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**GIVING INSTRUCTIONS IN L1 AND L2 IN EFL LISTENING
CLASSES: THE EFFECTS ON A2 LEVEL LEARNERS**

**Tarkan GÜNDÜZ
A Master's Thesis**

**Thesis Supervisor
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**YABANCI DİL DİNLEME SINIFLARINDA ANA VE HEDEF
DİLLERDE YÖNERGELERİN VERİLMESİ: A2 DÜZEYİNDEKİ
ÖĐRENCİLER ÜZERİNDEKİ ETKİLERİ**

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**MAKÜ EĞİTİM BİLİMLERİ
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**Giving Instructions in L1 and L2 in EFL Listening Classes: The Effects on A2 Level
Learners
(A Master's Thesis)**

Tarkan GÜNDÜZ

ABSTRACT

Among the researchers and teachers, the use of L1 in teaching a foreign language has been a controversial topic for many years, and it can be said that it is still a debateable issue in EFL classes. It is claimed that L1 should completely be excluded from the classroom environment while other shareholders support that it can be put into practice limitedly for predetermined purposes. The aim of this study is to measure and compare performances of A2 level preparatory school students at Pamukkale University in listening activities through post-tests when the activity instructions are provided in L1 (Turkish) and L2 (English) separately in two different homogeneous classes. Another aim of this study is to gather the views of volunteer participants of experimental group towards receiving instructions in L1 and the possible effects on their performances. The study was carried out with 48 students in the preparatory classes in the School of Foreign languages, Pamukkale University in spring term of 2016-2017 academic year. The total duration was 8 weeks with two hours of instruction per week for both experimental and control groups. The study benefited from quasi-experimental research design using post-test-only design since it did not include use of random assignment. In addition, it is a mixed research method which involves using two methods of gathering data via both quantitative and qualitative data collection instruments. The quantitative results were collected first, and then a qualitative research was conducted in order to enrich the findings. There was no statistically significant difference between the means of placement scores of the control group and experimental group. This meant that based on placement scores these two groups were statistically equal to each other. Statistically meaningful difference was reached between the means of the scores obtained from students' post-tests. Based on the post-test scores, it was determined that providing instructions in L1 for the experimental group became effective in experimental group's moderately more successful performance than the control group. The effect size was obtained as 0.609 and providing instruction in L1 in listening activities presented medium size effect on students' performances in the post-tests. It was also revealed that the students found receiving instruction in L1 in listening exercises positive, however, they also shared that it increased the frequency of resorting to L1 in classroom interaction, in particular.

Keywords: EFL, L1, L2, Listening Activities

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**Yabancı Dil Dinleme Sınıflarında Ana ve Hedef Dillerde Yönergelerin Verilmesi: A2
Düzeyindeki Öğrenciler Üzerindeki Etkileri
(Yüksek Lisans Tezi)**

Tarkan GÜNDÜZ

ÖZ

Yabancı bir dil öğretiminde ana dil kullanımı tartışması uzun yıllardır süre gelen bir sorun olmuştur ve hala da araştırmacılar ve öğretmenler arasında tartışmaya açık bir konudur. Bazıları ana dil kullanımının tamamıyla derslerden çıkarılması gerektiğini iddia ederken, diğerleri belli ölçüde belirli amaçlarla kullanılabileceğini savunmaktadırlar. Bu çalışmanın amacı, A2 seviyesindeki iki farklı homojen sınıfa ayrı ayrı Türkçe ve İngilizce yönerge verilerek Pamukkale Üniversitesi A2 seviyesi hazırlık sınıfı öğrencilerinin dinleme aktivitelerindeki performanslarını ölçmek ve kıyaslamaktır. Bir diğer amacı ise deney grubundaki gönüllü katılımcıların ana dilde yönerge almalarına ve nelerin performanslarını etkilediğine dair görüşlerini almaktır. Çalışma 2016-2017 akademik yılı bahar döneminde Pamukkale Üniversitesi Yabancı Diller Yüksekokulu hazırlık sınıflarında bulunan 48 öğrenci ile gerçekleştirilmiştir. Her hafta hem deney hem de kontrol grubuna ikişer saat öğretim ile toplam 8 haftalık bir süreç olmuştur. Çalışma, rastgele katılımcı atama kullanımını içermediği için yalnızca son sınav dizaynını kullanan yarı deneysel araştırmadan faydalanmıştır. Ayrıca, çalışma hem nicel hem de nitel veri toplayan her iki metodu içeren karma bir araştırmadır. Öncelikli olarak nicel sonuçlar elde edilmiş olup bulguları güçlendirmek amacıyla sonrasında nitel araştırma gerçekleştirilmiştir. Deney ve kontrol grubunun yerleştirme sınavı skorlarının ortalaması arasında istatistiksel olarak anlamlı bir fark bulunmamıştır. Bu da iki grubun istatistiksel olarak birbirlerine denk olduğunu göstermiştir. Öğrencilerin son sınav skorlarının ortalaması arasında istatistiksel olarak anlamlı bir farka ulaşılmıştır. Son sınav skorları temelinde deney grubuna Türkçe olarak verilen dinleme aktivitesi yönergeleri, deney grubunun kontrol grubundan kısmen daha başarılı olmasında etkili olmuştur. Etki büyüklüğü 0.609 olarak elde edilmiştir ve deney grubuna Türkçe olarak verilen dinleme aktivitesi yönergeleri öğrencilerin son sınav performansları üzerinde orta ölçekli etki büyüklüğü ortaya koymuştur. Ayrıca, öğrenciler dinleme egzersizlerinde Türkçe yönerge almalarını olumlu bulduklarını ifade ederken öte yandan bunun özellikle sınıf içi etkileşimde kendilerinin Türkçeye başvurma sıklıklarını artırdığını belirtmişlerdir

Anahtar Kelimeler: Ana dil, Dinleme becerisi, Hedef dil.

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TABLE OF CONTENTS

BİLDİRİM.....	i
ACKNOWLEDGEMENTS	ii
ABSTRACT	iii
ÖZ.....	iv
TABLE OF CONTENTS	v
LIST OF ABBREVIATIONS	vii
LIST OF TABLES	viii
LIST OF FIGURES.....	ix
CHAPTER I	1
INTRODUCTION.....	1
1.1. Background to the Study	1
1.2. The Statement of the Problem	2
1.3. The Purpose of the Study.....	3
1.4. The Significance of the Study	5
1.5. Assumptions	6
1.6. Limitations.....	6
1.7. Definition of Key Concepts.....	6
CHAPTER II.....	8
LITERATURE REVIEW.....	8
2.1. Overview of Mother Tongue Use in Foreign Language Classrooms.....	8
2.2. Studies Conducted on L1 Use Based on Student Performances and Student-Teacher Views.....	9
2.4. Related Studies on the Use of L1 in EFL Classes	20
2.5. The role of Listening Skill in EFL Classes.....	21
CHAPTER III.....	23
METHODOLOGY	23
3.1. Research Design	23
3.2. Research Questions.....	24
3.3. Participants	25
3.3.1. The Sampling.....	25
3.3.2. Characteristics of Participants.	25
3.4. Procedure	27

3.5. Data Collection Instruments	29
3.6. Data Analysis.....	31
3.7. Threats to the Validity of the Study.....	32
CHAPTER IV	34
FINDINGS	34
4.1. The Statistical Analysis of the Scores Obtained in the Post-tests by the Control and the Experimental Groups.....	34
4.2. The Students' Views towards Receiving Instruction in L1 in Listening Activites	37
CHAPTER V	44
CONCLUSION, DISCUSSION AND RECOMMENDATIONS	44
5.1. Conclusion and Discussion.....	44
5.1.1. Statistical Analysis of Post-test Scores.....	44
5.1.2. The Students' Views towards Receiving Instruction in L1 in Listening Activites.	47
5.1.3. Implications of the Study.....	49
5.2. Recommendations	51
REFERENCES	53
TÜRKÇE GENİŞLETİLMİŞ ÖZET	62
APPENDICES	68
APPENDIX-1	69
APPENDIX-2.....	70
APPENDIX-3	71
APPENDIX-4.....	73
APPENDIX-5.....	77
APPENDIX-6.....	78
APPENDIX-7.....	86
CURRICULUM VITAE	89

LIST OF ABBREVIATIONS

CEFR: Common European Framework of Reference

EFL: English as Foreign Language

ELT: English Language Teaching

L1: Mother Tongue

L2: Target Language

SLA: Second Language Acquisition



LIST OF TABLES

<u>Tables</u>	<u>Page</u>
Table 1. Characteristics of Participants	26
Table 2. Characteristics of Interview Participants	26
Table 3. Data Collection Procedures	27
Table 4. Descriptive Statistics on the Scores Obtained in the Post-tests by the Control and the Experimental Groups.....	34
Table 5. Independent Samples t-test Results Based on Placement Scores.....	35
Table 6. Independent t-test Results on Post-test Scores.....	36
Table 7. Demographic Characteristics of Interview Participants.....	38
Table 8. Theme, Categories, and Codes Regarding Positive Attitudes towards Receiving Instruction in L1	42
Table 9. Theme, Categories, and Codes Regarding Positive Attitudes towards Receiving Instruction in L1	43
Table 10. Theme, Categories, and Codes Regarding Negative Attitudes Towards Receiving Instruction in L1	43

LIST OF FIGURES

<u>Figures</u>	<u>Page</u>
Figure 1. Post-test Control Group Design	24



CHAPTER I

INTRODUCTION

This chapter starts with an outline of the background to the study, describes the problem statement, aim of the study, significance of the study, lists the important terms included in the study, and finally describes the limitations of the study.

1.1. Background to the Study

It is not far back in history that learners' first language was possibly considered as 'elephant in the room' of English language teaching (Levine, 2003, p.77). Despite many teachers' awareness of this elephant, it was seldom emphasized (Cambridge Papers in ELT Use of L1, 2019). The presence of teacher training courses and manuals, conferences, journals and books made it possible to be mentioned; however, it was generally accepted that L1 itself should be avoided by learners (Cambridge Papers in ELT Use of L1, 2019). As Gabrielatos (2001) states, "L1 use in ELT: not a skeleton, but a bone of contention" (p. 33). Use of L1 in the foreign language classrooms has always been a questionable topic starting with the language teaching method, Grammar Translation Method which is also referenced as the Classical Method. It was the method used to teach foreign language dominantly between 1840s and 1940s (Patel and Jain, 2008, p.73), followed by the Direct Method, which was developed as a reaction to the former one, and it has its place in all language teaching methods developed until today.

In Grammar Translation Method, the language instructed in the classroom is generally L1 of the learners, and translations are done between the L1 and L2 (Larsen-Freeman, 2000, p. 18). Accordingly, this method is in favor of using L1 in the teaching environment. Direct Method exactly claims that the Grammar Translation Method is not satisfactory in training the students to be able to practise the L2 to communicate (Larsen-Freeman, 2000, p. 23). It was developed as a response to the practices of the Grammar Translation Method, and thus totally

forbids the use of L1 in the classroom environment. While some of the methods following these two totally forbid the use of L1 in teaching, and some of them use L2, Communicative Language Teaching asserts that there is no problem in using L1 moderately (Larsen-Freeman, 2000, p. 132). For example, in Audio Lingual Method, “As far as possible, the L2 is used as the medium of instruction, and translation or the use of the L1 is discouraged” (Richards & Rodgers, 1999, p. 58), or in Silent Way, “Just as the Fidel Figures are used to visually illustrate pronunciation, the colored cuisenaire rods are used to directly link words and structures with their meanings in the L2, thereby avoiding translation into the L1” (Richards & Rodgers, 1999, p. 108). Thus, these language teaching methodologies try to avoid or forbid the use of L1. However, in Suggestopedia, “the students follow the text in their textbooks where each lesson is translated into the L1” (Richards & Rodgers, 1999, p.151). Moreover, in Community Language Learning, “A group of learners sit in a circle with the teacher standing outside the circle; a student whispers a message in the native language (L1); the teacher translates it into the foreign language (L2)” (Richards & Rodgers, 1999, p. 113), which means these two language teaching methodologies benefit from the use of the learners’ L1 in the classes.

1.2. The Statement of the Problem

Lee (2018) indicates that the debate on the L1 use can possibly be related to the common belief that when the students are in the process of learning more than one language, there might be interferences with each others, linguistic codes might become disorganized totally, resulting in perpetual communication difficulties. Accordingly, the duration used for the L1 might be comprehended as wasted time as it could have been allocated for only L2 more beneficially. L1 use by teachers during the classroom activities such as giving instructions and interaction in other skills is not advised since it prevents the students from reaching the experience and circumstances of practising English. As in the example of immersion model applied in Canada, constructive appraisals have had an influence on promotion of only L2 in the classroom policy (MacMillan & Turnbull, 2009). On the other hand, L1 and L2 might not have a sort of rivalry which causes interference in learners’ language learning process. In contrast, it might mean that the learner is doing his/her best to

become what Cook (2001) defines as a “multicompetent language user,” an individual who may benefit from language resources simultaneously. Cook (2001) states that an L2 user has the feature of holding L1 and L2 in his/her mind in an intermingled way. There is no clear separation between the knowledge, meanings of L2 and L1 in the learners’ mind. In the light of these understanding the role of the L1 can be significant for adult learners who are within L2 learning programs in different environments, specifically where most of the learners are from similar academic qualifications with similar L1 proficiency. It might be worth questioning for those to internalize certain grammatical structures and instructions provided in English in relation to comparable skills in their L1.

1.3. The Purpose of the Study

It might be inevitable to use L1 in foreign language classes in some situations. As Greggio and Gil (2007) emphasize in the research, instructors might utilise the L1 if it is necessary in various cases. In their study, it was determined that instructors made use of the learners’ L1 to “a) explain the grammar, b) give instructions, c) help the students/check them, d) correct the activities” (p. 376). Besides these, it was observed that L1 was also used in higher levels although the use was not frequent compared to the other levels. Additionally, Swan (2007) states that certain diversities among languages do not cause to crucial learningobstacles all the time in terms of protection of cultural identity. Swan (2007) believes that L1 is basically reflection of cultural identity and it might be considered as a point that needs to be underlined. Moreover, contextualization of listening activities with the assistance of L1 cultural items is highly important. In addition, the help or harm of mother tongue in the creation of this contextualization seems something to be investigated. Specifically, listening skill activities are harmonious from the perspective of topic and subject matters. Encouraging the learners to be more into the topic can help the teachers create desired background information and time efficiency for the listening activities. Therefore, it can be important to study on the effectiveness level of L2 instruction when it is integrated with L1. Oflaz (2009) mentions that learners might rely on L1 instruction and they might not search for contextual inference.

Gündüz (2012) states that L1 might have a role in L2 teaching in terms of giving instruction in different skills, but it is significant to find proofs for a moderate quantity of resorting to L2 and L1. The idea of settling limited usage of L1 and avoiding students' reliance on L1 is valuable to study within a certain skill such as listening. In teaching environment, the effects of controlled L1 use can be tested on the basis of conducting listening activities by giving specific L1 instructions for the exercises.

The aim of the present study is to examine and compare the performances of A2 level adult learners in listening activities when the activity instructions are given in L1 and L2 separately in two homogeneous classes. The study is an action research designed as a quasi-experimental design benefiting from qualitative and quantitative data. It aims to reveal the effects of giving instruction in L1 before certain listening activities in A2 level EFL classes. In this study interviews and post-put into practice in terms of collecting data. Through the interviews, the data were enriched and more insight was gained in addition to the quantitative data obtained through the post-tests. In spring term of 2016-2017 academic year, the study was conducted in the preparatory classes in the School of Foreign languages, Pamukkale University.

In line with these aims, the research questions which were presented in this study are as follows:

1. What are the effects of giving instructions in L1 and L2 in listening activities?
2. What are the participants' views on the instructions in L1 and L2 in listening activities?

1.4. The Significance of the Study

Patel and Jain (2008) explain some of the circumstances in which L1 could be utilised. For example, regarding motivation “if a learner is motivated by his/her teacher to learn English with the help of L1, she/he can easily learn English” (p. 16). Another example is “Teacher should give opportunities to students to learn foreign language with the help of mother tongue” (p. 16). Based on these examples, in the foreign language teaching environment limited use of L1 might help teachers in describing complex, unfamiliar grammatical structures in lower levels in particular. In the cases of no or limited response from learners, teachers may benefit from it to check their comprehension. Lee (2018) mentions that L1 might be utilized positively by the instructors to present and test subject of the lesson such as definition of words and sentences, to determine learners’ comprehension difficulties in grammatical concepts, to implement and manage the inclass duties and tasks, and to construct regularity in the classroom environment.

Richards and Rodgers (1999) state that the use of mother tongue as “Translation should be avoided, although the mother tongue could be used in order to explain new words or to check comprehension” (p. 8), and Pollard (2008) emphasizes that we could put effort to use L2 whenever it is convenient with our students. As Atkinson (1993) also asserts, “every second spent using the L1 is a second not spent using English and every second counts” (as cited in Mattioli, 2004, p. 5). The studies provided above do not present analysis on the methods to use L1 appropriately in instruction of different skills in teaching environment, however, they are mostly centered on observations of teachers and learners. In the most general sense, present study makes contributions to revealing the effects of L1 use in listening skill through providing instructions for the listening activities. The effects on A2 level young adult learners’ performances could be studied in a novel foreign language environment. While the quantitative results in this study aim to provide statistical findings about the learners’ performances, the qualitative aspect of this study aims to provide support in determining learners’ attitudes towards the process of L1 instruction in listening activities. Moreover, they could interpret their own performances by reasoning through personal experiences. This study also shares some certain findings

within the literature by examining the role of L1 in terms of practicality during L2 listening activities.

1.5. Assumptions

This study assumes that the participants of this study represent the majority of A2 level students who study at Pamukkale University, School of Foreign Languages. Moreover, it is also assumed that the interview participants reflected their true knowledge, views, and thoughts, and answered the interview questions objectively and voluntarily.

1.6. Limitations

Although this study provides empirical contribution to the literature, there are some limitations to be noted. One limitation can be put forward through the limited duration of the study. Due to time constrain, it is not a longitudinal study. Besides this, on volunteering basis, limited number of participants (9) took part in the interview recordings to triangulate research design. Another limitation is that generalizability of the findings is limited since it was carried out in the preparatory classes in School of Foreign Languages. However, these results can be transferable to the similar contexts. Another limitation of the present study could be stated as the relatively small number of participants included in the quantitative aspect due to class size constraints. Moreover, this study merely aimed to explore the effects of L1 use within a separate skill (listening) through the comprehension tests.

1.7. Definition of Key Concepts

L1: In this study it refers to participants' mother tongue (Turkish) based on their report.

L2: It refers to the target foreign language; English.

Giving instruction in L1: It refers to providing listening activities', exercises' or tasks' explanations in Turkish before they are initiated by the teacher.

SLA: Second Language Acquisition

ELT: English Language Teaching

EFL: English as a foreign language



CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical framework of the study and a review of the related literature. It starts with the overview of mother tongue (L1) use in Foreign Language classrooms and continues with studies conducted on L1 use: as medium of instruction and code-switching. Lastly, it also includes the section about related studies on the use of L1 in EFL classes.

2.1. Overview of Mother Tongue Use in Foreign Language Classrooms

The use of L1 has been in the process of attracting attention from teachers and researchers recently and its methodological value is widely discussed (Taşkın, 2011). Nevertheless, while some researchers are in favor of placing L1 in language classrooms, some others consider it as an obstacle and they vote on English-only classrooms (Taşkın, 2011). Auerbach (1993) discusses the insist on L2-only policies from three points of view. The most common belief is that exposure to L2 increases possibility of internalization of the language. Secondly, relative success of the immersion programs applied on the children directed lead the researchers to focus on it. Finally, the widely rejection of Grammar Translation and consideration of its ineffectiveness in novel studies empowered the idea of excluding L1 completely in the classroom. However, some other researchers do not comply with the first reason for L1 avoidance. On the contrary to this, they believe that the more L1 is put into action as a facilitator the sooner learners improve their proficiency (Swain & Lapkin, 2000). The opponents of L2-only approach consider L1 as one of the most efficient devices which provides teachers and learners with swift access to a foreign language explicitly (Butzkamm, 2003). Moreover, it does not necessarily mean signify resorting to the Grammar Translation Method since L1 might be a resource for one's thinking, feeling, and artistic life (Piasecka, 1986).

Nation (2003) puts forward a balance between two distinct sides of the idea of using L1 or not. In relation to this, Nation (2003) asserts that we should not ban using L1 by stating that teachers are obliged to be respectful for the learners' L1 and need to

avoid classroom practices that make the L1 seem inferior to English. What Nation states regarding the use of L1 may not be deniable since when the teacher leads students to perceive that L2 is superior to their mother tongue, they might feel ashamed of their L1 and resist learning languages. However, the teacher cannot permit students to overuse L1 in the classroom as “it is the English teacher's job to help learners develop their proficiency in English” (Nation, 2003, p. 6). Additionally Nation (2003) suggests that a balanced approach is necessary because there has to be a significant role of L1 and also the case of increasing amount of L2 use in the teaching environment needs to be recognized. This can both prevent students’ negative feelings and help them learn L2. Therefore, putting forward these counter-arguments encourage teachers and researchers to follow a strategic way of utilizing L1 in the class. With respect to these standpoints, it can be convenient to review the studies conducted on L1 use in two groups; studies based on student performances and student-teacher views, and code-switching observations

2.2. Studies Conducted on L1 Use Based on Student Performances and Student-Teacher Views

Levine (2003) carried out a study with 600 students and 163 instructors from different universities from different states in order to develop preliminary components of a descriptive model of L1 use and find out the relationships between L2 use and student anxiety about L2 use through an anonymous web-based questionnaire. The results revealed that students generally communicated with each other in their L1. The use of L1 was the most with the instructors talking to the students and decreased when the students talked to the instructors, and the least amount of L2 use was with students talking to their peers. The use of L2 was reported to be most for the topic/theme based communication then for the communication about grammar and the least use of it was for the communication about tests and assignments. Regarding anxiety, minority of the students reported that they felt anxious while using the L2; however, the instructors perceived the anxiety level higher. Students’ anxiety about the use of L2 could correlate positively with the quantity of complete L2 use. Nonetheless, this hypothesis was not supported by the results of the questionnaire.

With the examination of learner questionnaire, monitoring teaching environment and teacher interview, Duff and Polio (1990) studied on 13 university level language classes' instructors' L2 use. The aims of the study were to find out the ratio of L1 use to the L2, the factors affecting the use of L1 and L2, and the perceptions and attitudes of both the students and the instructors towards the use of L1. The researchers found out a broad range of the ratio of the L2 to L1 use, which was from 10% to 100%. In terms of the factors affecting the use of L1 and L2, the researchers found out that type of language, institutional guidelines, materials of teaching content and official teacher training can be named as underlying factors. A significant finding of the study was that the majority of the students were satisfied with the L1 use in the classroom no matter whether the teacher used 90% or 0% of it. We can infer from these results that if we start using L2 from the first day of the class, the students may get used to and not complain about it.

Four years after the previous study, as a follow up, Polio and Duff (1994) with the same data of Duff and Polio (1990), investigated when and for what functions teachers used the L1 of the students. The results showed that the teachers used L1 of the students for classroom administrative vocabulary, grammar instruction, classroom management, empathy/solidarity in order to build rapport with the students, unknown vocabulary/translation, and lack of comprehension. One interesting comment made by the researchers was that the teachers were not aware of their use of English in the classroom since what they reported in the interviews did not correlate with the observation results. The teachers encouraged students to speak the L2; however, they used their L1 in the classroom rather than L2.

Studying with 159 students and 50 teachers from three different universities in China, Jingxia (2008) looked at the amount of L1(Chinese) used in different class implementations, evaluation of exams, analysis of the texts, theme based exercises and other type of duties by delivering questionnaires to the teachers and the students, recording the lessons and interviewing the teachers. The results of the data revealed that L2 was mostly used in theme-based activities, less in text analysis, and least in discussion of tests and other assignments. As reasons for this, Jingxia claimed that theme-based activities aimed at developing the student' speaking and these activities

could contain more L2 strategies and nonlinguistic techniques. They did not have as much risk of misunderstanding as the other two lesson contents.

In order to find out the views of the teachers and the students on L1 use, Oflaz (2009) conducted a study with sixty English teachers and one hundred students from Gaziantep University, School of Foreign Languages. He used two questionnaires, one for teachers and one for the students, and interviewed five of the students. According to the results of the questionnaires, both the teachers and the students were in favor of using L1 in the classroom as long as it did not hinder the acquisition of the target language and this decision did not change according to the gender of the teachers. Although Moran (2009) found out that the experience of the teachers affected their use of L1 in the classroom, Oflaz (2009) found out that it did not affect their attitudes towards it. The results of the interviews also showed that the students supported the use of L1 in the classroom and found it encouraging.

In her study, Crawford (2004) submitted a survey questionnaire to 1251 language teachers and 581 of them completed it. The teachers were teaching in primary and/or secondary schools. The results of the study showed that many teachers that responded to the questionnaire had reservations about the desirability of L2 use or even actively oppose it especially in the early stages of the program. In the following stages, the use of L2 increased in a small degree but there was not an important difference. In addition, it is claimed in the study that the use of TL does not only depend on the language proficiency level of the teachers.

In their study with 24 teachers and 50 students Yıldırım and Mersinligil (2000) examined the use of L1 (Turkish) by the teachers and the students in the ELT Unit of Faculty of Education through semi structured questionnaires. According to the results of this study, teachers needed to use L1 in the classroom in some situations depending on different variables such as the aim of the teacher, the nature of the given course, the level of students, and the nature of the ongoing conversation in class. In addition, a minority of the teachers allowed the students to use the mother tongue in the classroom, while a majority were against it although another majority said that, when they needed, they used the mother tongue. Many students stated that they used mother tongue when they did not have adequate knowledge of L2 and added that they were not against the teacher's use of mother tongue in the classroom since they

thought it was for their own benefit. Furthermore, the researchers also pointed out that both the teachers and the students who were against the teachers' using mother tongue in the classroom, believe that the classroom is the unique context for the language learners to improve their speaking in the L2 so the teacher should be a good model for students in this respect.

In their study, Stapa and Majid (2009) tried to find out whether there are more ideas for low level language learners to get ideas about the L2 writing when they get them in their L1 or not, and also if they can write better. The researchers studied with 60 students, 30 in experimental group and 30 in control group. The students in the experimental group generated ideas in their L1 before writing in their L2 (English) while the control group did the idea generating in L2. Two independent raters rated the results of the students. As the result of the study, while the number of the participants of the control group by which the ideas were generated was 85, the number of the participants in experimental group was 166 and the quality of the ideas the experimental group wrote were better. The experimental group was better in terms of content, organization, vocabulary, language use, mechanics and overall score.

Miles (2004) studied the effectiveness of using L1 in the classroom through two experiments. In the first experiment, he used three classes for false beginners but still there was a difference in the English levels of the students. The classes were MG8 – the highest level 12 students of all three, MG9 with 8 students, and MG10 – the lowest level with 6 students. The levels were formed via a pre-test. In all classes, the teachers were the native speakers of L2 (English) and in MG8; the teacher did not use and forbade the students' use of their L1 (Japanese). In MG9 the teacher could speak Japanese and used it in the classroom, in MG10 the teacher did not speak Japanese but let the students use it. After five months of study, the students took another test in which they all showed an improvement. However, in MG8, some of the students got lower grades from the oral exam, in MG10, one of the students got the same grade again from the oral exam. In MG9 all of the students showed an improvement. In the second experiment, the researcher used MG9 only. Two lessons were given in one week, one permitting use of Japanese one not. In the following week the vice versa of the previous was done. A pre-test and a post-test were given

to the students for each week to see what they have learnt in these lessons. In the first week, the students scored better in the lesson that was taught by using L1 of the students when necessary but in the second week, the scores were higher in the English only lesson. Both of the experiments could not show that L1 used instruction instead of target language only instruction could facilitate learning, but they showed that the use of L1 did not hinder it.

Bateman (2008) applied research with 10 Spanish prospective teachers he was supervising through pre and post questionnaires, classroom observations and journals on the beliefs and attitudes of the prospective teachers about using Spanish in the classroom. How much of it they can use in specific activities, what variables affect their decision on the use of Spanish, and the changes of these attitudes while they are teaching were basic points in the research. As a result of the pre-questionnaire, the researcher found out that all of the prospective teachers believed that in order to give as much input as possible to the students, L2 use should be at maximum levels in the classroom. As a result of the second research question, the prospective teachers believed that the L2 should mostly be used during regular routines and activities those in which the content was already in L2. There were significant differences between pre and post questionnaires in terms of two items. One of the items was explaining instructions for assignments and projects. The prospective teachers decided to use more L1 during their teaching. The other item was presenting information about the target culture. Before starting teaching, the prospective teachers believed in using more L2 during these activities, however, the rate of this belief decreased during teaching. The factors affecting the use of L2 of the prospective teachers were the ones related to themselves such as classroom management, time limitations, their target language limitations, tiredness, rapport building, avoidance of the vocabulary the students do not know. The others were related to the learners such as the low language levels of the students, students' cognitive development and their level of motivation. Most of the prospective teachers stated that more L1 might be used while teaching grammar and culture in order to keep pace with time constraint.

The subject of teachers' attitudes on their own L1 use in EFL lesson was studied by Moreira (2001) in public school context. Based on the questionnaires she provided to

EFL teachers, she revealed that majority of the teachers who took part in her research made use of L1 in EFL teaching environment. Testing comprehension of words, sentences, or texts; delivering instructions, describing grammar structures, reviewing methodology, presenting administrative information, directing commands and requests, correcting assignments and checking comprehension of message were particular aims of the teachers' code switching in the study.

In a language school with beginner level learners in EFL, Cristovão (1999) studied the use of code switching. It was revealed in the study that the teacher used L1 to reflect the subject matter and encourage the learners to engage in the lesson by making use of triggering effect of L1. However, the students barely resorted to L2. From Cristovao's point of view, use of L1 could have a particular function in making contributions to co-building of social meaning under the scope of communications between studious participants in a teaching environment. Depending on her findings, Cristovão (2001) stated that in a foreign language teaching environment L1 could function specifically in making contribution to building social meaning based on interactions among active participants in a classroom.

An investigation focusing on EFL acquisition through interaction among pre – intermediate level learners was conducted by Neves (1995). In the study it was found out that L1 use could originate from the cases of incomprehension and in the process of real life- like exchanges. The learners as participants in the study preferred to resort to L1 to continue the course of the conversation, contrary to struggling to communicate through negotiation of meaning. It was also noted by Neves (1995) that code switching played significant roles in the peculiar social context of the two classrooms in which she implemented the study. Those roles were listed by Neves (1995) as following; signifying the start of the class; questioning/providing equivalent meaning(s) in L1 or L2, facilitating comprehension of new linguistic items; assuring students' rights and carrying out the predetermined conduction of the lesson.

In terms of lower age level context, one of the studies was carried out by Caletková (2011). The research was based on the video recordings of 79 lessons taught by 25 teachers at Czech lower secondary schools. Although its main aim was to investigate the opportunities to develop language skills in English classes at lower secondary

schools, one of the research questions asked about the extent to which English classes took place in L2 and L1. On average, L1 was used for 20 % of the time of the classes. At the same time, several differences between individual teachers were also noticed. While some of them spent less than 5 % of the lesson time teaching in L1, some other teachers used L1 for more than 30 % of the time of the class. Nonetheless, this research presents only the information on the amount of L1 used by teachers, without any regard to functions the Czech language might have served.

Another research focusing on the amount of L1 and L2 used in English classes at lower secondary schools was conducted by Najvarová (2011). The aim of the study was, among other things, to identify the proportion between the target language and the mother tongue used by both teachers and learners. Employing video recordings, the study revealed that, in an average lesson, L1 was used for 40 % of time. Again, significant differences were discovered between individual teachers. While one of them was observed to use the L2 for 68 % of the lesson time, another teacher spent the same amount of time using L1. Similar differences appeared in the number of words uttered by various teachers in L1 and L2. These findings might lead us to go into details about teachers' attitude and students' success on the base of L1 use.

Another study that investigated teachers' purposes for the use of L1 in English classes in the Czech context was carried out by Betáková (1998). In this research, structured questionnaires were distributed to teachers at lower secondary schools with the aim to identify their attitudes towards various aspects of teaching, including the range of situations in which the teachers tend to use the mother tongue. Out of the total of 50 teachers, 46 of them reported that they use Czech for explaining grammar, 39 teachers reported the use of L1 for complex explanations, 18 for setting homework, 17 for maintaining discipline, 15 for presenting vocabulary, 13 for teaching 42 culture, 12 for evaluating pupils, 8 for teaching pronunciation and only 1 teacher reported the use of the mother tongue for giving instructions. Furthermore, some teachers' comments revealed the use of Czech for explaining special tasks and learners' mistakes and for dealing with weaker learners and learners with learning difficulties. Moreover, teachers reported the use of L1 in non-standard situations, in situations that need careful handling, when there is a lack of time and when learners are tired. The author of the research concludes by claiming that the language

functions most commonly conducted in Czech are those relating to grammar, which require complex explanations, as well as those relating to the more personal and emotional dimension of the teacher-pupil relationship.

2.3. Studies Conducted on L1 Use Based on Code Switching

Eldridge (1996) studied at Denizli High School with the elementary and lower intermediate English as foreign language learners aged between 11 and 13. He used a tape recorder and a notepad and transcribed one hundred instances of code-switching. The learners also described when and why they used code-switching. One of the aims of the researcher was to find out the relationship between the learners' use of code-switching strategies and their level, and no relationship was found. The second aim was to find out the general purposes, which were on classroom tasks, comments or by the students towards the teachers on procedural topics, or questions about English. Moreover, the researcher further investigated specific functions of code switching and found out about the motivations of the students to code-switch.

In order to identify the functions and frequencies of the teachers' L1 use, to find out the effect of the teacher related variables (educational background and experience) and classroom related variables (type of lesson and class level) on it, and teachers' awareness of their use of mother tongue in classroom, Moran (2009) video recorded 24 teachers, whom she had chosen through a demographic survey for one hour each. She transcribed the switches to mother tongue and she and a colleague of her analyzed the transcriptions and found out the functions of the switches. According to the results of the data, the researcher determined four teachers who code-switched the most and four other who codes-witched the least by interviewing about their awareness of their own mother tongue use. The results of the research showed that the teachers' code-switched mostly for catching up with the curriculum, then for classroom management, thirdly for interpersonal relations and least for other reasons. Another result was that intermediate level teachers switched more than the elementary level teachers; the type of course, the teachers' educational background (with MA or without MA), and the experience of the teachers did not affect the frequency of code-switching. However, not in the elementary but in the intermediate level, experienced teachers code-switched more than the inexperienced teachers.

Experienced intermediate level teachers code-switched mostly in writing lessons and experienced elementary level teachers codes-witched in grammar lessons while the inexperienced teachers of both levels did so in reading lessons. Lastly, teachers were aware of their code-switching in some situations and not in some other situations.

Macaro (2001) can be named as another shareholder of supporting L1 use in teaching a foreign language. The study was implemented in England through 14 French language lessons. The quantity of L1 provided by the teachers in the teaching environment was investigated and views of two teachers towards code switching in teaching a foreign language were analyzed. The reasons and cases of teachers' L1 use were searched in order to determine the amount of their L1 use at this level in language teaching environment. Prior to the study, the teachers needed to attend 36-week training program in which theoretical positions and experimental studies were presented. The subject of code switching was argued by the teachers along with the training program and both arguments and counterarguments of L1 use in foreign language teaching environment were provided. The research and literature on use of L1 were read by the teachers and they had opportunity to favor any of three recommended theoretical positions. Apart from the discussions, the teachers were made to participate in foreign language classes for one day and share reflections upon being instructed exclusively in L1. Following this, they needed to make observations of other teachers and focus on their resorting to code switching. The classes of the study were recorded via video camera in order to assist the analysis of the researcher. The students' ages were between 11 and 14, they studied at four different schools in the south of England. The time they had been spending with studying French ranged from 1 to 3. The lessons were coded differently and with respect to this the independent variables happened to be different categories. Accordingly, those came to light as following; writing tasks, non-interactive silence, listening to tape tasks, reading comprehension tasks, pair or group work oral tasks, student talk in the L1, talk in the L2, student teacher talk in the L1 and student teacher talk in the L2. The amount of teachers' code switching in the course of the various parts of the lesson was the dependent variable. Following the analysis of the teachers' decision making process via interviews, the amount of L1 use was analyzed. Sample recordings were argued with two of the teachers by the researchers. The use of L1 was found out to be low level among the teachers. On the

other hand, based on the analysis it was observed that the communicative content of an expression in the L1 can be transferred more swiftly than the equivalent content in an L2 communication. Thanks to the findings, it was revealed that in different cases the instructors utilized L1. Additionally, the amount of the instructors' L1 use had very limited effect on the students' use of L1 and L2. It can be stated that in this study the students' code preferences were not affected by the quantity of L2 provided by the teacher. Furthermore, being exposed to the literature and research prior to the study did not affect the teachers according to the interview. Without regard to this, their decision making did not basically come out of their personal assumptions, governmental policies seemed to be effective, as well. With reference to the interview, the topic of code switching presented disagreement for some of the teachers but it cause a disputation for others. Some of the teachers demonstrated the clash between their individual beliefs and official dictation on them whereas the others looked satisfied with their own code switching style.

In a high level of foreign language teaching environment, Liebscher and Dailey-O'Cain (2005) conducted a study and revealed an analysis related to learners' code switching between L1 and L2. A brief theoretical information is given to simplify the comprehension of the findings in the study. Discourse-related and participant-related functions are the services provided by code switching in communicational contexts. In terms of interactional meaning, a particular expression is enriched by the discourse related code switching. The personal choices of instructors or learners to code switch represent the participant related code switching. This case can occur in the cases of predicting learners' failure in comprehension about a specific expression in L2 and an instructor might resort to L1 in order to avoid communication breakdown. At the University of Alberta in Canada researchers gathered the data which included 11 45-minute sections of 80-minute instruction time in the classroom environment. There were 12 high level (advanced) learners of German that took part in the research. Applied linguistics was assigned as the subject matter of the course and the teaching environment was based on a content based German language teaching. The students were expected to exercise and develop their German, as well. Contrary to other linguistic classes conducted there, the instructor in this study gave the students the information about acceptance of English in the teaching environment, on the other hand, the instructor seldom communicate in English. Readings were provided

in German completely. The recorded communicational exchange patterns which include code switching occurrences were analyzed by the authors. It was identified that the students utilized patterns of participant-related and discourse-related code switching. It can be inferred that the students did not prefer code switching just for resorting to L1 in emergent cases, they also benefitted from it to form contextual use of their statements during the interaction. This case shows similarities with the environments where bilingual people spontaneously make use of code switching and it can be said that learners perceive the teaching environment as a bilingual context. In the study the authors reached an agreement that permitting the students to utilize code switching makes them behave in comfort with the use of L2 and it provides them the freedom to explore L1 and L2 in a natural way just as the bilinguals do. Furthermore, the subject of code switching's contribution to L2 acquisition is not discussed in this study and the authors recommend this case as a subject of a future research.

In Swedish setting, Flyman-Mattsson and Burenhult (1999) studied the effects of three teachers' utilizing code switching between Swedish and French. The study included analysis of video and audio records of teaching environment interaction between teachers and Swedish students of French as a foreign language. The researchers monitored that the teachers made use of both L1 and L2 as a teaching medium in the lessons. Based on the examination of the data, code switching played some certain important roles such as making the students comprehend complex points, defining rules and structures of the foreign language, bringing sympathy in to the teaching environment, reflecting teacher's annoy, building solidarity, developing friendship, being helpful and simplifying the meaning. Moreover, the reasons for teachers' code switching in the foreign language classroom were examined by the researchers. They found out that linguistic insecurity, topic switch, affective functions, socializing functions, and repetitive functions constituted the fundamental causes of teachers' code switching in the foreign language teaching environment. It can be said that the researchers' observations and findings in this study might be associated with the students' insistent eagerness on the use of L1.

As a summary, these studies revealed the effect of L1 use in different contexts ranging from secondary school to higher education through gathering quantitative and qualitative data. It can be said that they provide insight for the shareholders of foreign language teaching field thanks to valuable findings enriched with point of views.

2.4. Related Studies on the Use of L1 in EFL Classes

Lightbrown and Spada (2019) state that some certain pedagogical approaches have been built to increase L2 learners' tendency in using L1 positively in their own language learning processes. In terms of teachers' concerns about utilising L1 in EFL classes, it is thought that it might cause comprehension difficulties for students and ruin the process of foreign language acquisition, However, Lightbrown and Spada (2019) assert that some certain studies showed that use of L1 facilitates conveying information and effective interaction. With respect to this, the difficulty might be keeping L1 from dominating L2 when learners can not practise L2 because of limited proficiency and use their L1 as an assistance. Jin and Cortazzi (2018) emphasize that the role of L1 could be interrelated with native linguistic and academic cases, teaching environment practices, perspectives, and opinions of learners. It can be said that the role of L1 needs to be questioned for whether, when, and why it might or might not be used. In relation to this perspective, teachers' experiences and expert opinions should be considered by the authorities (Jin and Cortazzi, 2018). Lee (2018) supports that learners might use their entire (not just L1 or L2) linguistic repertoire strategically to raise their bilingual/ multilingual identities. Thus, optimal level of L1 use in classroom environment might help in surpassing the hindrances by empowering successful communication. Zulfikar (2018) underlines that L1 use may be beneficial for a teacher in explaining or clarifying concepts, tasks, assignments, instructions, or activities more clearly. Besides this, if using the learners' L1 contributes to a teacher to describe these necessities more comprehensible, L1 should not be avoided (Zulfikar, 2018).

Hall (2018) states that there is a clear need for balancing L1 and L2 use by describing acceptable amount and time in the teaching environment. At this point Hall (2018) mentions that teachers start to apply their own approaches which might

be far away from appropriate amount and timing and this case has to be intervened by professional strategies. Kaymakamoğlu and Yıltanlılar (2019) suggest in their study that participants revealed adverse circumstances of using L1 such as relying on L1 help excessively and confronting with oral practice hinderances in the learning process of L2. During the study majority of foreign teachers thought that using Turkish was helpful especially in simplifying the instruction before exercises. Most of the participants emphasized that lower levels needed L1 more than higher level students who were more likely to apply L1 to check teachers' instructions before the activities (Kaymakamoğlu and Yıltanlılar, 2019). The varied preferences of L1 use by the students might be related to learners' priorities based on their language levels. In language classrooms where students are native speakers of the same L1, teachers complain that students apply their L1 when they are in pairs or groups (Ghorbani, 2011). As teachers feel that students need to use their L1, sometimes they are hesitant to use group or pair work (Ghorbani, 2011). It is suggested in Ghorbani's (2011) study that the teachers should refer to awareness- raising activities to make them use L2. With reference to this finding, learners might resort to their L1 although it is against the teaching policy. Even the moderate use of L1 by the teacher may indirectly encourage students to interact with each other in L1. These findings indicate that learners in lower levels might be in the need of resorting to their L1 in order to overcome the obstacles emerge in target language acquisition.

2.5. The role of Listening Skill in EFL Classes

Listening is a basic skill in first language acquisition and is crucial in Foreign Language (EFL) learning. Listening skill has a significant role both in communication and teaching a foreign language. As Guo and Wills (2006) emphasize "it is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values" (p. 3). Mendelson (1994) states that "of the total time spent on communicating, listening takes up 40-50 %; speaking 25-30 %; reading 11-16 %; and writing about 9 %" (p. 9). In addition to this Peterson (2001) asserts that "no other type of language input is easy to process as spoken language, received through listening, learners can build an awareness of language systems at various

levels and thus establish a base for more fluent productive skills” (p. 87). Anderson and Lynch (2003) present that “we only become aware of what remarkable feats of listening we achieve when we are in an unfamiliar listening environment, such as listening to a language in which we have limited proficiency” (p. 3). Listening is the fundamental skill in the process of language learning and more than half of the time that students spend functioning in L2 can be dedicated to listening (Nunan, 1998). Accordingly, Anderson and Lynch (2003) mention that listening skills are as vital as productive skills since individuals cannot contact in person unless both receptive and productive skills are improved together. In addition to this, listening skills are significant for educational aims as with the help of listening learners reach information and improve their own perspectives (Wallace, Stariha & Walberg, 2004). In terms of classroom practices L1 plays an important role in listening comprehension. If the listening passage contains great deal of L2, it might lead to nervousness, therefore resorting to L1 in the pre-listening phase may help decrease the level of this feeling (Macaro, 2005). Also, Brooks-Lewis (2009) presented in their study that learners’ responses were comprised of how and why they felt L1 let them perform freely in listening activities during EFL classes.

These findings underscore the importance of L2 listening contexts as listening allows the learners to improve their overall proficiency in learning a foreign language. In the light of these findings, it will be of utmost importance to study the effects of giving instructions in L1 in listening activities and the factors affecting learners’ performances a novel setting.

CHAPTER III

METHODOLOGY

In this chapter, overall design of the study is described, the research questions and the hypotheses are presented, and population and sampling of the study, as well as the sampling process are presented in detail. The quantitative and qualitative data collection tools used in the study are also given in detail; subsequently, the data collection procedures, and finally how the quantitative and qualitative data were analyzed were also included in this chapter.

3.1. Research Design

The main objective of this study is to find out if there is a significant difference between giving instructions in L1 and L2 in listening activities. Another aim of this study is to gather the views of volunteer participants of experimental group towards taking instructions in L1 and what affects their performances. Furthermore, the opinions, views, and suggestions of the participants on the research are also included in the study.

In line with these aims, the present study benefited from quasi experimental research using post-test-only design since it did not include use of random assignment. Also, it is a mixed research method which involves using two methods of gathering data both quantitative and qualitative. Edmonds and Kennedy (2017) describes quasi experiments using post-test-only design as “a strong alternative for researchers within the field of education who typically cannot use random assignment but have access to groups considered as cohorts” (p.44). It can be said that thanks to post-test-only designs, if random assignment is applied, then group equivalency could be secured (Edmonds and Kennedy, 2017). In this study, the quantitative results were collected first, and then a qualitative research was made in order to enrich the findings. Cresswell (2003) states that “in quasi-experiments, the investigator uses control and experimental groups but does not randomly assign participants to groups because they may be intact groups available to the researcher (p.159). Edmond and Kennedy (2017) emphasizes that “the researcher can match a group by grade level (i.e.,

cohort) and then assess the effects of a treatment by contrasting the differences between O_1 of the control and O_1 of the treatment group” (p.44) (Figure 1).

Oliver-Hoyo and Allen (2005) also mention the use of different methods of data collection to acquire more integrated assessment and validity of the results in educational research. Quasi experimental study using post-test-only design guided the current study by analyzing quantitative data gathered from post-tests’ results and exploring the views of the participants in qualitative data collected from interviews. The main reason to conduct mixed research method in this study is that bringing together qualitative and quantitative approaches improves the integrity and validity of the findings and provides a broader understanding (Ivankova, 2006; Oliver-Hoyo, Allen, 2005). According to Dörnyei (2011) “Independent-samples t-tests are for research designs where we are comparing the results of groups that are independent of each other, for example; class I and class 2” (p.215). In this study the statistical analysis of the post-tests was conducted by using independent-samples *t* test, together with appropriate descriptive statistics and effect-size calculations.

As it was mentioned previously, the purpose of this study is to measure and compare performances of A2 level preparatory school students at Pamukkale University in listening activities through post-tests when the activity instructions are provided in L1(Turkish) and L2 (English) separately in two different homogeneous classes. The study was carried out in the preparatory classes in the School of Foreign languages, Pamukkale University in spring term of 2016-2017 academic year. The total duration was 8 weeks with two hours of instruction per week for both of the groups.

Posttest Control Group Design

<i>Group</i>	<i>Treatment</i>	<i>Posttest</i>
1	X	O_1
2	—	O_1
Time ►		

Figure 1. Post-test Control Group Design

3.2. Research Questions

This study aimed to answer the following research questions:

- 1- Is there a statistically significant difference between the scores obtained in the post-tests by the control and the experimental groups?
- 2- What are the views of the experimental group students towards being provided the instruction in their L1

3.3. Participants

3.3.1. The Sampling. The quantitative aspect of this study made use of convenience sampling. Edmonds and Kennedy (2017) explain that “it is sometimes referred as haphazard or accidental sampling and investigator selects individuals because they are available and willing to participate” (p. 20). Dörnyei (2011) states that convenience sampling is practical because the researcher uses those who are available in terms of time, financial or setting constraints. Also, Dörnyei (2011) emphasizes that “it usually results in willing participants, which is a prerequisite to having a rich dataset” (p. 129). In addition, Cresswell (2003) points out that thanks to randomization a representative sample from a population can bring about the ability to generalize to a population. Therefore, the current study

3.3.2. Characteristics of Participants. The classes consisted of 24 students each and as a result of this, control group and experimental group had the same number of participants. While A2-EN-N-02 coded class was appointed as experimental group, A2-EN-N-03 class was chosen as the control group. The participants of the study were the students who were placed in A2 level classes with regard to the examination of the previous module that stand for the placement exam. There were two homogeneous A2 level groups with the number of 24 for each one. In the experimental group, there were 10 male students and 14 female students aged between 18 and 21, whereas the control group included 9 male students and 15 female students aged between 18 and 20 (see table 1). They were speakers of Turkish as a mother tongue. The participants were invited to the study on volunteering basis. All the students were registered in faculty of economics and administrative sciences and English preparatory class was obligatory for each. None of the participants took English preparatory classes at high school. Participants of both group declared that

they had never been abroad before. While the class A2-EN-N-02 had day time education between 09.00 a.m. and 01.00 p.m., the class A2-EN-N-03 had evening education between 05.00 p.m. and 09.00 p.m. 5 participants of the experimental group and 3 participants of the control studied at a private high school. 5 female and 4 male students from the experimental group volunteered to participate in interview session (see table 2).

Table 1.

Characteristics of Participants

	Control	Experimental	Total
Female	15	14	29
Male	9	10	19
Total	24	24	48

Table 2.

Characteristics of Interview Participants

Participant	Gender	Age	Post-test Score
A	F	18	13
B	M	18	10
C	M	18	20
D	F	21	9
E	F	20	10
F	M	20	19
G	M	19	16
H	F	18	15
I	F	18	18

3.4. Procedure

Table 3.

Data Collection Procedures

	Experimental Group	Control Group
Before the study	The participants were informed about the aim of the study, and consent forms were obtained.	
Week 1	Giving instruction in Turkish for the listening activities such as multiple choice, true/false statements, multiple matching and matching exchanges in Unit 1, <i>On Screen</i> (Express Pub.)	Giving instruction in English for the listening activities such as multiple choice, true/false statements, multiple matching and matching exchanges in Unit 1, <i>On Screen</i> (Express Pub.)
Week 2	Giving instruction in Turkish for the listening activities such as multiple choice, true/false statements, multiple matching and matching exchanges in Unit 2, <i>On Screen</i> (Express Pub.)	Giving instruction in English for the listening activities such as multiple choice, true/false statements, multiple matching and matching exchanges in Unit 2, <i>On Screen</i> (Express Pub.)
Week 3	Giving instruction in Turkish for the listening activities such as multiple choice, true/false statements, multiple matching and matching exchanges in Unit 3, <i>On Screen</i> (Express Pub.)	Giving instruction in English for the listening activities such as multiple choice, true/false statements, multiple matching and matching exchanges in Unit 3, <i>On Screen</i> (Express Pub.)
Week 4	Giving instruction in Turkish for the listening activities such as multiple choice, true/false statements, multiple matching and matching exchanges in Unit 4, <i>On Screen</i> (Express Pub.)	Giving instruction in English for the listening activities such as multiple choice, true/false statements, multiple matching and matching exchanges in Unit 4, <i>On Screen</i> (Express Pub.)
Week 5	Giving instruction in Turkish for the listening activities such as multiple choice, true/false statements, multiple matching and matching exchanges in Unit 5, <i>On Screen</i> (Express Pub.)	Giving instruction in English for the listening activities such as multiple choice, true/false statements, multiple matching and matching exchanges in Unit 5, <i>On Screen</i> (Express Pub.)
Week 6	Giving instruction in Turkish for the listening activities such as multiple choice, true/false statements, multiple matching and matching exchanges in Unit 6, <i>On Screen</i> (Express Pub.)	Giving instruction in English for the listening activities such as multiple choice, true/false statements, multiple matching and matching exchanges in Unit 6, <i>On Screen</i> (Express Pub.)
Week 7	Giving instruction in Turkish for the listening activities such as multiple choice, true/false statements, multiple matching and matching exchanges in Unit 7, <i>On Screen</i> (Express Pub.)	Giving instruction in English for the listening activities such as multiple choice, true/false statements, multiple matching and matching exchanges in Unit 7, <i>On Screen</i> (Express Pub.)
Week 8	Giving instruction in Turkish for the listening activities such as multiple choice, true/false statements, multiple matching and matching exchanges in Unit 8, <i>On Screen</i> (Express Pub.) Post-test in Turkish Interviews with the experimental group participants*	Giving instruction in English for the listening activities such as multiple choice, true/false statements, multiple matching and matching exchanges in Unit 8, <i>On Screen</i> (Express Pub.) Post-test in English

Table 3 presents the steps followed, the actions taken, and their durations. Firstly, the researcher works as an English Language instructor in School of Foreign Languages at PAÜ. Based on the school's syllabus, the coursebook of listening skill , *On Screen 2*, Express Publishing by Evans and Dooley (2015) was taught throughout the study (Appendix 6). After the researcher applied for the official permission from school administration for the study (Appendix 2), he contacted with the publisher through e-mail in order to obtain information about the coursebook materials in terms of validity and reliability issues as the tests were to be used as the post-test (Appendix 3). Additionally, through e-mail contact the researcher received permission from *Express Publishing* in order to use the *end of units* test materials from listening section of *On Screen 2* grammar book (Appendix 4).The test material was also utilized as pop quiz exam by the School of Foreign Languages in previous modules.

The instructions of listening activities in each unit such as multiple choice, true/false statements, and multiple matching and matching exchanges were translated into Turkish by the researcher and examined by two other experts in the field. In the light of feedback given by the the experts the instructions were modified and revised to be used throughout the study. The same procedure was followed for the instructions of the post-tests. Before the lessons started, the participants were informed about the study one week earlier. Moreover, the printed version of the course syllabus was shared with the students and were provided with consent forms to sign (Appendix 1). Starting with the first lesson, the researcher as both the implementer of the study and instructor initiated separate Turkish and English principled instruction giving in both groups. The control group was exposed to listening activities and the instructions in English as they were provided in the coursebook. In addition, they were asked instruction check questions all the time in English. On the other hand, the experimental group were exposed to the same listening activities, but the instructions were provided in Turkish. They were also provided with 'instruction check questions' in Turkish. The study was conducted throughout 8 weeks in the same way. In the eighth week, after the final class the post-test was given to both groups to obtain students' final scores. Both groups were given the same post-test, but in experimental group the instructions were provided in Turkish, while those were in English in the control group (Appendix 4). The scores obtained from post-tests were analyzed statistically. The next day the interviews were held with the participants

from the experimental group (Appendix 5). 5 female and 4 male students volunteered to be interviewed one by one.

3.5. Data Collection Instruments

The quantitative data of the study were collected through the scores of the post-tests and the qualitative data were collected through semi-structured interviews. Both quantitative and qualitative data were collected in order to find answers to the research questions. The quantitative data included the scores obtained by the participants in both groups on the post-tests, while the qualitative data included the nine volunteer participants' responses provided during the semi-structured interviews.

The placement test which determined two groups' language level was used to prove that the variances of the two groups the study is measuring are equal in the population. The post-test was taken from the coursebook in use, *On Screen A2 Level Test Masters*, which are utilized as practice tests by the School of Foreign Languages in A2 Level Listening Skills classes (Appendix 4). The post-test includes items in the formats of multiple choice, true/false statements, multiple matching and matching exchanges, and scores were calculated by checking the number of correct items. The exam included 20 questions in total and there were 6 multiple choice, 6 true/false statement, 4 multiple matching and 4 matching exchange questions (see appendix).

The follow up interview sessions were conducted in order to reveal the participants' views towards being provided with the instructions in L1. Through the interviews, the quantitative data collected beforehand were supported by these qualitative data and provided more insightful data. As Özkardeş (2011) states in her thesis, "interviews serve as useful tools to acquire meaningful and explanatory data rich in nature" (p. 61). Among the three basic approaches of collecting qualitative data through interviews that Patton (2002) specified, "standardized open-ended interview" (p. 342) was used in this study. The standardized open-ended interview is, on the other hand, structured because questions to be asked are carefully worded and arranged beforehand, and participants are always asked identical questions (Gall, Gall, & Borg, 2003). Since questions are open-ended, participants are able to convey as much detailed information as they wish about their experiences. In this type of

interview, it also depends on the researcher's skill to ask probing questions as a means of follow-up.

The participants were expected to answer following interview questions:

1. Do you think that receiving the instructions in Turkish is helpful for you while doing listening exercises or activities? Why, why not?
2. When the instruction is given in Turkish, how often do you need to re-ask about it to the teacher? If yes, what could be the possible reasons of it?
3. Do you prefer to ask it to the teacher or classmates when you have difficulty in comprehending the instructions provided in Turkish during the lesson? Why?
4. How does it affect the pace of the lesson to receive the instruction in Turkish? Why?
5. 5-How does it affect your level of concentration on the lesson when you receive the instruction in Turkish, positive or negative? What are the reasons?

Semi-structured interviews were conducted by the researcher for the qualitative aspect of the study. The first question was prepared with the aim of gathering information about whether participants find receiving instruction in L1 assistive or not. The second one was prepared with the aim of gathering information about the views of the participants with regard to their overall interaction with the teacher while receiving instruction in L1. Moreover, the third question was addressed to the participants in order to collect information about their views on their interaction preferences; with the teacher or classmates. The fourth question was placed in the interview to learn about students' views on time use, and the final one sought the effects on the students' focus on the lesson. The questions were drafted on a Word document and sent to 2 experts in English Language Teaching field. After the suggestions of the experts, spelling and wording adjustments were made to the questions and the final version of the questions were asked in the interviews. It is also important to note that, depending on the topic and the flow of the interviews, some additional questions were asked to collect more detailed information about the participants' views.

Interviews were conducted in the researcher's office and they were hosted with hospitality to make them share their opinions in a peaceful atmosphere. With respect to participants' language level interview questions were asked in Turkish in as it was believed that they would feel more relaxed while expressing themselves. They shared their opinions about being provided with Turkish instruction for listening activities and exercises throughout 8 weeks. They were also asked to provide their views and suggestions regarding their performances and showed their feelings towards receiving instruction in Turkish. The interviews with participants were taped and the researcher took notes to be transcribed later on. The questions of the interview were pre-determined; however, the researcher adopted both the questions and the order of asking them according to the answers of the interviewees. The questions "why?" and "how?" were also asked to encourage the participants to give more explanations or examples or to make them clearer. Moreover, paraphrases or explanations of the questions were made or examples were given when the researcher believed that the questions were not understood or misunderstood. The interviews took 20-25 minutes approximately (Appendix 5)

3.6. Data Analysis

The quantitative data gathered from the post-test scores and analyzed on IBM SPSS 24.0 Statistics Data Editor software. With reference to participants in experimental and control groups (two categorized one independent variable) 'whether their scores in the listening section of the placement exam (dependent variable) had statistical difference or not' was analyzed by independent samples t test method. In the same way the post-test scores of the experimental and control group were analyzed by independent samples t test method. Through analyzing descriptive statistics; the means, and standard deviations, the quantitative findings of the data were presented in tables. The performances of the participants were analyzed on SPSS software and presented in tables in the findings chapter.

For the qualitative aspect of the study, the audio recordings of the interviews were transcribed and were coded within distinctive words, phrases and sentences. Miles, Huberman and Saldaña (2014) describe codes as "labels that assign symbolic meaning to the descriptive or inferential information" (p. 73). Saldaña (2013) states

that there are two cycles to coding; the first cycle can constitute a word, a sentence or a paragraph or even a page, and the second cycle can constitute the coded portions which can be the same units or a “reconfiguration of the codes themselves developed thus far” (p. 3). The responses of the participants were coded into segments which represented the main ideas during the first cycle of the coding process, and during the second cycle, these codes were re-categorized into more generalized codes. The characteristics and demographic information of the participants were not subject to the coding process since they were already noted during the interviews. Through the process of coding, the general attitude of the participants towards the effects of providing instruction in L1, and the themes of the factors affecting their performances that the participants stated during the interviews emerged. For the purpose of establishing a validation to the analyses, during the interviews, the researcher sometimes re-phrased the participants’ responses back to them and attempted to confirm their statements. Moreover, the researcher reviewed the transcripts twice and made minor adjustments to coding system. Furthermore, the transcripts and the coding reports were shared with two experts in the field in order to further ensure the validation of the codes. A verbal agreement was reached after the reviews of the experts and additional minor adjustments of the codes. Direct quotes were also taken from the transcripts of the interviews and included in the presentation of the findings to ensure the validation of these codes, and the results of the interviews were presented and in an organizational structure accordingly.

3.7. Threats to the Validity of the Study

The researcher may represent potential threat since he conducted the study as both the researcher and instructor of the classes. It may affect how the students perceive the L1 instruction although the researcher paid full attention not to reveal his attitude towards providing instruction in Turkish in listening activities, exercises.

The attitudes and personal traits of the participants can influence the results of this study if they have previous experience related to L1 instruction and or they have prejudice against this type of instruction. Although both of the groups were homogenous A2 level classes placed by an institutional exam (School of Foreign Languages) and they were found to be statistically equivalent to each other, there

might be differences at the levels of mental fatigue since one group was registered in day time education (experimental group), the other group (control group) was registered in evening education. This case might have affected their personal performances. The post-tests were held right after final instruction hours (8th week, 2 hours) as an extra class hour. This might have affected students' concentration on the test and performances. Particularly, control group might have been affected negatively due to the late hours of the day.



CHAPTER IV

FINDINGS

This chapter presents the results of the study collected through quantitative and qualitative data collection tools. The presentation of descriptive statistics is followed by the results obtained from the post-tests and interviews which are presented in accordance with the research questions of the study.

4.1. The Statistical Analysis of the Scores Obtained in the Post-tests by the Control and the Experimental Groups

The participants' scores obtained in the post-tests were statically analyzed using IBM SPSS (Version 24.0) software. Table 4 indicates the descriptive statistics obtained through this analysis.

Table 4.

Descriptive Statistics on the Scores Obtained in the Post-tests by the Control and the Experimental Groups

Group	Variable	N	Min	Max	Mean	St.D.	Variance	Skewness	Kurtosis
Control	Placement	24	48	100	68.67	13.84	191.536	0.287	-0,469
	Post	24	40	95	65.21	14.99	224.955	-0.054	-0,703
Expr.	Placement	24	40	100	68.17	14.90	221.884	-0.008	-0,337
	Post	24	50	95	73.54	12.20	148.868	0.155	-0,313

As seen in Table 4, according to the descriptive statistics table regarding post-test and placement exam scores of the experimental and control group, there are 24 students in each of the groups. Sample reveals that there is enough quantity in both groups ($n > 20$). Since the placement was answered out of total score of 25 and the

post-test was answered out of total score of 20, scoring types of both group were brought to the same scoring level. Therefore, placement scores were multiplied by 4, post-test scores were multiplied by 5 and two scoring types were rearranged out of total score of 100. Minimum and maximum scores inform about the range of scores. In the control group minimum 48 points and maximum 100 points were scored from the placement exam. In the same group minimum 40 points and maximum 95 points were scored from the post-test. As for the experimental group, while minimum 40 points and maximum 100 points were scored from the placement exam, minimum 50 points and maximum 95 points were scored from the post-test. The means of experimental and control groups' placement exam scores are very approximate to each other. Whereas the mean of the post-test scores of the control group is 65.21, the mean of the post-test scores of the control group is 73.54. Kurtosis and Skewness values are statistical items that provide information about the normality of the data. If these values are between -1 and +1, the distribution is accepted as normal (Pallant, 2007; Tabachnick and Fidell, 2013). Kurtosis and Skewness values of the scale scores show normal distribution in both of the groups.

With reference to participants in experimental and control groups (two categorized one independent variable) “whether their scores in the listening section of the placement exam (dependent variable) had statistical difference or not” was analyzed by independent samples t test method. In the same way the post-test scores of the experimental and control group were analyzed by independent samples t test method. The basic assumptions of this method are that independent variable needs to be two categorized and independent from each other, dependent variable needs to show the feature of normal distribution in all groups and dependent variables need to be continuous.

Table 5 presents Independent Samples t-test results based on Placement Scores

Table 5.

Independent Samples t-test results based on Placement Scores

		Mean	St.D.	<i>t</i>	<i>sd</i>	<i>p</i>
Placement	Control	68,67	13,84	0,12	.46	.905
	Expr.	68,17	14,896			

As seen in Table 5, there is no statistically significant difference between the means of placement scores of the control group and experimental group ($t_{(46)}=.120$, $p=.905$, $p>.05$). This means that based on placement scores these two groups are statistically equal to each other.

Table 6 presents Independent t-test results on Post-test Scores

Table 6.

Independent t-test results on Post-test Scores

		Mean	St.D.	<i>t</i>	<i>sd</i>	<i>p</i>
Post Test	Control	65,21	14,998	-2,112	46	.04
	Expr.	73,54	12,201			

As it can be seen in Table 6, statistically meaningful difference was obtained between the means of the scores obtained from students' post-tests ($t_{(46)}=-2.112$, $p=.04$, $p<.05$). This means that the mean of the experimental group's post-test scores ($X=73.54$) is higher than the mean of the control group's post-test scores ($X=65.21$). The results indicate that the participants in the experimental group, who were exposed to instructions in L1 performed better in the test compared to the control group participants' post-test scores.

Moreover, in order to determine magnitude of this difference, it was also necessary to determine the effect size, which is a statistical calculation that provides the size of differences in means or total variance quantity in dependent variable estimated through levels of independent variable (Tabachnick & Fidell, 2013) . It is calculated as follows:

$$d = \frac{M_1 - M_2}{\sqrt{\frac{SD_1^2 + SD_2^2}{2}}}$$

d= Effect Size

M_1, M_2 : Means regarding Experimental and Control groups

SD_1, SD_2 = Standard deviation value regarding Experimental and Control groups.

In the study, the effect size was obtained as 0.609 with respect to both groups' means and standard deviance values of post-tests. Cohen d is accepted as commonly used

Effect Size statistics. In order to provide convenience Cohen (1988) defined categorization criteria as follows; If $d < 0.2$, it is considered as small effect size. If it is $0.2 < d < 0.8$, it represents medium effect size. If $d > 0.8$, it signifies large effect size. Accordingly, the significance in the current study presents medium size effect on students' performances in post-tests.

4.2. The Students' Views towards Receiving Instruction in L1 in Listening Activities

The participants were expected to answer following interview questions:

1. Do you think that receiving the instructions in Turkish is helpful for you while doing listening exercises or activities? Why, why not?
2. When the instruction is given in Turkish, how often do you need to re-ask about it to the teacher? If yes, what could be the possible reasons of it?
3. Do you prefer to ask it to the teacher or classmates when you have difficulty in comprehending the instructions provided in Turkish during the lesson? Why?
4. How does it affect the pace of the lesson to receive the instruction in Turkish? Why?
5. How does it affect your level of concentration on the lesson when you receive the instruction in Turkish, positive or negative? What are the reasons?

(Questions were provided in Turkish during the interviews by the researcher)

The interviews were held by the researcher the next day after the post-tests were conducted. Semi-structured interviews were conducted by the researcher for the qualitative aspect of the study. Table 7 presents demographic characteristics of interview participants.

Table 7.

Demographic Characteristics of Interview Participants

Participant	Gender	Age	Post-test Score
A	F	18	13
B	M	18	10
C	M	18	20
D	F	21	9
E	F	20	10
F	M	20	19
G	M	19	16
H	F	18	15
I	F	18	18

Participants' opinions about receiving the instructions in Turkish for the listening exercises or activities were collected and noted down. On the whole, participants (n=6) said that they found it helpful. They claimed that it contributes to following the steps of the activity easily. Also, they stated that it gave the feeling of dealing with something familiar to them. One of them mentioned that he felt like it helped him not getting lost in the process of listening to the audio. They provided that they were able to make educated guesses about the possible answers of the audio exercises thanks to the instructions in Turkish. They shared that they could become sure of the tasks and felt more confident before the activities started. Some examples of the responses were as follows;

“ I was able to know about what to do next. For example, I kept up with recordings 1 and 2 in multiple choice questions” (Participant I)

“In the past I had difficulty in differentiating tasks of matching activities when they were placed successively in the exercise. However, this time they were familiar to me and they seemed clearer” (Participant B)

“Listening exercises generally make me nervous, Although I know what to do, I sometimes forget when audio starts. When I am told what to do in Turkish I feel less nervous and remember my duty better. I start to do it more confidently” (Participant F)

Two participants (n=2) said that they felt neutral and found no difference in comparison to getting instructions in English based on their past classroom experiences, as in the following comment;

“When I was in A1 level, our teacher used to give the instructions in English. I think it is the same because the only purpose of the teachers is to explain the exercises either this way or that way.” (Participant D)

One participant claimed that it was not helpful as she supported paying more attention to the comprehension of the listening material itself than instructions. She also added that it made the students more dependent on the teacher. She shared her opinion as in the following comment;

“I don’t understand why we focus on instruction in Turkish. I have difficulty in understanding the audio and it is the most important part, I guess. Also, if we start Turkish we might want Turkish instruction all the time.” (Participant E)

The frequency of asking the teacher more about the instruction he has just given in Turkish was also questioned. One participant (n=1) said that she felt free to ask in Turkish to make the instruction clearer. She also revealed that she wanted to benefit from unique time span to communicate in Turkish. Two participants (n=2) answered the question with the frequency adverb hardly ever and shared that it was easy to deal with minor failures in comprehending the instruction since it was provided in Turkish. One example of the responses was as follows;

“The teacher spoke Turkish only before the listening exercises to give instruction and I felt that I might not have a chance to speak in Turkish in any other part of the lesson. Thus, I sometimes asked about what the teacher said before.” (Participant I)

One of them said that she needed to re-ask when she deprived of full concentration on the lesson due to personal issues. The other one needed to ask when the teacher spoke fast while giving the instruction. Six of the participants (n=6) said never since it was crystal clear to comprehend and they followed the instruction check questions of the teacher. Some examples of the responses were as follows;

“I think there is no need to ask about the instructions. They are in Turkish and not complex sentences.” (Participant C)

“If there is no noise in the classroom, it is easy to understand what is said in Turkish.” (Participant G)

Additionally, participants' preferences about whom to ask a question were discussed. Four of the participants (n=4) answered as teacher. They stated that they wanted to ask the teacher as he was the only authority in the class and he seemed to volunteer to answer. Two of them added that classroom mates might not listen to the instructions carefully although they were in Turkish and they were afraid of doing the exercise in a wrong way. They felt that teacher's reply felt more secure. One example of the responses was as follows;

"I rarely need it but if I have to ask something about the instruction, I choose the teacher. I think no one knows about what to do better than him in the class" (Participant H)

Other four of the participants (n=4) answered as classmate. They stated that teacher might feel disturbed but friends did not. They mentioned that it was something they were used to independent of instruction in Turkish. They thought that friends seemed more available and it was a type of solidarity. Additionally, one of them said that asking to teacher might make him look like foolish as the instruction was already provided in Turkish. One statement was as follows;

"I know it is inappropriate but I ask it to my classmate next to me. Actually, I ask it by whispering, this something we do very frequently. We just help each other in this way" (Participant D)

Besides these, One participant (n=1) answered as none of them. She shared that she listened to the teacher attentively and she did not like to bother the teacher or the classmates. Her comment was as follows;

"I always listen to the teacher carefully and I wouldn't like to interrupt the teacher or disturb my classmates" (Participant E)

Moreover, the effect of receiving instruction on the pace of the lesson was commented by participants. Seven participants (n=7) answered as positive. They believed that it decreased the number of the students' question about what to do before the listening activity started. Moreover, they mentioned that they became more focused on the activities and followed the steps easily. They observed that the teacher could switch to another listening activity fast without the necessity to paraphrase the instruction with simpler vocabulary items in English. Some examples of the responses were as follows;

“ I observed that we asked less questions about the exercises, I think we gained time.”
(Participant A)

“ For a couple of times we had spare time before the break time, I think it was because we were able to start the activities earlier than expected time” (Participant G)

One participant (n=1) responded neutrally. She said that she felt like the same amount of time would be used with the instruction in English. She also supported that more time needed to be spent in the course of listening to audios instead of instruction phase. One participant answered as negative. She stated that students became more likely to ask irrelevant details about the instruction instead of putting effort to benefit from it to do the listening exercises correctly. Examples of the responses were as follows;

“I did not notice any difference in terms of time. Instead of discussing about the time spent on the instruction we should have listened to the audios at least three times” (Participant H)

“I think that some of my friends do not care about the content of the exercises. They sometimes ask unnecessary questions about what to do in the activity although the teacher explains beforehand.”

Finally, the participants were asked about their level of concentration in terms of receiving instruction in Turkish. Six participants (n=6) gave answer as positive. One of them found it catchy and he said that he did not get lost at the beginning of the activity. They mostly stated that receiving the instruction in Turkish was for the sake of doing listening activity exercises successfully. Accordingly, they emphasized that it became more persuading to participate in the activities. One comment was as follows;

“I believe that listening to something in English and answering questions related to it can sometimes become unpleasant because you get lost at a point and you give up. However, in our classes I could keep my attention high, there was nothing surprising to distract my attention. I confronted with tasks explained by the teacher.” (Participant B)

Two participants answered neutrally as they thought that it was neither motivating nor de-motivating and it turned out to be just a matter of explanation for the listening exercises. One statement was as follows;

“I think it has nothing to do with my concentration level. You just listen to an explanation, that is all” (Participant H)

One participant answered as negative since she believed that it caused an irresistible expectation for the translation of the other sections of the listening activity such as the questions of the exercises. Also, she added that this could lead students to be dependent on the teacher's translation. Her statement was as follows;

“Actually, it affected negatively. I could not resist expecting for more Turkish explanations, even for the questions of the exercises.” (Participant E)

The themes, categories, and codes that emerged during the analysis are presented in Tables 8 to 10 based on the interview questions.

Table 8.

Theme, Categories, and Codes Regarding Positive Attitudes towards Receiving Instruction in L1

Theme	Categories	Codes
Positive attitudes towards receiving instruction in L1	Accelerated flow of the activity (6)	-Following the steps easily (3) -Decrease in the number of students' questions (1) -Fast switch to another activity (2)
	Predictability of the activity (5)	-Feeling of dealing with something familiar (2) -Making educated guesses (1) -Becoming more sure of the tasks (1) -Feeling more confident before the activities (1)
	Attentiveness (5)	-Not getting lost in the process of listening to audio (1) -Finding instruction in L1 catchy (2) -Not losing attention at the beginning of the activity (2)
	Awareness (4)	-Perceiving reasons of receiving instruction in L1 (2) - Being more persuaded to participate (2)

Table 9.

Theme, Categories, and Codes Regarding Neutral Attitudes towards Receiving Instruction in L1

Theme	Categories	Codes
Neutral attitudes towards receiving instruction in L1	Claiming no distinction (2)	-Finding no difference between instruction in L1 and L2 (1) -feeling of the same amount of time would be spent in L2 (1)
	Participating as usual (3)	-Already listening to teacher attentively (2) -Avoiding bothering the teacher or classmates (1)
	Indifferent point of view (2)	-Considering it neither motivating nor de-motivating (1) -Considering it a matter of explanation of exercises (1)
	Emphasis on content (1)	-The need for more time to be used in listening to audios (1)

Table 10.

Theme, Categories, and Codes Regarding Negative Attitudes towards Receiving Instruction in L1

Theme	Categories	Codes
Negative attitudes towards receiving instruction in L1	Priority on subject (2)	-The need of paying more attention to listening material
	Dependency on translation (3)	-Making students more dependent on teacher (1) -Expectation for more translation (1) -Relying on teacher's translation more frequently (1)
	Tendency to interact in L1 (5)	-Feeling free to ask the teacher about the instruction in L1 again (2) -asking classmates about the instruction (2) -Becoming more likely to ask irrelevant details about the instruction (1)

CHAPTER V

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter presents discussion regarding the results, the implications of the study, and recommendations for further research.

5.1. Conclusion and Discussion

The first sub-section presents the quantitative findings of the study: The Statistical Analysis of the Scores Obtained in the Post-tests by the Control and the Experimental Groups. The second sub-section discusses the qualitative findings of the study: The Students' Views towards Receiving Instruction in L1 in Listening Activities.

5.1.1. Statistical Analysis of Post-test Scores. As stated in descriptive statistics, the quantitative findings of this study indicated that there is no statistically significant difference between the means of placement scores of the control group and experimental group ($t_{(46)}=.120$, $p=.905$, $p>.05$). This means that based on placement scores these two groups are statistically equal to each other. Statistically meaningful difference was reached between the means of the scores obtained from students' post-tests ($t_{(46)}=-2.112$, $p=.04$, $p<.05$). This means that the mean of the experimental group's post-test scores ($X=73.54$) is higher than the mean of the control group's post-test scores ($X=65.21$). Providing instructions in L1 for the experimental group became effective in experimental group's moderately more successful performance than the control group based post-test scores.

In this study, the post-test scores presented experimental group's moderately more successful performance than the control group. It is important to mention that giving instruction in L1 in listening activities presented medium size effect on students' performances in post-tests, so the performance difference is considered as moderate. These findings and interpretation are in alignment with Oflaz (2009) since in his

study results, he revealed that comprehending the instructions given in the exams can be equal to giving answers to questions correctly in a way. Oflaz (2009) presented that 40 % of teachers generally use L1 in order to help students catch and understand what they listen to. On the other hand, 35 % of teachers avoid using L1 during listening tasks and 25 % of them sometimes use L1 and sometimes avoid it depending on the students understanding what they listen to. The aim of showing this finding was to seek answers to the question of language preference of the students when they have difficulty in understanding an instruction given in the exam (Oflaz, 2009). It was also stated in his study that listening can be considered as one the most difficult skills. He pointed out that teachers generally face difficulties in improving this skill of their students and the reasonable solution to that problem might be to expose students to listening as much as possible in order that they can become familiar with pronunciation of many different words (Oflaz, 2009).

In the present study researcher provided instructions in Turkish before listening exercises in each unit such as multiple choice, true/false statements, and multiple matching and matching exchanges exercises. Accordingly, the researcher provided instructions in Turkish in post-test exam for the experimental group. The post-test scores revealed experimental group's moderately more successful performance than the control group. This result might reflect that L1 (Turkish in the study context) might have a role in teaching a language with its different features. These findings are partially in alignment with the statistical results of the study conducted by Paker and Karağaç (2015), whose study found out that L1 is an integrated part of teaching a language and it basically proposes various functions in it like enabling the topic/meaning clear by providing examples, presenting extra explanations before certain tasks and describing complex concepts or ideas in the instructions prior to exercises.

As for an overall inference, in this study learners might have become sure of the tasks and felt more confident before the activities started. Respectively, in relation to this they might have revealed better performance in the post-test. In the light of this inference, it can be said that facilitative role of L1 might assist learners in coping with instruction related hindrances.

It can be said that these findings are partially parallel with the statistical results of Mayo and Hidalgo's (2017) study. Mayo and Hidalgo (2017) stated that their findings certified the facilitative role of the L1 that fundamentally served to assist learners as they handled unknown vocabulary items in the instructions. Based on the findings of Mayo and Hidalgo (2017) it was revealed that L1 was more repeatedly resorted in the second time the students dealt with the task. The results interpreted the facilitating function of the L1 for the fulfilment of the tasks by the students in foreign language context.

It might be said that this study shows parallelism with Bhooth, Azman and Ismail's (2013) study since the experimental group's more successful performance on a medium scale could be a minor indicator of increased level of students' engagement in the listening activities. Based on their findings, Bhooth, Azman and Ismail (2013) proposed that L1, in the case of Arabic language, might be used by students as a kind of learning strategy such as translating new words, describing concepts and assisting each other in their group activities. Moreover, Azman and Ismail (2013) stated L1 would be utilised by the teachers as an instructional method to empower learners' comprehension and raise the level of their participations in the teaching environment, however, teachers need to be assured that students do not excessively depend on L1.

Although this study reveals a medium effect of L1 use on learners on a very limited scale, there still might be indications of constructive effect of controlled L1 use. Namely, it can be said that a limited and controlled way of using L1 might result in moderately better performances among lower level L2 learners such as A2 level students in this study. It can be said that Taşkın's (2012) study is not in alignment with this study in terms of complete exposure to L2 by the learners. Within the discussion of her findings, Taşkın (2011) supported that teachers should be well equipped about what to do in every single stage of the lesson regardless of which skill it is. Additionally, she pointed out that learners can become aware of the language they use thanks to L2 exposure even through comprehension check questions of a basic activity instruction. Taşkın (2011) also emphasized that the findings in her study cleared the importance of benefitting from materials based on audio-visual features in addition to body language to avoid using L1.

5.1.2. The Students' Views towards Receiving Instruction in L1 in Listening Activities. In this study, interviewees claimed that receiving instruction in L1 made contribution to following the steps of the activity easily. Also, they stated that it supported the feeling of dealing with something familiar to them. They implied that they were able to become sure of the tasks and felt more focused before the activities started. These findings show parallelism with Gündüz's (2012) findings in her study. Gündüz (2012) revealed in her study that among the student participants the common reason for using L1 was to comprehend complex concepts and to ask for detailed explanations. Also, Gündüz (2012) stated that L1 provided students with relaxations in situations where they had difficulties in reflecting themselves.

In response to the second interview question in this study six of the students said that they never needed to ask again about the instruction given in L1 since it was crystal clear to understand. It might show that the feature of the listening activity required them to focus on the audio and following exercises within the activity. In relation to responses of the students, it might be said that students preferred to comply with the feature of the activity without feeling the need of interaction with the teacher in L1. This finding partly corroborates to Ghorbani's (2011) study. Ghorbani (2011) presented that the analysis in his study showed that the use of L1 in L2 classroom can be interpreted with respect to features of the classroom activity and student/teacher's interaction.

Based on the responses to the third interview question four participants said that they would prefer to ask the teacher if they had difficulty in comprehending the instructions provided in Turkish as he is the only authority in the class and he seemed to volunteer to answer. Two of them added that classroom mates might not listen to the instructions carefully although they are in Turkish and they are afraid of doing the exercise in a wrong way. They felt that teacher's reply could make them more secure. Other four of the participants answered as classmate. They stated that teacher might feel disturbed but friends did not. At this point, as most of the students have tendency to interact due to their own reasons, instruction in L1 may cause interference or confusion. Moreover, it may weaken students' preferences to interact with each other. This review is not completely in alignment with the findings of following study. Macaro (as cited in Turnbull & Dailey-O', 2009) made

interpretations through the studies on L1 use that L2 must be the language in the classroom to promote interaction among students and teachers.

In this study, most of the participants stated that receiving instructions in L1 decreased the number of the students' questions about what to do before the listening activity started. Moreover, they mentioned that they became more focused on the activities and followed the steps easily. They observed that the teacher could switch to another listening activity fast without the necessity to paraphrase the instruction with simpler vocabulary items in English. Aforementioned, they mostly stated that receiving the instruction in Turkish was for the sake of doing listening activity exercises successfully. Accordingly, they emphasized that it became more persuading to participate in the activities. In relation to these assertions, minor associations can be made with Lee (2018) who frames the issue of L1 use by claiming that L1 can provide effective ways of quickly dealing with the meaning and content of L2 tasks. Furthermore, with respect to kind of task, students' language level, closeness to the task, learners might also make use of L1 as L1 use construct associations between L1 and L2 knowledge, present alternative ways for providing instructions and explanations.

In conclusion, it can be said that student responses indicate that receiving instruction in L1 might be assistive throughout 8 weeks and for their performances in Post-test. The views of the participants with regard to their overall interaction with the teacher while receiving instruction in L1 show less hesitation about re-questioning what the teacher says. It might show that the feature of the listening activity required them to focus on the audio and following exercises within the activity and they could adapt to this. In relation to responses of the students, it might be said that students preferred to comply with the feature of the activity without feeling the need of interaction with the teacher in L1. Moreover, the third question was addressed to the participants in order to collect information about their views on their interaction preferences; with the teacher or classmates. Approximately half of the students (n=4) revealed that they were liable to interact with their classmates in order to catch up with the provided instruction. Since the instruction presented in Turkish students might be likely to prefer their L1 to interact with their classmates. It can be stated that preferring L1 due to easiness, comfort and availability of the classmates might be misleading for

students in terms of main objectives of EFL classes. The fourth question was placed in the interview to learn about students' views on time use. Students mostly observed that switching to another listening activity swiftly without the necessity for the teacher to paraphrase the instruction with simpler vocabulary items in English could improve the pace of the lesson. The final one sought the effects on the students' focus on the lesson. They mostly stated that receiving the instruction in Turkish was for the sake of doing listening activity exercises successfully. With respect to this, it can be said that learners might be persuaded about the genuine reasons of L1 use which are providing a shortcut for giving instructions and explanations before the listening exercises in this study.

5.1.3. Implications of the Study. The studies which deal with teaching L2 classes in foreign language settings are conducted widely in higher education teaching environment (Duff & Polio, 1990; Polio & Duff, 1994; Levine, 2003; Song & Andrews, 2008; de la Campa & Nassaji, 2009; Littlewood & Yu, 2011; McMillan & Rivers, 2011; Forman, 2010, 2012). In similar contexts, omitting L1 from L2 lessons was a common acceptance in teaching a foreign language for a while. The mentioned strategy, in favor of avoiding L2 (Turnbull, 2000; Turnbull & Arnett, 2002), is considered through the perspective that L1 use could bring negative side effects and degrade input and output circumstances in L2 (Chaudron, 1988; Lightbown, 1991; Liu, 2008). Some other names share the view that L1 carries a function in L2 teaching environment (Atkinson, 1993; Cook, 2001; Garcia, 2009; Kumaravadivelu, 2009; Macaro, 1997). Stern (1992) considers L1 use as a procedural point which has psychological bases in nature. When these arguments are taken into consideration in terms of teaching in EFL classes within four skills, Graham (2006) monitors that existing barriers in improving listening skills may lead to an opinion of weakness in learning process, insufficient eagerness and a being less capable listener. Graham (2006) also assumes that the procedure of teaching listening skill is not promoted sufficiently in the classroom. At this critical point, this study provides a small scale methodological and empirical contribution to the field of English Language Teaching. Two statistically equal groups based on placement scores were analysed and statistically meaningful difference was reached between

the means of the scores obtained from students' post-tests. This means that providing instructions in L1 for the experimental group became effective in experimental group's moderately more successful performance than the control group. With respect to interviews and considering majority's statement on receiving instruction in L1 as assistive, it can be said that learners might be persuaded about the genuine reasons of L1 use which are providing a shortcut for giving instructions and explanations before the listening exercises in this study.

Depending on points mentioned previously, it may be suggested that

- a. A2 level adult learners in EFL classes might perform moderately better in listening activities or exercises such as multiple choice, true/false statements, and multiple matching and matching exchanges when instructions are provided in L1 by the teacher. It can also be suggested that receiving instruction may lead students to obtain better results in examinations in accordance with their performances during class hours. In addition, students might focus on the content of the listening material and following tasks without experiencing comprehension problems related to instructions of the listening task. Moreover, the content of the activity may become more distinct for the students and they may follow the steps with less hesitation. Since post-tests were applied at the end of the study, they might have been perceived as final-like exam by the students. In relation to this, it can be inferred that receiving instruction in L1 during the exam might lower the anxiety, focus on the listening audio better and accordingly they might achieve higher scores.
- b. With respect to common responses in the interview, it can be stated that receiving the instruction in L1 may help students not getting lost in the process of listening to the audio. Furthermore, it may support them to make educated guesses about the possible answers of the audio exercises thanks to the instructions in Turkish. Students may become more decisive about the tasks and feel more confident before the activities start. Furthermore, it may be easier for the teacher to switch to another listening activity swiftly without the necessity to paraphrase the instruction with simpler vocabulary items in L2. Due to the lack of comprehension gap in receiving instruction, it might be

more persuading to encourage learners to participate in the activities. On the other hand, students might be more likely to interact with each other in L1 even in small communication breakdown. It might also indirectly encourage the students to apply to their L1 even if they are not in need of it. It may be proposed that teachers should convince each and every student in the class that providing instruction in L1 is merely because they are supposed to perform better in listening activities, exercises. In accordance with this, students should be made aware of the fact that ultimate goal is to be better users of L2 on the basis of all four skills' integration.

5.2. Recommendations

This study provides a small scale methodological and empirical contribution to the field of English Language Teaching. Two statistically equal groups based on placement scores were analysed and medium size statistically meaningful difference was reached between the means of the scores obtained from students' post-tests. Additionally, qualitative aspect of this study attempted to explore the students' views towards receiving instruction in L1 in listening activities. Because of the time constraint the study took 8 weeks within 3rd module in School of Foreign Languages at Pamukkale University. It can be suggested that a further research might be needed to conduct in a longer process. In terms of one of the main deficiencies of this study, students' performances during the process can also be observed and evaluated thanks to longer duration.

Moreover, this study was conducted with 48 students in total and 9 of them volunteered to participate in the interviews. A further research might be carried out with higher number of participants in order to achieve large scale implications. Besides this, in this study the experimental group was registered in daytime education while the control group was registered in evening education and there might have been some minor undetected effects on the results. In order to eliminate these factors a further study can be conducted with groups registered in the same time section. Also, this study presents findings obtained from A2 level learners, a future study can be conducted with higher levels of students in novel contexts. In addition to these points, in this study no training of listening strategies such as

identification of topics, inferencing and taking notes was provided before the implementation started. Some students might have already acquired these due to their past experiences, however, some others might not have known how to benefit from them. This case may have some minor effects on both the post-test scores and the responses of the students in the interview. Future studies may take these listening strategies into consideration and empower their implications through more accurate findings. Finally, in order to broaden the scale of implications, one more post-test, which could also be named as a delayed post-test, can be applied to the experimental group with L2 instruction. With reference to this delayed post-test, it might be possible to observe whether the effects of providing L2 instruction in the delayed post-test differ from the findings of the present study or not. In a future study, this might contribute to generalizability of the study's findings among A2 level adult learners.

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TÜRKÇE GENİŞLETİLMİŞ ÖZET

Giriş

Problem Durumu

Yabancı bir dil öğretiminde ana dil kullanımı tartışması uzun yıllardır süre gelen bir sorun olmuştur ve hala da araştırmacılar ve öğretmenler arasında tartışmaya açık bir konudur. Bazıları ana dil kullanımının tamamıyla derslerden çıkarılması gerektiğini iddia ederken, diğerleri belli ölçüde belirli amaçlarla kullanılabileceğini savunmaktadırlar. Tang (2002) kısmi ve tedbirli ana dil kullanımının yabancı dil edinimine destek verici olduğunu belirtirken, hedef dil öğretiminde kolaylaştırıcı etkisinin olabileceğini vurgulamaktadır. Scheweers (1999) ise kontrollü ana dil kullanımının öğrenenler üzerinde güven oluşturuca, eski deneyimlerinden faydalanmaya yönelten ve kendilerini ifade etmelerini sağlayan etkilerinin olabileceğini savunmaktadır.

Bu alanda bir çok çalışma bulunmaktadır; fakat, dinleme, konuşma, okuma, yazma gibi ayrı beceriler üzerinden ana dil kullanımını sınırlı sayıda çalışma incelemiştir. Buna ek olarak, A2 seviyesi gibi orta altı dil seviyesindeki katılımcılarla yapılan çalışmalar da kısıtlıdır.

Problem Cümlesi

Bahsedilen amaçları gerçekleştirmek amacıyla, bu çalışmanın araştırma problemleri aşağıda belirtilmiştir:

- 1- Deney ve control gruplarının son sınavlarından elde edilen skorlar arasında istatistiksel olarak anlamlı bir fark var mıdır?
- 2-Deney grubu öğrencilerinin dinleme aktivitelerinde kendi anadillerinde yönerge almalarına dair düşünceleri nelerdir?

Araştırmanın Amacı

Bu çalışma, A2 seviyesindeki öğrencilerin anadillerinde yönerge aldıklarında dinleme becerileri dersindeki performanslarını gözlemlemeyi ve ölçmeyi hedeflemektedir. Ayrıca, öğrencilerin de konuya yaklaşımlarını edinerek etkilerin neler olabileceğini ortaya çıkarmayı amaçlamaktadır.

Araştırmanın Önemi

Bu çalışmanın, bahsedilen amaçlar doğrultusunda yabancı dil eğitiminde anadil kullanımının etkileri çerçevesindeki alan yazınına katkı sağlayacağı düşünülmektedir.

Yöntem

Araştırmanın Yöntemi

Bu çalışma, nitel ve nicel veri toplama araçlarının kullanıldığı karma araştırma deseninden yararlanmıştır. Araştırma deseni olarak önce nicel verilerin toplanıp analiz edildiği ve sonra bu veriler ışığında nitel verilerin toplandığı sıralı açıklayıcı model kullanılmıştır (Creswell, 2003).

Çalışma Grubu

Çalışma 2016-2017 akademik yılı bahar döneminde Pamukkale Üniversitesi Yabancı Diller Yüksekokulu hazırlık sınıflarında bulunan 48 öğrenci ile gerçekleştirilmiştir. Nitel veri oluşturma sürecinde 9 gönüllü öğrenciyle mülakatlar gerçekleştirilmiştir.

Veri Toplama Araçları

Deney ve kontrol grubundaki öğrencilere (iki kategorili bir bağımsız değişken) göre onların yerleştirme sınav puanları (bağımlı değişken) arasında istatistiksel olarak fark olup olmadığı bağımsız gruplar t testi yöntemi ile incelenmiştir. Bu yöntemin temel varsayımları bağımsız değişken iki kategorili ve birbirinden bağımsız olmalı, bağımlı değişken tüm gruplarda normal dağılım özelliği göstermeli ve bağımlı değişkenler sürekli olması gerekmektedir. Nitel veriler araştırmacı tarafından hazırlanan 5 adet sorunun (Appendix) sorulduğu yarı-yapılandırılmış görüşmeler sonucunda elde edilmiştir.

Verilerin Analizi

Nicel verilerin analizinde IBM SPSS 24.0 Statistics Data Editor program kullanılarak analiz edilmiştir. Nicel verilerin ilk olarak betimleyici istatistikleri elde edilmiş ve tablolandırılmıştır.

Bulgular

Tablo 1.

Betimsel İstatistik Tablosu

Grup	Değişken	N	Min	Maks	Ort	SS	Varyans	Çarpıklık	Basıklık
kontrol	Yer	24	48	100	68,67	13,84	191,536	0,287	-0,469
	Post	24	40	95	65,21	14,998	224,955	-0,054	-0,703
Deney	Yer	24	40	100	68,17	14,896	221,884	-0,008	-0,337
	Post	24	50	95	73,54	12,201	148,868	0,155	-0,313

Deney ve kontrol grubuna uygulanan sınav puanı ile onlara uygulana yerleştirme puanlarına ilişkin betimsel istatistik tablosuna göre iki grupta da 24 öğrenci bulunmaktadır. Örneklem iki grupta da yeterli büyüklüktedir ($n>20$). Yerleştirme puanı 25 üzerinden post ise 20 puan üzerinden cevaplandığı için iki sınavın puan türü aynı ölçek düzeyine getirilmiştir. Dolayısıyla yerleştirme puanları 4 ile post sınavları ise 5 ile çarpılarak iki puan türü 100 puan üzerinden yeniden puanlanmıştır. Minimum ve maksimum puanlar puan dağılımının açıklığı hakkında bilgi verir. Kontrol grubunda yerleştirme sınavından minimum 48 maksimum ise 100 alınmıştır. Aynı grupta post sınavından minimum 40 maksimum 95 alınmıştır. Deney grubu için yerleştirme sınavından minimum 40 maksimum 100 alınmışken post sınavından ise minimum 50 maksimum 95 alınmıştır. Deney ve kontrol grubuna ilişkin yerleştirme puan ortalamaları birbirine çok yakındır. Kontrol grubunun post puan ortalaması 65.21 iken deney grubunun post puan ortalaması ise 73.54 olarak elde edilmiştir. Basıklık ve çarpıklık değerleri verinin normalliği hakkında bilgi veren istatistiklerdir. Bu değerler -1 ile +1 arasında ise dağılım normal olarak kabul edilir (Pallant, 2007; Tabachnick ve Fidell, 2013). Ölçek puanlarının basıklık ve çarpıklık değerleri her iki grupta da normal dağılım özelliği göstermektedir.

Deney ve kontrol grubundaki öğrencilere (iki kategorili bir bağımsız değişken) göre onların yerleştirme sınav puanları (bağımlı değişken) arasında istatistiksel olarak fark olup olmadığı bağımsız gruplar t testi yöntemi ile incelenmiştir. Bu yöntemin temel

varsayımları bağımsız değişken iki kategorili ve birbirinden bağımsız olmalı, bağımlı değişken tüm gruplarda normal dağılım özelliği göstermeli ve bağımlı değişkenler sürekli olması gerekmektedir.

Tablo 2.

Yerleştirme Puanlarına Göre Bağımsız Gruplar T Testi Tablosu

	<i>Ortalama</i>	<i>SS</i>	<i>t</i>	<i>sd</i>	<i>p</i>
Kontrol	68,67	13,84	0,12	46	0,905
Yerleştirme					
Deney	68,17	14,896			

Deney ve kontrol grubundaki öğrencilerin yerleştirme puan ortalamaları arasında istatistiksel olarak anlamlı fark yoktur ($t_{(46)}=.120$, $p=.905$, $p>.05$). Yani bu iki grup yerleştirme puanlarına göre birbirine denktir.

Tablo 3.

Post Teste Göre Bağımsız Gruplar T Testi Tablosu

	<i>Ortalama</i>	<i>SS</i>	<i>t</i>	<i>sd</i>	<i>p</i>
Kontrol	65,21	14,998	-2,112	46	,04
Post Test					
Deney	73,54	12,201			

Deney ve kontrol grubundaki öğrencilerin post-testlerinden elde edilen puan ortalamaları arasında istatistiksel olarak anlamlı fark elde edilmiştir ($t_{(46)}=-2.112$, $p=.04$, $p<.05$). Yani deney grubunun post-test ortalaması ($X=73.54$) , kontrol grubunun post-test ortalamasından ($X=65.21$) daha yüksek elde edilmiştir. Deney grubuna uygulanan yönergelerin Türkçe olarak okutulması öğrencilerin post-testlerinde daha başarılı olmasında etkili olmuştur.

Etki büyüklüğü ortalamalar arasındaki farkın büyüklüğünü ya da bağımsız değişkenin düzeylerinden tahmin edilebilen bağımlı değişkendeki toplam varyans

miktarını gösteren bir istatistiktir (Tabachnick ve Fidell, 2013). Aşağıdaki formül ile hesaplanır.

$$d = \frac{M_1 - M_2}{\sqrt{\frac{SD_1^2 + SD_2^2}{2}}}$$

d=etki büyüklüğü

M₁,M₂: Deney ve kontrol grubuna ilişkin ortalama

SD₁, SD₂= Deney ve kontrol grubuna ilişkin standart sapma değeri

Birden çok etki büyüklüğü istatistikleri yer almasına rağmen en yaygın kullanılanı Cohen d olarak bilinen istatistiktir. Cohen (1988) etki büyüklüğünü yorumlamada kolaylık sağlaması amacıyla sınıflamayı şu şekilde yapmıştır. Bu sınıflamaya göre d<0.2 ise küçük etki, 0.2 <d<0.8 arasında ise orta büyüklükte etki ve d>0.8 ise büyük etkiye sahiptir. Deney ve kontrol grubunun post puanlarının ortalama ve standart sapma değerleri ile etki büyüklüğü 0.609 olarak elde edilmiştir. Buna göre post puanlarında Türkçe olarak yönerge verilmesinin öğrencilerin bu sınavlardaki başarısına etkisi orta büyüklüktedir.

Tablo 4.

Frekans Tablosu

	Kontrol	Deney	Toplam
Kız	15	14	29
Erkek	9	10	19
Toplam	24	24	48

Sonuç, Tartışma ve Öneriler

Bu çalışmada A2 seviyesindeki iki farklı homojen sınıfa ayrı ayrı Türkçe ve İngilizce yönerge verilerek Pamukkale Üniversitesi A2 seviyesi hazırlık sınıfı öğrencilerinin dinleme aktivitelerindeki performansları ölçmüş ve kıyaslanmıştır. Deney grubundaki gönüllü katılımcıların ana dilde yönerge almalarına ve nelerin

performanslarını etkilediğine dair görüşleri alınmıştır. Çalışma 2016-2017 akademik yılı bahar döneminde Pamukkale Üniversitesi Yabancı Diller Yüksekokulu hazırlık sınıflarında bulunan 48 öğrenci ile gerçekleştirilmiştir. Her hafta hem deney hem de kontrol grubuna ikişer saat öğretim ile toplam 8 haftalık bir süreç oluşmuştur. Çalışma, rastgele katılımcı atama kullanımını içermediği için yalnızca son sınav dizaynını kullanan yarı deneysel araştırmadan faydalanmıştır. Ayrıca, çalışma hem nicel hem de nitel veri toplayan her iki metodu içeren karma bir araştırmadır. Öncelikli olarak nicel sonuçlar elde edilmiş olup bulguları güçlendirmek amacıyla sonrasında nitel araştırma gerçekleştirilmiştir. Deney ve kontrol grubunun yerleştirme sınavı skorlarının ortalaması arasında istatistiksel olarak anlamlı bir fark bulunmamıştır. Bu da iki grubun istatistiksel olarak birbirlerine denk olduğunu göstermiştir. Öğrencilerin son sınav skorlarının ortalaması arasında istatistiksel olarak anlamlı bir farka ulaşılmıştır. Son sınav skorları temelinde deney grubuna Türkçe olarak verilen dinleme aktivitesi yönergeleri, deney grubunun kontrol grubundan kısmen daha başarılı olmasında etkili olmuştur. Etki büyüklüğü 0.609 olarak elde edilmiştir ve deney grubuna Türkçe olarak verilen dinleme aktivitesi yönergeleri öğrencilerin son sınav performansları üzerinde orta ölçekli etki büyüklüğü ortaya koymuştur. Ayrıca, öğrenciler dinleme egzersizlerinde Türkçe yönerge almalarını olumlu bulduklarını ifade ederken öte yandan bunun özellikle sınıf içi etkileşimde kendilerinin Türkçeye başvurma sıklıklarını artırdığını belirtmişlerdir. Bu çalışma, alanda faaliyet gösteren eğitimciler ve araştırmacılar için yabancı dil eğitiminde anadil kullanımına dair küçük ölçekli çıkarımlar sunması muhtemel bir çalışmadır. Yabancı dil eğitiminde anadil kullanımını dinleme becerisi üzerinden gözlemleyerek spesifik bulguların edinilmesine katkıda bulunmaktadır. Ayrıca, katılımcı düşüncelerinin değerlendirilmesi bulguların derinleştirilmesinde faydalı olmuştur. Son olarak, bu çalışma alandaki paydaşların yabancı dil eğitiminde ana dil kullanımına dair literatürde alternatifli değerlendirmeler bulmalarına fayda sağlamaya yardımcı olacak bir çalışmadır.



APPENDICES

APPENDIX-1**ÇALIŞMAYA GÖNÜLLÜ KATILIM FORMU**

Sevgili öğrenciler,

Bu çalışma Mehmet Akif Ersoy Üniversitesi, Eğitim Bilimleri Enstitüsü, İngiliz Dili Öğretimi Bölümü'nde hazırlanmakta olan 'Ana Dildeki ve Hedef Dildeki Yönergelerin Etkisi: Dinleme Aktivitelerinde Etkileri Var mıdır?', konulu Yüksek Lisans Tezinin uygulanmasıdır. Çalışma, dinleme aktivitelerinin yönergelerinin verilmesinde Türkçe kullanımına dair öğrenci performanslarını değerlendirmek için hazırlanmıştır. Bu araştırmaya olan katılımınızdan ve değerli katkılarınızdan dolayı teşekkür ederim.

Öğr. Gör. Tarkan Gündüz

A. ÖĞRENCİ PROFİLİ

I.Cinsiyet: (___) Bay (___) Bayan

II. ___ yaşındayım

III.(___)1-5 (___)5-10 (___)10-15 yıldır İngilizce öğreniyorum.

IV. Ad: Soyad:

İmza:

APPENDIX-2



T.C.
PAMUKKALE ÜNİVERSİTESİ
Genel Sekreterlik



Sayı :27848278-044/38703
Konu :Anket İzni (Okt. Tarkan GÜNDÜZ)

ÇOK İVEDİ
14/06/2017

YABANCI DİLLER YÜKSEKOKULUNA

İlgi :09/06/2017 tarih 37817 sayılı yazımız.

Yüksekokulunuz öğretim elemanlarından Okt. Tarkan GÜNDÜZ'ün, "Ana Dildeki ve Hedef Dildeki Yönergelerin Etkisi: Dinleme Aktivitelerinde Etkileri Var mıdır?" konulu çalışmasını, 12-16 Haziran 2017 tarihleri arasında 2016-2017 Akademik Yılı 3. Modül Dinleme Becerileri dersini verdiği A2-EN-N-02 ve A2-EN-N-03 sınıfı öğrencileri ile, Üniversitemiz Yabancı Diller Yüksekokulu A2 düzeyinde öğrenim gören öğrencilere uygulama talebi, Rektörlüğümüzce uygun görülmüştür.

Bilgilerinizi rica ederim.

Prof. Dr. Hüseyin BAĞ
Rektör

APPENDIX-3

Gmail

Oluşturun

Gelen Kutusu 7.085

Yıldızlı

Ertelenenler

Önemli

Gönderilmiş Postalar

Taslaqlar 40

Tarkan

Sesli arama yap

Ayrıca **Android** ve **iOS** için mobil uygulamalarımızı da deneyin

Dear Steve Lever,

I am really grateful for your help. In my study I applied listening questions and recordings of "On Screen Workbook 2, Unit 7, Listening Skills" as the post test. In my thesis defense I need to provide that these questions and recordings were piloted beforehand. Here are the specific questions I am in need:

- 1) Were the questions and listening material (audio recordings) developed or adapted by experts and published by approval of a commission? What are the basic mechanism of preparation and approval?
- 2) Were the questions and the listening material piloted on language learners at certain institutions? In which grades were they piloted?
- 3) What is the time span of piloting process? What is the schedule of the piloting process?
- 4) Did teachers/ trainers or implementers and language learners give feedback on the questions and listening material? Did the feedback contribute to improve the questions and listening material?
- 5) With respect to piloting process, are the questions and listening material valid and reliable to test A2 level language learners?

I will be able to support my study thanks to the answers of the questions above. I would like to express my sincere thanks for your concern. I wish you have a nice evening.

Regards

Gmail

Oluşturun

Gelen Kutusu 7.085

Yıldızlı

Ertelenenler

Önemli

Gönderilmiş Postalar

Taslaqlar 40

Tarkan

Sesli arama yap

Ayrıca **Android** ve **iOS** için mobil uygulamalarımızı da deneyin

Alıcı: TARKAN

İngilizce

Türkçe

İletiyi çevir

İngilizce için kapat x

Dear Tarakan,

I forwarded your questions to our editor in chief, and she has made the following comments:

Question: Were the questions and listening material (audio recordings) developed or adapted by experts and published by approval of a commission? What are the basic mechanisms of preparation and approval?
Answer: Research was done to decide on topics thematically related to that of the module, then audio scripts were written and questions for the tasks were added. 4 editors reviewed the questions, evaluated them and selected the best options in terms of level and understanding.

Question: Were the questions and the listening material piloted on language learners at certain institutions? In which grades were they piloted?
Answer: Yes they were. Students aged 10 -15 years old CEFR level A1+A2 (to check easiness/difficulty of tasks).

Question: What is the time span of piloting process? What is the schedule of the piloting process?
Answer: Two months in various countries - materials are sent students do tasks - answers were collected and evaluated - in few cases questions/scripts need to be amended.

Question: Did teachers/ trainers or implementers and language learners give feedback on the questions and listening material? Did the feedback contribute to improve the questions and listening material?
Answer: Of course. This is the main advantage of piloting materials.

Question: With respect to piloting process, are the questions and listening material valid and reliable to test A2 level language learners?
Answer: Yes, they are.

Maria Lalea
Editor in Chief
Express Publishing

Gmail insent on screen

Oluştur

Gelen Kutusu 7.085

Yıldızlı

Ertelenenler

Önemli

Gönderilmiş Postalar

Taslaqlar 40

Tarkan +

Sesli arama yap

Ayrıca Android ve iOS için mobil uygulamalarımızı da deneyin

Virüs bulunmuyor. www.avast.com

Tarkan Gündüz <gunduztarkan@gmail.com> 12 Şub 2019 19:31

Alıcı: Steve

Dear Steve Lever,

This is a great help provided by you and the Editor in Chief. I would like to express my sincere thanks for your concern as I mentioned before. I will be able continue my study thanks to your support. May I include the e-mail with answers to my questions in my thesis in case I am asked to present during my thesis defence? Most probably it won't be required by the jury but I would like to feel safe to include it. With your permission I will be able to reference to it if it is needed. I wish you have a nice evening.

Kind Regards

Virüs bulunmuyor. www.avast.com

Steve Lever <steve@expresspublishing.co.uk>, 12 Şub 2019 Sal, 15:57 tarihinde şunu yazdı:

...

Virüs bulunmuyor. www.avast.com

Gmail insent on screen

Oluştur

Gelen Kutusu 7.085

Yıldızlı

Ertelenenler

Önemli

Gönderilmiş Postalar

Taslaqlar 40

Tarkan +

Sesli arama yap

Ayrıca Android ve iOS için mobil uygulamalarımızı da deneyin

Steve Lever <steve@expresspublishing.co.uk> 13 Şub 2019 17:56

Alıcı: ben

İngilizce > Türkçe iletiyi çevir İngilizce için kapat x

Dear Tarkan,

We were happy to hear the good news about your study. You are welcome to use the email should you need it.

Steve

Steve Lever
Senior ELT Consultant and Teacher Trainer
Express Publishing

From: Tarkan Gündüz
Sent: 12 February 2019 18:31
To: Steve Lever
Subject: Re: Asking Help for My Study

Dear Steve Lever,

This is a great help provided by you and the Editor in Chief. I would like to express my sincere thanks for your concern as I mentioned before. I will be able continue my study thanks to your support. May I include the e-mail with answers to my questions in my thesis in case I am asked to present during my thesis defence? Most probably it won't be required by the jury but I would like to feel safe to include it. With your permission I will be able to reference to it if it is needed. I wish you have a nice evening.

Kind Regards

APPENDIX-4

DENEY ve KONTROL GRUPLARINA UYGULANAN SON TESTLER (POST TESTS)

(Deney Grubu)

İki adet dinleme kaydını ikişer kez dinleyeceksiniz. 1-3 arası sorular 1. Kayıt ile ilgiliyken 4-6 arası sorular 2. Kayıt ile ilgilidir. Duyduklarınıza göre doğru olan seçeneğin harfini yuvarlak içine alarak soruları cevaplayınız (A,B,C ya da D).

Dinleme 1

1. Colleen wanted to buy _____.

- a) a CD b) a robot dog c) a doll d) a game console

2. Colleen is shopping for a present for her _____.

- a) friend b) cousin c) sibling d) cousin's friend

3. The conversation takes place at _____.

- a) music shop b) bakery c) a toy shop d) souvenirs

4. Joel says most tourists _____.

- a) have trouble deciding where to go in NYC. b) don't know about any attractions in NYC.
c) try to avoid visiting the usual attractions. d) leave the city without seeing important places

Dinleme 2

5. Joel thinks The Socrates Sculpture Park is a great place _____.

- a) to see famous works of art b) to experience New York culture.
c) to relax and escape the busy city d) to make new friends from all over the world.

6. Joel is describing _____

- a) his favorite place in New York City b) a popular tourist attraction in New York City
c) his visit to New York City b) travel advices of NYC tourist information center

Bir duyuruyu iki kez dinleyeceksiniz. 7-12 arası cümleleri doğru (T:True), yanlış (F:False) ya da belirtilmemiştir (NM: Not Mentioned) olarak işaretleyiniz.

7. Visitor can do different activities in the village. T F NM

8. Visitors will watch a show during the tour. T F NM

9. Visitors are free to tour the village by themselves. T F NM
10. Tour guides will get extra money for antique city trip. T F NM
11. Children under 10 won't be allowed to enter the museum T F NM
12. Tour agent will provide refreshments during sightseeing T F NM

Dört adet soruyu ikişer kez duyacaksınız. Her bir soru için doğru cevabı seçiniz ve harfi (A,B,C,D ya da E) kutucuğun içine yazınız. Cevaplardan biri hiçbir soruyla eşleşmemektedir.

- A. I certainly did. It was as cheap as my old one.
- B. Because it's too expensive to buy.
- C. Yes, I'd like to try this on.
- D. No, they aren't big enough to fit
- E. Sure, the changing rooms are over there.

1 st Question	2 nd Question	3 rd Question	4 th Question

Bir okul etkinliği hakkında konuşan iki kişiyi dinleyeceksiniz. Kişileri (1-4), karnavalda üstlendikleri sorumluluklarla (A-E) eşleştiriniz. Uygun olan harfi (A,B,C,D ya da E) doğru kutucuğa yazınız. Konuşmayı iki kez dinleyeceksiniz. Sorumluluklardan biri hiçbir kimseyle eşleşmemektedir.

PEOPLE

1		->Margaret
2		->Kim
3		->Kyle
4		->Tony

RESPONSIBILITIES

A	games
B	food
C	parade
D	decorations
E	tickets

(Kontrol Grubu)

You are going to hear two recordings twice. Questions 1-3 refer to recording 1, while questions 4-6 refer to recording 2. Answer the questions according to what you hear by circling appropriate letter.

Recording 1

1. Colleen wanted to buy _____.
 a) a CD b) a robot dog c) a doll d) a game console
2. Colleen is shopping for a present for her _____.
 a) friend b) cousin c) sibling d) cousin's friend
3. The conversation takes place at _____.
 a) music shop b) bakery c) a toy shop d) souvenirs
4. Joel says most tourists _____.
 a) have trouble deciding where to go in NYC. b) don't know about any attractions in NYC.
 c) try to avoid visiting the usual attractions. d) leave the city without seeing important places
5. Joel thinks The Socrates Sculpture Park is a great place _____.
 a) to see famous works of art b) to experience New York culture.
 c) to relax and escape the busy city d) to make new friends from all over the world.
6. Joel is describing _____.
 a) his favorite place in New York City b) a popular tourist attraction in New York City
 c) his visit to New York City d) travel advice of NYC tourist information center

You will hear an announcement twice. Mark the sentences (7-12) T (True) ,F (False) or (NM) Not mentioned

- | | | | |
|---|---|---|----|
| 7. Visitor can do different activities in the village. | T | F | NM |
| 8. Visitors will watch a show during the tour. | T | F | NM |
| 9. Visitors are free to tour the village by themselves. | T | F | NM |
| 10. Tour guides will get extra money for antique city trip. | T | F | NM |
| 11.Children under 10 won't be allowed to enter the museum | T | F | NM |
| 12.Tour agent will provide refreshments during sightseeing | T | F | NM |

You are going to hear four questions twice. For each question (1-4) , choose the correct response (A-E) and write the letter (A,B,C,D or E) in the box. One response doesn't match any of the questions.

A. I certainly did. It was as cheap as my old one.

B. Because it's too expensive to buy.

C. Yes, I'd like to try this on.

D. No, they aren't big enough to fit

E. Sure, the changing rooms are over there.

1 st Question	2 nd Question	3 rd Question	4 th Question

You are going to hear two people talking about a school event. Match the people (1-4) to the responsibility they had at the carnival (A-E). Write the appropriate letter (A,B,C,D or E) in the right box. You will hear the conversation twice. One responsibility doesn't match any of the people.

PEOPLE

1		->Margaret
2		->Kim
3		->Kyle
4		->Tony

RESPONSIBILITIES


A	games
B	food
C	parade
D	decorations
E	tickets

APPENDIX-5**GÖRÜŞME SORULARI**

1. Dinleme dersinde yaptığımız etkinlik ve egzersizlerin yönergelerinin (açıklamalarının) öğretmen tarafından Türkçe verilmesi, söylemesi etkinliği ya da egzersizi yaparken size yardımcı oluyor mu? Sizce sebepleri nelerdir?
2. Yönerge Türkçe verildiğinde ne sıklıkla öğretmene tekrar soru sorma ihtiyacı hissediyorsunuz? Sizce nedeni nedir?
3. Yönergeler Türkçe verildiğinde anlamakta güçlük çektiğiniz noktaları arkadaşlarınıza mı yoksa direkt öğretmene mi sormayı tercih edersiniz? Neden?
4. Sizce yönergelerin Türkçe verilmesi dersin işleniş hızını ne yönde etkiliyor? Neden?
5. Yönerge Türkçe verildiğinde yapılmakta olan etkinlik ya da egzersize odaklanma seviyeniz ne yönde etkileniyor? Olumlu mu toksa olumsuz mu? Sizce sebepleri nelerdir?

APPENDIX-6

HAFTALIK DERS İÇERİĞİ ÖRNEKLERİ (8 HAFTALIK)



1e

Listening skills

Multiple choice

Preparing for the task

STUDY SKILLS




Read the rubric, then read the questions and possible answers. If there are pictures, think of vocabulary related to them. This will help you do the task.

1 Read the text and the questions. Find the numbers in the text. Which answer is correct?

I get up at about 7:00 because my school is not far from my house. I get dressed and have breakfast. The school bus usually picks me up at 7:45. Classes start at 8:30 but we usually reach school at 8:15.

Pam




Pam starts school at ...

A 
B 
C 




2 Read the rubric, then the questions and possible answers.

You are going to hear five recordings about people's everyday lives. For each question (1-5), choose the right answer (A, B or C).




1 What time is dinner?

A 
B 
C 




2 What part of the body does the chair help?

A 
B 
C 

3 Where does Dave work?

A 
B 
C 

4 What class is the woman thinking of joining?

A 
B 
C 

5 What is the woman describing?

A what she likes cooking
 B her favourite hobby
 C her morning routine

Now do the task

3 Listen to the last speaker again. How is your morning different from hers? Tell your partner or write sentences.

Multiple matching

4 Where do you usually do these hobbies? List under the headings:

INDOORS

OUTDOORS

BOTH

- drawing • photography • horse riding
- cycling • collecting stamps/coins • fishing
- swimming • reading • dancing • painting
- playing an instrument
- doing sports • playing computer games

5 You are going to listen to Paul talking to his sister Anna about his friends' hobbies. Listen and match the people to their hobbies. There is one extra hobby.

PEOPLE	HOBBIES
<input type="checkbox"/> 1 Paul	A cycling
<input type="checkbox"/> 2 Jeff	B doing sports
<input type="checkbox"/> 3 Steve	C collecting coins
<input type="checkbox"/> 4 Ahmed	D photography
	E drawing

6 Use the adjectives to write or say sentences about the hobbies in Ex. 4, as in the example.

• boring • interesting • expensive • cheap
 • exciting • dull • easy • difficult

I don't like horse riding. It's expensive.

Intonation in questions

7 Read the theory, then listen and say.

questions which start with a question word:

falling intonation - Where's Bob?

yes/no questions: rising intonation - Are you OK?

- Are you going out? • Are you coming?
- Who's Ahmed? • What is he leaving?
- Does she still go horse riding?

18

Workbook p. 8



Listening skills

Multiple choice

Preparing for the task

- 1 Read the question and the options (A-C). Now read the script. Which is the correct answer?

What was Lucy's problem?

- A The hotel was cold.
B It rained a lot.
C She didn't go shopping.

Jane: How was your trip to Thailand, Lucy? Was it hot?

Lucy: No, actually it wasn't. It was a bit cold but it didn't stop raining so we couldn't go sightseeing. We spent most of our days in the hotel. At least we did a lot of shopping.

- 2 a) Read the rubric and the questions with their possible answers. Underline the key words.

You are going to hear four short recordings twice. For questions 1-4, choose the answer that matches what you heard by circling the appropriate letter (A, B or C).

- 1 Where did Tom stay?
A a hotel B a hostel
C an apartment
- 2 What was Dina's holiday problem?
A The hotel room was dirty.
B The weather was awful.
C She lost her passport.
- 3 What did Anne think of the hotel?
A It was noisy.
B It was comfortable.
C It was expensive.
- 4 The conversation is about
A how to do a sport.
B Kevin's holiday.
C being close to nature.

- b) Do the listening task.

Multiple choice

Preparing for the task

- 3 a) Read the question and look at the pictures. What does each show? Which words can you think of related to each?

How did Mary go to the village?



- b) Now read the script. Which is the correct answer?

A: So, Mary, did you drive to the village?

B: No, my mum needed the car. I thought of riding on my bike but Dad said it was a long trip so in the end he gave me a ride on his motorbike.

- 4 Read the rubric and the questions with their possible answers. Do the task.

You are going to hear four short recordings. For questions 1-4, choose the answer which matches what you have heard by circling the appropriate letter (A, B or C).

- 1 What means of transport did Jane use?



- 2 What type of holiday did John go on?



- 3 Which city did Kate visit?

- A Paris B London C New York

- 4 What did Jenny lose?



Pronunciation /oʊ/, /ɔ:/

- 5 Listen and repeat. Think of two more words with these sounds.

/oʊ/ wrote, drove, told /ɔ:/ taught, bought, thought



Listening skills

Multiple choice

Preparing for the task

- 1 Read the text and the question. Look at the underlined words. Which is the correct answer? Give reasons.

(I'm Lucy Brown and I want to talk about something that happened to me and my family last February. My parents took me on my first skiing trip. My brother couldn't come because he was on a school trip.

- Lucy went on a skiing trip with
 A her parents and brother.
 B her mum and dad.
 C her brother.

- 2 a) Read the rubric.

You will hear part of a radio programme where Gary talks about an experience he had. For each question, choose the correct answer (A, B or C).

- b) Listen to the recording and choose the option that best answers each question.

- When Gary set off for the airport, it was
 A windy.
 B chilly.
 C rainy.
- When the plane started jumping around, Gary felt
 A relaxed.
 B worried.
 C scared.
- Gary is mainly talking about
 A meeting his pen-friend for the first time.
 B a frightening journey he had.
 C how weather forecasts can sometimes be wrong.

- 3 Give the class a summary of Gary's experience.

- 4 Think of a frightening experience you had. Tell to the class or your partner.

T/F statements

Preparing for the task

- 5 Match the sentences (A-F) with the sentences (1-6) of the same meaning. Use the underlined words to help you.

- | | |
|---|-----------------------------|
| 1 <input type="checkbox"/> He went to Germany by plane. | A He flew to Germany. |
| 2 <input type="checkbox"/> His home is in Germany. | B He flew to Germany. |
| 3 <input type="checkbox"/> He was scared. | C It was drizzling. |
| 4 <input type="checkbox"/> The weather was rainy. | D He asked us to stay calm. |
| 5 <input type="checkbox"/> He told us not to panic. | E He was terrified. |
| 6 <input type="checkbox"/> He comes from Germany. | F He is German. |

- 6 Read the rubric and do the task. Compare answers with your partner.

You will hear an interview with a writer about an experience she had. Listen and mark sentences 1-3 T (true) or F (false).

- The weather was sunny at the beginning of the trip.
- They couldn't find their way to the ski centre.
- He always advises tourists to always carry their mobile phones.

- 7 Listen again and make notes under the headings: WHO - WHERE - WHEN - REASON FOR TRIP - WEATHER - PROBLEMS - WHAT HAPPENED IN THE END. Use your notes to tell Helen's experience to the class.

Pronunciation /c/, /æ/, /ʌ/

- 8 Listen and tick (✓). Listen and repeat. Can you think of one more word for each sound?

	/c/	/æ/	/ʌ/	/c/	/æ/	/ʌ/
bat			cut			
bat			mat			
bat			back			

4e

Listening skills

Multiple choice

STUDY SKILLS

Multiple choice

Read the questions and possible options below. You listen to the dialogue. This will help you understand what the recordings will be about.

- 1 a) Read the rubric and underline the key words. What do you think each recording is about?

You are going to hear two recordings twice. Questions 1-3 refer to Recording 1, while questions 4-6 refer to Recording 2. Answer the questions according to what you hear by circling the appropriate letter (A, B or C).

Recording 1

- 1 Steve thinks that caving is
A very dangerous. B perfectly safe.
C boring.
- 2 Bob is going caving again
A in two weeks. B the following weekend.
C at the end of June.
- 3 Bob and Steve
A are classmates.
B are teammates on a sports team.
C are workmates.

Recording 2

- 4 Scott injured his leg while
A playing a sport.
B climbing up the stairs.
C walking on some ice.
- 5 Scott's brother is having a party to celebrate his
A new job. B birthday. C graduation.
- 6 Scott is calling Jim to
A ask for his opinion. B offer him advice.
C give him a suggestion.

- b) Do the listening task.

- 2 a) Listen to Recording 1 again and make notes under the headings.

In Favour CAVING Against

- b) Use your notes to present each person's opinion to the class. What is your opinion?

Workbook p. 38

Matching exchanges

- 3 a) Read statement 1. What can the question be?

1 It's my favourite.

- b) Choose the question (A-D) that matches this statement.

- A Do you like lobster?
B Is it your favourite?
C Which do you prefer?
D Do you like harnies?



- c) Use the underlined words to explain why the other questions are not appropriate.

- 4 a) Read the rubric and the statements A-E. Think of a question that can answer each.

You are going to hear four questions. Read the answers below. For every question 1-4 choose the right answer (A-E) according to what you hear, and write the appropriate letter (A, B, C, D or E). One answer doesn't match any of the questions.

- A I think I've got stomachache.
B They're my favourite.
C I don't like it at all.
D Nothing yet.
E Yes, I cooked it myself.

1	2	3	4

- b) Do the task in Ex. 4a. Were your guesses correct?

Pronunciation: silent letters

- 5 Listen and repeat. Circle the letter you can't hear.

• should • could • know • half • right
• write • listen

5e

Listening skills

T/F statements

- 1 a) The photograph shows a military parade. What do you think the people are celebrating?
- A an important battle?
B the Queen's birthday?

2 Listen and check.



- 2 a) Read the rubric and do the listening task.

You are going to listen to a TV presenter describing an event she is attending. Listen and mark the statements (1-3) as T (true) or F (false).

- 1 The event takes place when there is a new king or queen.
- 2 The parade starts at 10 am.
- 3 The presenter advises listeners to come to the parade immediately.

b) Correct the false statements.



- 3 a) How do the British celebrate this event? Tell the class.
- b) Is there a similar event in your country? Compare them.

Matching exchanges

Preparing for the task

STUDY SKILLS

Read the answers and underline the key words. Think about possible questions for each. Listen carefully. While listening, be careful not to get distracted because some of the words in the sentences will be contained in the listening script.

- 4 a) Read the sentences A-E. Underline the key words.
- A Yes, Mary looked great in it.
B No, Bob's costume is better.
C We haven't met her before.
D No, it's Bob's.
E I think it's Anna's.
- b) Now read questions 1-4. Which sentence (A-E) best answers each question (1-4)?
- 1 Do you know Anna?
2 Was Mary's costume nice?
3 Is this Anna's?
4 Whose birthday is it?
- c) What makes sentence B inappropriate as an answer to question 2?

- 5 a) Read the rubric and do the task.

You are going to hear four questions. Read the answers below. For every question (1-4) choose the right answer (A-E) according to what you hear, and write the appropriate letter (A, B, C, D or E). One answer doesn't match any of the questions.

- A We're having a family meal at home.
B I've never been to one before.
C It was the best I've ever been to.
D I've bought a new suit.
E No, it's next week.

1	2	3	4

Pronunciation: Homophones

Homophones are words which sound the same but differ in meaning, e.g. ate-eight

- 6 Find the words which sound the same. What does each word mean?

the, there, right, buy, tale, be, eye, know, flour, hour

flour, eye, I, tail, bye, our, their, write, bee, there



Listening skills

Multiple choice

- 1 Look at the mindmap. Which of these do you do to save energy? What else do you do?



- 2 Read the rubric, then read the questions and possible answers and underline the key words. What do you think the topic of the talk is?

You will hear part of a talk given to a group of young people by a member of a green organisation. Listen to the talk and choose the correct answer, A, B or C.

- 1 Fluorescent light bulbs
 A last for a long time.
 B use a lot of energy.
 C don't cost very much.
- 2 The speaker recommends having
 A hot baths. B cold baths.
 C quick showers.
- 3 The recording is about
 A how to do home repairs.
 B ways we can help the planet.
 C the high cost of electricity.

- 3 Do the listening task. Compare your answers with your partner.

- 4 What did you learn from the talk? What are you going to do to save energy at home? Tell your partner.

T/F statements

- 5 Match the words to form phrases. Check in the Word List.

1	environmental	a	campaign
2	town	b	litter
3	pick up	c	group
4	bottle	d	council
5	recycling	e	back

- 6 Read the rubric and the sentences, then do the task.

You are going to listen to a teacher talking about a clean-up day. Listen and mark the statements 1-3 as T (true) or F (false).

- 1 The event will take place in the morning.
- 2 You have to bring your own lunch.
- 3 The recording gives information about spending a day recycling at the Town Hall.

- 7 a) What are the teenagers going to do? Tell your partner.

b) In pairs think of ways to make your area cleaner. Present your ideas to the class.

Pronunciation /dʒ/, /tʃ/

- 8 Listen and tick (✓) the correct box. Listen again and repeat.

	/dʒ/	/tʃ/		/dʒ/	/tʃ/
judge			junk		
jam			chunk		
much			chair		



Listening skills

Multiple choice

- 1 a) Read the rubric. Then read the questions and possible answers. Underline the key words. What do you think each recording is about?

You are going to hear two recordings. Questions 1-3 refer to recording 1, while questions 4-6 refer to recording 2. Answer the questions according to what you hear by circling the appropriate letter (A, B or C).

Recording 1

- Ann offers to help Shirley ...
 A cook a meal. B settle into her flat.
 C do her housework.
- 2 Shirley thinks her new neighbourhood is ...
 A disappointing. B trendy.
 C strange.
- 3 On Saturday, Ann and Shirley are going to ...
 A go to a café. B eat out.
 C watch a DVD.

Recording 2

- 4 Brandon says that in Oldport ...
 A there aren't enough shops and facilities.
 B there is less pollution than in the city.
 C he has found a good office job.
- 5 Brandon goes to the harbour to ...
 A take photographs.
 B eat fish and chips.
 C buy local produce.
- 6 The recording is about ...
 A day-to-day village life.
 B the local fishing industry.
 C an increase in tourism.

- 1.2 b) Do the listening task. Compare your answers with your partner's.

- 2 Answer the questions.
- 1 What bothers Shirley about her new neighbourhood?
 - 2 What does Brandon think of the village he has moved to?
 - 3 Compare the village Brandon lives in with your town/city/village.

Multiple matching

- 3 a) Read the rubric, then read the sentences A-E and underline the key words. Think of words related to the underlined words.
 e.g. learning go out - studying / experiencing / finding out
cultures - castles, old buildings, etc.

Listen to four people talking about where they live. Match the speakers (1-4) to the sentences (A-E). There is one extra sentence.

- A I'm learning about other cultures here.
 B This place is not just about history.
 C It can be dangerous here after dark.
 D Artists find the area interesting.
 E It doesn't have enough live entertainment.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

- 1.2 b) Do the listening task. Which words helped you decide?

- 4 Describe the area you live in. What shops are there? Are there any parks, cinemas, etc? How do you like it? Tell the class.

Pronunciation /ə/ in comparative -er

- 5 a) Write the comparative forms of these verbs.

- 1 big
- 2 noisy
- 3 large
- 4 busy
- 5 nice
- 6 tall
- 7 thin
- 8 new

- 1.2 b) Listen and repeat.

8e

Listening skills

Multiple matching

- 1 a) Read the rubric and the list of films. Think of words related to each type of film.

You are going to hear a conversation between two friends about films. For each person (1-4) choose the type of film they saw and write the correct letter (A, B, C, D or E) in the box. One type of film does not match any of the people.

PEOPLE	TYPE OF FILM
1 <input type="checkbox"/> Sally	A comedy
2 <input type="checkbox"/> Brian	B action
3 <input type="checkbox"/> Phil	C musical
4 <input type="checkbox"/> Tamara	D drama
	E horror

- b) Now do the listening task.

c) Do you like horror films? Why/Why not? Tell your partner.

Matching exchanges

- 2 a) Read the rubric, then underline the key words in the responses.

You are going to hear four questions twice. For each question (1-4) choose the correct response (A-E) and write the letter (A, B, C, D or E) in the box. One response does not match any of the questions.

- A I think his name is Ben Stiller.
 B No, it was quite easy.
 C No, I didn't see him there.
 D He gave a great performance.
 E Yes, I saw it in the cinema.

1	2	3	4

- b) Now do the listening task.
 c) Compare with your partner.

d) Check your answers. Which were correct? Which were not? Which words confused you?

Multiple choice

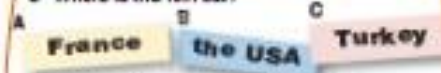
- 3 a) Read the rubric, then look at the questions and the possible answers. What can you see in each picture in questions 1-4?

You are going to hear five short texts. For questions 1-5, choose the answer which matches what you have heard by circling the appropriate letter (A, B or C).

- 1 Which one is the woman's seat?



- 2 Where is the film set?



- 3 What are the speakers going to do?



- 4 Where are the people?



- 5 What is the speaker talking about?

- A her favourite director
 B her favourite actor
 C her favourite film

- b) Now do the listening task.

Pronunciation /θ/ /ð/

- 4 Listen and tick (✓) the correct box. Listen again and repeat. Can you think of one more word for each sound?

	/θ/	/ð/		/θ/	/ð/
than			that		
thank			tooth		
through			with		

APPENDIX-7

GÖRÜŞME TRAKNSKRİPT ÖRNEKLERİ

(Participant B)

1. Dinleme dersinde yaptığımız etkinlik ve egzersizlerin yönergelerinin (açıklamalarının) öğretmen tarafından Türkçe verilmesi, söylemesi etkinliği ya da egzersizi yaparken size yardımcı oluyor mu? Sizce sebepleri nelerdir?

Bence yardımcı oluyor. Özellikle başlamadan önce tek tek hangi kısımda ne yapacağımı bilmek beni daha rahat hissettiriyor. Mesela eşletirme soruları bazen kafa karıştırıcı oluyor, Türkçe olduğunda hemen anımsıyorum ne yapacağımı. Aslında İngilizce olarak söylediğinde de anlıyorum ama sanki Türkçe olduğundaki gibi kalıcı olmuyor. Yani en azından Türkçe olarak ne yapacağım söylendiğinde ve sonrasında o karşılaştırma soruları geldiğinde, telaş yapıp ne yapacağımı unutmuyorum, daha emin bir şekilde yapmaya başlıyorum. Sebep olarak bunlar geliyor aklıma.

2. Yönerge Türkçe verildiğinde ne sıklıkla öğretmene tekrar soru sorma ihtiyacı hissediyorsunuz? Sizce nedeni nedir?

Ben hiç tekrar yönerge ile ilgili öğretmene soru sorma isteği duymuyorum. Zaten Türkçe olduğu için gayet açık net oluyor. Ama tabii dersin olduğu güne bağlı olarak belki dikkat eksikliğim olduğu bir gün olursa onu bilemem. Hem tam duyuyorsam ya da öğretmenin dediğini kaçırırsam bile sormak ayıp olur diye düşünüyorum, zaten Türkçe söylenmiş, belki dalga bile geçilebilirim.

3. Yönergeler Türkçe verildiğinde anlamakta güçlük çektiğiniz noktaları arkadaşlarınıza mı yoksa direkt öğretmene mi sormayı tercih edersiniz? Neden?

Dediğim gibi zaten Türkçe olduğu için güçlük çekmem ama mesela yoruluktan veya dikkat eksikliğinden öğretmenin dediğini kaçırırsam yan sıramdaki arkadaşlarıma sorarım sessizce. Çünkü, o da anlamasa bana aynı

şekilde sorar eminim. Böyle yaparak birbirimize yardım etmiş oluyoruz bir nevi. Hem öğretmeni de gereksiz meşgul etmemiş oluruz.

4. Sizce yönergelerin Türkçe verilmesi dersin işleniş hızını ne yönde etkiliyor? Neden?

Bence öğretmen tekrar tekrar anlatma gereği duymadığı için hızlı ilerlenebiliyor. Sonuçta dinleme yapmadan önce vakit çok gitmiyor, öğretmen çok nadir yönergeyi tekrar etme gereği duyuyor. Öbür türlü olsa farklı farklı kelimelerle tekrar tekrar söylemesi gerekebilir.

5. Yönerge Türkçe verildiğinde yapılmakta olan etkinlik ya da egzersize odaklanma seviyeniz ne yönde etkileniyor? Olumlu mu toksa olumsuz mu? Sizce sebepleri nelerdir?

Çok bariz bir fark yok ama daha bir ilgili olduğumu söyleyebilirim. Dinleme biraz karışık olsa bile yani zorlansa bile o esnada dinlemenin kendisine odaklanabiliyorum. Çünkü bir sonraki aktivitede ne yapacaktım, eşleştirme mi, doğru-yanlış işaretleme mi kafam orada olmuyor, biliyorum zaten ne yapacağımı. Açıkcası dinleme kaydı anlaşılır, seviyemize uygun olsun en önemlisi bu. Hatta keşke soruların bile Türkçesi verilse, o zaman daha da fazla odaklanırım galiba.

(Participant G)

1. Dinleme dersinde yaptığımız etkinlik ve egzersizlerin yönergelerinin (açıklamalarının) öğretmen tarafından Türkçe verilmesi, söylemesi etkinliği ya da egzersizi yaparken size yardımcı oluyor mu? Sizce sebepleri nelerdir?

Yardımcı oluyor, evet. Ama tabii öyle çok büyük bir yardım gibi değil de daha çok ilk defa karşılaştığım bir şey var mı yok mu konusundaki merakımı yenmemi sağlıyor. Zaten bir süre sonra aynı yönergeleri söylüyor oluyor öğretmen. Ha bir de dinleme kaydı çalışırken tekrar açıklananın olduğu kısma dönüp okuma ihtiyacı duymuyorum.

2. Yönerge Türkçe verildiğinde ne sıklıkla öğretmene tekrar soru sorma ihtiyacı hissediyorsunuz? Sizce nedeni nedir?

Böyle bir ihtiyaç duymuyorum. Soranlara da şaşırıyorum, Türkçe bir şeyi tekrar sormak için o esnada öğretmeni dinlemiyor olmak lazım. Hatta bir kez başıma geldi; telefonda whatsapp mesajlarımı bakıyordum, açıklamayı kaçırdım

3. Yönergeler Türkçe verildiğinde anlamakta güçlük çektiğiniz noktaları arkadaşlarınıza mı yoksa direkt öğretmene mi sormayı tercih edersiniz? Neden?

Yani dediğim gibi anlamakta güçlük çektiğim bir şey yok. Ama mesela o açıklamayı kaçırdım dediğim olayda İrfan'a sordum hemen (yan sırada outtran öğrenci). O da ses etmeden kitaptaki kısmı işaret etti eliyle, çözdük olayı. Şimdi basit bişey için öğretmene sormanın bir anlamı yok. Sorarsam başkalarının yapmasına tepki gösterdiğim şeyi yapmış olurum.


4. Sizce yönergelerin Türkçe verilmesi dersin işleniş hızını ne yönde etkiliyor? Neden?

Bu en iyi faydası bence, evet hızlandırıyor. Hatta dikkat ettim normalde dinleme kaydını yetiştirmek için ara zamanını geçtiğimiz oluyordu eski kurda, şimdi Türkçe olunca dersin bitimine 3-4 dk kala aktiviteyi tamamlıyoruz. Hatta öğretmen dinleme kaydıyla ilgili ekstra sorular bile soruyor ara vaktine kadar.

5. Yönerge Türkçe verildiğinde yapılmakta olan etkinlik ya da egzersize odaklanma seviyeniz ne yönde etkileniyor? Olumlu mu toksa olumsuz mu? Sizce sebepleri nelerdir?

Ben emim değilim bu konuda, yani etkiliyorsa bile ben pek bi fark göremedim. Benim için önemli olan dinleme kaydının kendisi olduğu için zaten her türlü odaklanmak zorunda hissediyorum kendimi. Ayrıca bir etksi olsa bile çok dolaylı olur diye düşünüyorum. Kaldı ki bir süre sonra hangi dinleme egzersizinde neyi yapacağımı gözüm kapalı biliyor hissediyorum kendimi

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