teacher?

T: Otobüs, trengibiaraçlarne için kullanılır? [What are the vehicles such a bus or train used for?]

S: Toplu taşımaaaa. [Public transportation]

In the following part, there are some other circumstances which show why L1 was preferred during observations.

Before the lesson started, the teacher and the students were discussing the general matters. Then suddenly a student shouted, "Teacher, homework". At that time the teacher remembered that she gave homework. She used L1 because she also wasn't ready for the lesson, either. To escape from the students' criticism, she preferred to use Turkish.

In some situations, the teacher made efforts to make students more motivated in the learning process. By doing this, the teacher aimed to involve the student in the lesson and in the future plans. Although the student did not speak Turkish in the dialogue, the teacher preferred to use Turkish as he thought that the student would not understand it in English.

During the observations, it was seen that the teacher used the translation function of L1 on his own. No student asked for him to do this. He felt he had to translate it. At the end of each sentence, he kept asking for comprehension and confirmation. This went on during all the observation session with him.

There was a class discipline problem in numerous circumstances. The teacher used L1 to overcome the problem by reprimanding and warning the students. The teacher was angry because of students' interrupting the lesson. The teacher carried on using L1 and reprimanding the students and warning them during 10-15 minutes more.

In a situation observed, the teacher aimed to attract the students by giving an anecdote of a philosopher. One of the students asked for the instruction of the task, but the teacher preferred to use an anecdote to motivate students or to attract the students' attraction. Such jokes and anecdotes are beneficial in the classrooms as students are eager to listen to such items.

Most of the functions of L1 involve questions. Students usually ask questions in L1. Students need to know about the exercise. It can also be accepted as an instruction but there is an exercise and the teacher feels the need to translate the exercise in L1.

Observation session revealed that the teacher began to explain the new material, wishing the students to remember from the previous lessons. The students reacted in

English, but the teacher assumed that the students might not understand the topic in L2 and he carried on in L1. The teacher's own perception of the use of L1 indicates that he believes in the benefits of L1 use.

Translating and asking for translation is one of the most witnessed functions of L1 use during the observations. The interaction between the teacher and the students were conducted almost completely in L1 in some lessons. The teacher made direct translations after the student read the sentences.

To make a revision and warm up, as soon as the teacher greeted the students, she wanted the students to remember the previous lesson. The teacher used L1 in this context for both revisions and warm up. When it was checked, it was seen that the topic was grammar. Grammatical topics were mostly explained in Turkish during the observations. Even the revision parts were conducted in L1.

The expressions for praising are small units of English like "well done", but they were witnessed many times in Turkish during the observations. This shows that while praising, the teacher did not use such expression intentionally, such utterances were preferred as a habit or routine.

Students sometimes switched to L1 to have a conversation with the teacher about general matters. The students showed their anxiety about the exams and they wanted to learn the teacher's opinions. The teacher felt obligatory to state his ideas on the matter in L1. Because of the low-level of English of the students, the teacher had no alternative but to use L1 to explain his ideas. This function was witnessed 10 times during the observation, which is not very frequent.

While conducting a dialogue during one of the observation sessions, the interaction was conducted mostly in L1 because the topic was about health and it was a bit difficult. A student seemed confused about the meaning of the sentence. The student asked for a clarification of the intended meaning of a sentence. Therefore the teacher preferred using L1 to explain or to translate the mentioned topic. Clarification was also witnessed frequently during the observations.

CHAPTER V

DISCUSSION

This chapter discusses the findings of the current study and answers the research questions specified in the introduction part of the thesis: what the teachers' perceptions of using L1 in teaching English as a foreign language are, what the students' perceptions of using L1 in teaching English as a foreign language are, and what the functions of L1 use in teachers' L2 classrooms are. It also connects the findings of this research with the similar studies conducted in the literature.

5.1. Teachers' and Students' Perception of Using L1 in English Classrooms

The findings of the present research show that both students and teachers believe that the use of L1, Turkish, in English classrooms is inevitable and in most cases, it is necessary to use it. This is similar to what Burden (2001) thinks about the teachers' and students' perception of the use of L1. This study was carried out with students whose English proficiency level correspond to A2 level. Because of their low-level in English, the students were observed to be seen dependent on the use of L1. For low-level students, the use of L1 helps them stay motivated and be involved in the class (Macaro 2001; Willis & Willis 2007). In line with the findings of a study carried out by Schweers (1999), teachers and students express that Turkish has an important role as a supportive and facilitating tool which helps them learn English better. Moreover, it lets students take part more in the classroom activities. Excluding L1 from L2 classrooms negatively affects students according to Sharma's (2006) findings. With this current study, it seems inevitable to exclude Turkish from the L2 classroom because it affects the students' motivation negatively, slows down their learning, and causes failure.

The present study findings show that teachers and students believe there are times when Turkish may be useful during English classroom such as when explaining new vocabulary items, English idioms and expressions, explaining grammatical points, explaining differences and similarities between Turkish and English, expressing feelings and ideas, working in pair/small-group works, explaining difficult concepts and facilitating complicated classroom tasks. Many of the literature have similar perceptions (Schweers1999; Swain & Lapkin 2000; Burden 2001; Prodromou 2002; Tang 2002; Sharma 2006; Storch & Aldosari 2010). After the analysis of the questionnaires

conducted with teachers, the use of L1 seems appropriate to introduce new grammatical rules and to explain difficult concepts. It may also be used to facilitate complicated English classroom tasks and to explain new vocabulary especially abstract items besides idioms and expressions. According to another result of the questionnaire, Turkish may be preferred to express students' feelings and ideas when they fail to do it in English and to raise students' awareness of the differences and similarities between Turkish and English.

The study reveals that there is a high consistency between teachers' and students' opinions about learning occasions where the use of Turkish may be beneficial. Nevertheless, there are a few disagreements in this regard. For example, when asked about the frequency of the use of L1 in the classroom, 52,5 % of the teachers answer "sometimes", while 39 % of the students answer "sometimes". But 2,5 % of the teachers answer "often" whereas 37 % of the students answer "often". This shows that students would prefer to use Turkish more than teachers. It can be understood that teachers believe that the use of L2 should be maximised in the English classrooms.

What has been found in the current research carries several similarities to other researchers regarding the use of L1 in English classrooms (Schweers 1999; Tang 2002; Sharma 2006; Al-Nofaie 2010). In relation to such studies, it can be seen that there is an inevitable agreement between teachers and students about the importance of the use of L1 in English classrooms. It can be inferred from the findings that teachers and students have positive perceptions of the use of Turkish when learning English. Both teachers and students believe that they should not be banned to use L1 in L2 classrooms because it facilitates students to learn English.

The results of the current study on the use of L1 in an EFL context carry many commonalities to Schweer (1999)'s study in a Spanish context and Afzal (2013)'s study in an Iranian context. Three of the studies show that L1 was used by the majority of the teachers examined, and both teachers and students responded positively toward its use. Minor differences exist about the occasions when L2 should be used. Some of these differences can be accounted forby the participants' different levels of L2 language proficiency.

About the benefits of the use of L1 in L2 classrooms, Schweers (1999) believes that the use of L1 is significant in L2 classrooms as it will help learners to have positive perceptions toward learning L2. Tang (2002) states that limited and appropriate use of L1 in the English classroom does not decrease students exposure to English, but rather can help the teaching and learning processes. And in this regard, similarly, according to

Sharma (2006) and Al Nofaie (2010), limited and appropriate use of L1 in L2 classrooms are supported by both teachers and students.

The highlighted studies also show that L1 may be used in various learning occasions. L1 may be preferred to teach grammar, to explain newlexis, to define difficult concepts, to check learners' understanding, to teach new expressions and to give instructions.

5.2. The Functions of L1 Use in L2 Classrooms

In this study, giving instructions is identified as the most frequently used function which the use of L1 serves. The teachers had a tendency to give instructions using L1, as they thought that, in this way, students would understand the flow of the lesson better and thus would improve their language skills. Campa and Nassaji (2009) found similar results in their study. They found that giving instructions through L1 facilitated learners' understanding. They also observed that explaining the meaning of new vocabulary was mostly performed via L1.

According to Sali (2014), most Turkish EFL teachers used L1 to give an explanation of grammatical rules. Similar to her study, in the present study teachers used L1 while explaining complex grammar rules. Another frequently used function of using L1 was explaining the meaning of new vocabulary. This finding is consistent with Andrea Koucka (2007) who observed in her research that translation of new words and vocabulary, and giving instructions involved the greatest beneficial use of L1.

The students' low level of proficiency may be accounted for by over reliance on L1 for delivering instructions. According to Harmer (2007), using L1 for explanations to low-level learners makes more sense, because they know less English. (p.135). Also, as Grim (2010) states, based on the findings from his analysis: "Their language choices [the teachers'] might have been based on presuppositions of what learners can cognitively handle" (p. 207). Moreover, it appears that the 8th grade teachers, in the present study, are well aware of the level of proficiency of their students and therefore prefer to translate more in accordance with Atkinson's (1987) & Cook's (2001) views.

Finally, in the present study, teachers were found to use L1 to varying degrees for different functions. This finding is, consistent with several other studies. (e.g., Duff & Polio, 1990; Grim, 2010; Macaro, 2001;Polio & Duff, 1994; Thompson, 2006).

CHAPTER VI

CONCLUSION AND SUGGESTIONS

6.1. Conclusion

This chapter summarises the purpose of the present research and how it was conducted. It also underlines its important findings and implications. The current study examined the perceptions of both teachers and students toward the use of Turkish in English classrooms. It also tried to find out the possible functions of L1 use in English classrooms. Furthermore, the research analysed the possible situations where Turkish might have a facilitating role.

A mixed-methods approach was used to gather the necessary data for the current research. 40 teachers and 100 students were surveyed to get mostly quantitative data. In addition, four teachers were interviewed and they were observed in the classroom in order to find the possible functions of L1 use and to obtain qualitative data. In light of the research questions, the collected data were interpreted in percentages for easy analysis. The carried-out interviews were transcribed and relevant sections were discussed.

According to the findings of the current research, both teachers and students were prone to using Turkish in English classrooms. The surveyed teachers and students and the interviewed teachers stated that the appropriate use of Turkish in EFL classrooms is useful and it can help students learn English better, whereas constant use of L1 might lessen students' chances of exposure to English. Students and teachers who were surveyed stated the importance of some learning situations where Turkish might be useful. Turkish was preferred to explain English idioms and expressions, to facilitate complicated English tasks and to explain difficult concepts. It might also be preferred to introduce new grammatical rules, to raise students' awareness of the differences and similarities between Turkish and English, and to explain new vocabulary.

To summarise, the current research has tried to contribute to the ongoing discussions, which are whether monolingual or bilingual approaches are more effective in EFL classrooms. The scale of this research is small. That is why the findings can not be generalised. However, the findings may be used by educational policy makers. There is a need to use a better approach toward L1 use, which aims to raise students' opportunities for utmost English exposure in L2 classrooms. But, the importance of the

use of L1 should not be neglected and it should be recognised as a facilitating learning tool in the classroom.

6.2. Implications

The findings of this study show that teachers and students are in favour of using Turkish in English classrooms. But the teachers believe that a reasonable amount of L1 is appropriate in the classroom. If the use of L1 is excessive, the teachers and the students agree that the teaching and the learning process are affected negatively. The amount of the use of L1 should be limited because the more it is used, the less exposure to L2 is in the learning and teaching environment. In order not to reduce the exposure to English, teachers should keep in mind that using the appropriate amount of English may facilitate language learning and it may play a role as a teaching tool.

What should be asked here is when to use L1, when the teachers should decide to use it. Students, in the present study, have generally low-level of English. That is why they need more support through using Turkish. Permitting the use of Turkish in the classroom may help students motivate more towards learning L2 and they may grow more interest in the learning process.

The result of this research indicates that there are several functions of the use of L1 in the classroom. These fucntions include giving opinions, classroom management, motivating and involving students, error correction, explaining grammar points or new information, giving explaining and checking homework, explaining new vocabulary, meaning of a word, checking comprehension, asking for confirmation, reprimand and warning, telling jokes or anecdotes, explaining exercises in the coursebook, dealing with discipline problems, introducing new material or topic, translating and asking for translation, revision and warm-up and reminding, praising, giving instructions, question and answer, chatting with the class/students about a general/personal matter/exam, clarification. Such functions are used both teachers and students. Teachers usually resort to Turkish in the classroom to give instructions. They think students do not understand the instructions if they are done in English. They also encounter with classroom management issues. In such cases, teachers prefer using Turkish to make sure that students understand the importance of the situation. While teaching grammatical points, teachers benefit from Turkish because they believe that explaining grammatical points in English is a hindrance for the students and difficult grammatical matters should only be

explained in Turkish. Sometimes, students ask for the new vocabulary. Students do not want to use the dictionary in class. Teachers prefer to explain the complicated, abstract words in Turkish so that students can understand them better.

The utilisation of English (L2) and Turkish (L1) should be balanced in order to maximise the use of English in EFL classrooms. Teachers and students should be aware that using only Turkish or only English in EFL classrooms has advantages and disadvantages. Students should be taught about what they can do in Turkish, and what they can do in English. In order to ensure the maximum use of L2, teachers need to understand that both L1 and L2 can simultaneously co-exist (Turnbull, 2001).

6.3. Limitation of the Study

The present study has some limitations. One of them is that it was carried out on a small scale: 100 Grade 8 students and 40 teachers who took part in the questionnaire. Four of the teachers were interviewed and they were observed in the classroom. The findings of the research were limited to mostly quantitative data gathered through questionnaires and limited to qualitative data through interviews and observations concerning the teachers' and students' perceptions of the use of L1 in EFL classrooms in two public secondary schools in one province in Turkey. Therefore, the context of the study does not represent all public secondary schools. Furthermore, only Grade 8 students were studied, which was another limitation of the study. Because of such limitations, the study can not be used to generalise its findings.

6.4. Suggestions for Future Research

The result of this research indicates that both students and teachers have positive perceptions toward the use of Turkish in EFL classrooms. When the limitations of the findings are taken into consideration, it can be stated that there may be other possibilities for carrying out further research.

The collected data were limited to a small scale. Only 100 students and 40 teachers were surveyed through questionnaires and four teachers were interviewed and observed during the study. So, it would be useful to support these findings through further tools for data collection such as pre- and post-observation conferences. Further tools may raise the validity of the study. The number of the surveyed teachers and students may be increased in order to get a better understanding of the research topic. Finally, another study may

also be carried out to find out how the use of L1 can be minimised and the use of L2 can be maximised.

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APPENDICES

Appendix 1. Teacher's Questionnaire

Dear Colleague,

The aim of this survey is to investigate your attitudes and beliefs towards using students' first language (L1), in this case Turkish, in your English classes. Please, be informed that all the collected data is confidential and will only be used for research purposes. So, I will be grateful if you respond to the following sentences honestly as your answers will help me and other educators to better understand your needs. Your input is very important for researchers (including myself) and teachers to better understand the practice and value of using L1 in English classes.

Thank you.

- Name (**optional**): _____

- Native Language: _____   **- Other language(s)**: _____

- How many years have you been teaching English?

☐ 0 – 4 years ☐ 5 – 10 years ☐ 11 – 20 years ☐ 21 years or above

- Have you received any education overseas (e.g. primary education, secondary education) before?

☐ No ☐ Yes

- Please, specify the country: _____

- How long? _____

- If you could be willing to be interviewed at a later date, please let me know by ticking the box below and providing your email address in the space below.

Yes: ☐ Email address: _____

Please circle **ONE** response, which best reflects your opinion on the given sentences.

PART ONE (Items 1 – 9)

1. L1 should be used in English classes.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

Comments:_____

2. Teachers should know their students' first language.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

Comments:_____

3. Teachers should use their students' first language.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

Comments:_____

4. Students' first language should be allowed during English lessons.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

Comments:_____

5. Using L1 prevents students from learning English.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

Comments:_____

6. Teachers should follow an English-only policy in the classroom.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

Comments:_____

7. Bilingual dictionaries help students understand the new vocabulary.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

Comments:_____

8. I do not feel comfortable when my students use their first language.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

*Comments:*_____

9. I think L1 should _____ be used in the English classroom.

A. Never B. Rarely C. Sometimes D. Often E. Always

*Comments:*_____

PART TWO (Items 10 – 20)

* It is appropriate to use Turkish to -----------------

10. explain difficult concepts.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

*Comments:*_____

11. facilitate complicated English classroom tasks.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

*Comments:*_____

12. introduce new grammatical rules.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

*Comments:*_____

13. raise students' awareness of the differences and similarities between Turkish

and English.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

*Comments:*_____

14. explain new vocabulary especially abstract items.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

*Comments:*_____

15. help students feel more comfortable/confident.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

*Comments:*_____

16. give instructions.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

*Comments:*_____

17. build up a good rapport with students.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

*Comments:*_____

18. express students' feelings and ideas when they fail to do that in English.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

*Comments:*_____

19. explain the English idioms and expressions.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

*Comments:*_____

20. complete pair/ small-group work activities.

A. Strongly disagree B. Disagree C. Neutral D. Agree E. Strongly agree

*Comments:*_____

Additional Comments:

_____

_____

_____

_____

Appendix 2. Descriptive Statistics for the Teachers' Questionnaire

Descriptive Statistics for the Teachers' Questionnaire

	ITEMS	N	Mean	Std. Deviation
1	L1 should be used in English classes.	40	3,27	1,037
2	Teachers should know their students' first language	40	4,03	,768
3	Teachers should use their students' first language.	40	3,1250	,79057
4	Students' first language should be allowed during English lessons	40	2,9000	,95542
5	Using L1 prevents students from learning English.	40	3,4000	1,19400
6	Teachers should follow an English-only policy in the classroom.	40	3,3250	1,09515
7	Bilingual dictionaries help students understand the new vocabulary	40	4,0000	,84732
8	I do not feel comfortable when my students use their first language	40	3,1000	,84124
9	I think L1 should _____ be used in the English classroom.	40	2,6250	,70484
10	It is appropriate to use Turkish to explain difficult concepts.	40	3,8000	,79097
11	It is appropriate to facilitate complicated English classroom tasks.	40	3,5750	,78078
12	It is appropriate to introduce new grammatical rules.	40	3,3500	,83359
13	It is appropriate to raise students' awareness of the differences and similarities between Turkish and English.	40	3,7750	,73336
14	It is appropriate to explain new vocabulary especially abstract items.	40	3,9000	,74421
15	It is appropriate to help students feel more comfortable/confident.	40	3,6000	1,12774
16	It is appropriate to give instructions.	40	2,9250	1,14102
17	It is appropriate to build up a good rapport with students.	40	3,0500	1,10824
18	It is appropriate to express students' feelings and ideas when they fail to do that in English.	40	3,9000	,81019
19	It is appropriate to explain the English idioms and expressions.	40	3,7500	,83972
20	It is appropriate to complete pair/ small-group work activities.	40	3,0250	1,02501
	Valid N (listwise)	40		

Appendix 3. Students' Questionnaire

İngilizce Derslerinde Türkçe Kullanımı

Değerli öğrenciler,

Bu anketin amacı anadilinizi İngilizce derslerinde kullanmanıza yönelik yaklaşımlarınızı incelemektir. Bütün cevaplarınızın gizliliği garanti edilip, veriler sadece araştırma amaçlı kullanılacaktır. Eğer aşağıdaki sorulara açıklıkla ve doğru bir şekilde cevap verirseniz sizlerin derslerdeki ihtiyaçlarınızı daha iyi anlayacağız ve sizlere müteşekkir olacağız. Sizden alacağımız veriler İngilizce derslerinde anadilin kullanılmasını anlamamızda çok önemli olacaktır.

Teşekkürler

Cinsiyet :   O Erkek   O Kız   Sınıf:

- Lütfen aşağıdaki sorulardan fikrinizi gösteren sadece **BİR** seçeneği işaretleyiniz.

A. Kesinlikle Katılmıyorum   B. Katılmıyorum   C. Fikrim yok
D.   Katılıyorum   E. Kesinlikle katılıyorum

1. Türkçe bütün İngilizce derslerinde kullanılmalıdır.

A. Kesinlikle Katılmıyorum   B. Katılmıyorum   C. Fikrim yok

D. Katılıyorum   E. Kesinlikle katılıyorum

2. İngilizce öğretmenimizin derste Türkçe kullanmasını istiyorum.

B. Kesinlikle Katılmıyorum   B. Katılmıyorum   C. Fikrim yok

D. Katılıyorum   E. Kesinlikle katılıyorum

3. Öğretmenim derste Türkçe konuşunca kendimi daha rahat hissediyorum.

A. Kesinlikle Katılmıyorum   B. Katılmıyorum   C. Fikrim yok

D. Katılıyorum   E. Kesinlikle katılıyorum

4. Derste Türkçe kullanılması İngilizce öğrenmeme yardımcı oluyor.

A. Kesinlikle Katılmıyorum   B. Katılmıyorum   C. Fikrim yok

D. Katılıyorum   E. Kesinlikle katılıyorum

5. Öğrencilerin derste Türkçe kullanmasına izin verilmeli.

A. Kesinlikle Katılmıyorum B. Katılmıyorum C. Fikrim yok

D. Katılıyorum E. Kesinlikle katılıyorum

6. Öğretmen Türkçe' yi kullandığında dersi çok daha iyi anlıyorum.

A. Kesinlikle Katılmıyorum B. Katılmıyorum C. Fikrim yok

D. Katılıyorum E. Kesinlikle katılıyorum

7. İngilizce derslerinde Türkçe kullanmayı tercih etmiyorum.

A. Kesinlikle Katılmıyorum B. Katılmıyorum C. Fikrim yok

D. Katılıyorum E. Kesinlikle katılıyorum

8. Türkçe kullanmak İngilizce sınıf etkinliklerine daha çok katılmam için beni motive ediyor.

A. Kesinlikle Katılmıyorum B. Katılmıyorum C. Fikrim yok

D. Katılıyorum E. Kesinlikle katılıyorum

9. Derste Türkçe kullanılması İngilizce' yi daha iyi öğrenmeme yardımcı oluyor.

A. Kesinlikle Katılmıyorum B. Katılmıyorum C. Fikrim yok

D. Katılıyorum E. Kesinlikle katılıyorum

10. İngilizce – Türkçe sözlük kullanmak yeni kelimeleri anlamamda yardımcı oluyor.

A. Kesinlikle Katılmıyorum B. Katılmıyorum C. Fikrim yok

D. Katılıyorum E. Kesinlikle katılıyorum

11. Türkçe kullanmak İngilizce öğrenmeme engel oluyor.

A. Kesinlikle Katılmıyorum B. Katılmıyorum C. Fikrim yok

D. Katılıyorum E. Kesinlikle katılıyorum

12. İngilizce dil bilgisini Türkçe olarak açıklandığında daha iyi anlıyorum.

A. Kesinlikle Katılmıyorum B. Katılmıyorum C. Fikrim yok

D. Katılıyorum E. Kesinlikle katılıyorum

13. Yeni kelimeler açıklanırken Türkçe kullanılmalıdır.

A. Kesinlikle Katılmıyorum   B. Katılmıyorum   C. Fikrim yok

D. Katılıyorum   E. Kesinlikle katılıyorum

14. Türkçe kullanımı İngilizce deyim ve ifadeleri anlamamda yardımcı oluyor.

A. Kesinlikle Katılmıyorum   B. Katılmıyorum   C. Fikrim yok

D. Katılıyorum   E. Kesinlikle katılıyorum

15. İngilizce ve Türkçe arasındaki farklılıkları ve benzerlikleri açıklamak için Türkçe kullanımı daha iyidir.

A. Kesinlikle Katılmıyorum   B. Katılmıyorum   C. Fikrim yok

D. Katılıyorum   E. Kesinlikle katılıyorum

16. İngilizce kullanırken başarısız olduğumda Türkçe kullanmak duygu ve düşüncelerimi ifade etmeme yardımcı oluyor.

A. Kesinlikle Katılmıyorum   B. Katılmıyorum   C. Fikrim yok

D. Katılıyorum   E. Kesinlikle katılıyorum

17. Öğrencilerin ikişerli ve küçük grup çalışmalarında Türkçe kullanmalarına izin verilmelidir.

A. Kesinlikle Katılmıyorum   B. Katılmıyorum   C. Fikrim yok

D. Katılıyorum   E. Kesinlikle katılıyorum

18. Zor kavramları açıklamak için öğretmenler Türkçe kullanmalıdır.

A. Kesinlikle Katılmıyorum   B. Katılmıyorum   C. Fikrim yok

D. Katılıyorum   E. Kesinlikle katılıyorum

19. Karmaşık İngilizce sınıfı görevlerini hızlandırmak için Türkçe kullanılmalıdır.

A. Kesinlikle Katılmıyorum   B. Katılmıyorum   C. Fikrim yok

D. Katılıyorum   E. Kesinlikle katılıyorum

20. Sence Türkçe İngilizce derslerinde ne sıklıkla kullanılmalıdır?

A. Asla   B. Nadiren   C. Bazen   D. Sık sık   E. Her zaman

Appendix 4. Descriptive Statistics for the Students' Questionnaire

Descriptive Statistics for the Students' Questionnaire

	ITEM	N	Mean	Std. Deviation
1	Türkçe bütün İngilizce derslerinde kullanılmalıdır.	100	3,4500	1,36608
2	İngilizce öğretmenimizin derste Türkçe kullanmasını istiyorum.	100	3,5600	1,19189
3	Öğretmenim derste Türkçe konuşunca kendimi daha rahat hissediyorum.	100	3,5300	1,34431
4	Derste Türkçe kullanılması İngilizce öğrenmeme yardımcı oluyor.	100	3,4600	1,37378
5	Öğrencilerin derste Türkçe kullanmasına izin verilmeli.	100	3,8100	1,24475
6	Öğretmen Türkçe' yi kullandığında dersi çok daha iyi anlıyorum.	100	3,7800	1,29942
7	İngilizce derslerinde Türkçe kullanmayı tercih etmiyorum.	100	2,8000	1,40705
8	Türkçe kullanmak İngilizce sınıf etkinliklerine daha çok katılmam için beni motive ediyor.	100	3,7700	1,30155
9	Derste Türkçe kullanılması İngilizce' yi daha iyi öğrenmeme yardımcı oluyor.	100	3,5700	1,40169
10	İngilizce – Türkçe sözlük kullanmak yeni kelimeleri anlamamda yardımcı oluyor.	100	3,8300	1,34881
11	Türkçe kullanmak İngilizce öğrenmeme engel oluyor.	100	3,0400	4,51019
12	İngilizce dil bilgisini Türkçe olarak açıklandığında daha iyi anlıyorum.	100	3,8500	1,20918
13	Yeni kelimeler açıklanırken Türkçe kullanılmalıdır.	100	4,1000	1,09637
14	Türkçe kullanımı İngilizce deyim ve ifadeleri anlamamda yardımcı oluyor.	100	3,9200	1,15190
15	İngilizce ve Türkçe arasındaki farklılıkları ve benzerlikleri açıklamak için Türkçe kullanımı daha iyidir.	100	3,7800	1,23567
16	İngilizce kullanırken başarısız olduğumda Türkçe kullanmak duygu ve düşüncelerimi ifade etmeme yardımcı oluyor.	100	3,8200	1,23403
17	Öğrencilerin ikişerli ve küçük grup çalışmalarında Türkçe kullanmalarına izin verilmelidir.	100	3,7900	1,24150
18	Zor kavramları açıklamak için öğretmenler Türkçe kullanmalıdır.	100	3,8800	1,09434
19	Karmaşık İngilizce sınıfı görevlerini hızlandırmak için Türkçe kullanılmalıdır.	100	3,7200	1,14662
20	Sence Türkçe İngilizce derslerinde ne sıklıkla kullanılmalıdır?	100	3,5500	,92524

Appendix 5. Teachers' Interview Questions

Teachers' Interview Questions

1. When do you think students' L1 may be used in terms of learning situations?
2. Do you think that students' L1 has the potential as a teaching tool? If yes, how?
3. Have you ever tried to make use of students' first language? If yes, how?
4. Did your study involve using L1? If yes, how?
5. In your opinion, what are the drawbacks of allowing students' L1 to be used in English classrooms?
6. Do you believe that the use of students' first language in the L2 classroom is often a recognition of teachers' weakness to teach properly?
7. There is a common criticism that allowing students to use their first language during English classes reduces their exposure to L2. What's your opinion about this?
8. Do you think that English-only policy has problems?

Appendix 6. Teacher Observation Form

Teacher Observation Form

Teacher: _____   **Date and Time:** _____

Observer's Notes about the lesson	Functions of the use of L1 that the teacher used

Apendix 7. Informed Consent for the Observation and the Interview

Informed Consent for the Observation and the Interview

Name: _____

You are being asked to participate in a research study. We are currently undertaking a research to examine the effect of L1 use in EFL classrooms.Every effort will be made to keep the data collected confidential, and your identity will remain anonymous at all times. Your participation in this study is entirely voluntary.

As part of this research project, eight hours of your lessons in total will be observed during four weeks. The lessons will be audio-recorded and the observer will take notes about the lesson. And also you will be asked to conduct an interview. The interview consists of eight questions, and it will be audio-recorded, too. The data collected from the observationswill only be used forresearch purposes.

Thank you for agreeing to take part in this research – your contribution is extremelyvaluable.

Birol ÇAĞAN
Researcher
birolcagan@hotmail.com

PARTICIPANT'S CONSENT

I have read the information provided in this Informed Consent Form. I voluntarily agree to participate in this study.

Name_____

Signature_____ Date_____

Apendix 8. Informed Consent for the Questionnaire

Informed Consent for the Questionnaire

Name: _____

You are being asked to participate in a research study. We are currently undertaking a research to examine the effect of L1 use in EFL classrooms. Every effort will be made to keep the data collected confidential, and your identity will remain anonymous at all times. Your participation in this study is entirely voluntary.

As part of this research project, you are being asked to fill in a questionnaire with 20 items. The data collected from the interviewwill only be used forresearch purposes.

Thank you for agreeing to take part in this research – your contribution is extremelyvaluable.

Birol ÇAĞAN
Researcher
birolcagan@hotmail.com

PARTICIPANT'S CONSENT

I have read the information provided in this Informed Consent Form. I voluntarily agree to participate in this study.

Name_____

Signature_____ Date_____

CURRICULUM VITAE

PERSONAL INFORMATION

Name & Surname   : Birol ÇAĞAN
Date / Place of Birth   : 01.01.1983-Doğanşehir
E-mail   : birolcagan@hotmail.com

EDUCATIONAL BACKGROUND

2012-2017   : MA, Çukurova University, Institute of Social Sciences,
                                                    English Language Teaching Department
2001-2005   : BA, Marmara University, Atatürk Education Faculty,
                                                    English Language Teaching Department

WORK EXPERIENCE

2013-   : English Language Teacher, Doğanşehir Anadolu Lisesi,
                                Doğanşehir, Malatya
2007-2013   : English Language Teacher, Doğanşehir Lisesi,

                          Doğanşehir, Malatya
2006-2007   : English Language Teacher, Zekeriya Çayan Ortaokulu,
                          Tarsus, Mersin