

T. C.

MALTEPE UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

ENGLISH LANGUAGE TEACHING

CODESWITCHING IN EFL CLASSES

FROM THE PERSPECTIVES OF TEACHERS

Master of Arts Thesis

Gözde ŞAKIYAN KAYRA

101113206

Supervisor : Assist.Prof.Murat ÖZÜDOĞRU

Istanbul, September 2013

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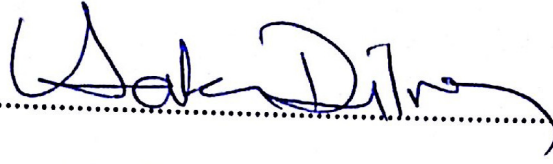
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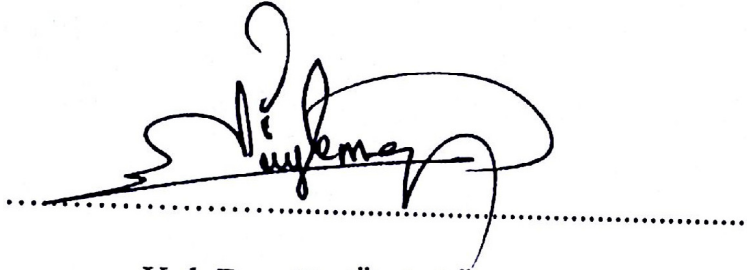
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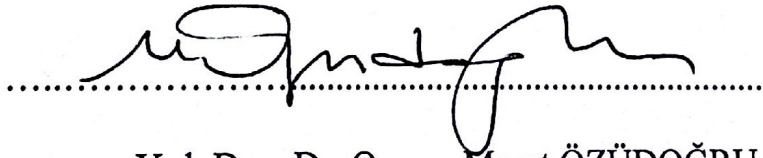
09.10.2013 tarihinde tezinin savunmasını yapan Gözde ŞAKIYAN KAYRA'ya ait "Perspectives of teachers on code-switching in EFL classes" başlıklı çalışma, Jürimiz Tarafından Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında Yüksek Lisans Tezi Olarak Kabul Edilmiştir.



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ABSTRACT

CODE-SWITCHING IN EFL CLASSES FROM THE PERSPECTIVES OF TEACHERS

The research presented in this thesis examined teachers' views on alternating use of mother tongue (L1) and English, in English as Foreign Language (EFL) classrooms. This study was conducted with 30 instructors from 3 state and 3 private universities in Istanbul and Ankara. The instructors were presented an in-depth conversational interview including ten questions which aimed to clarify the answers to the research questions of the thesis. Teachers' views on advantages and drawbacks of L1 use, the institutional constraints on non-native teachers and the reasons for avoidance of or support for code switching were examined. The interviews were voice-recorded and transcribed. The interviews which were held in Turkish to overcome the effect of foreign language were translated and the answers to the questions were analyzed and compared.

The results of the study showed that non-native teachers use Turkish in their lessons for various reasons such as internalization, providing motivation, classroom management, grammar instruction and teaching abstract vocabulary. However, most of the teachers state that it's forbidden to use Turkish in their institutions. Although they sometimes feel that their students need L1 use, they hesitate to speak because of institutional constraints. The advantages of L1 use are more than the disadvantages and the limits can be set by the teachers themselves according to the interviewees. Whether there can be some ideological reasons for the promoted monolingualism was asked and the answers showed that most teachers think this monolingualism is promoted to provide opportunities for native speakers and textbooks published in 100% English.

Key Words: codeswitching, monolingualism

TEZ ÖZETİ

ÖĞRETMENLERİN YABANCI DİL OLARAK İNGİLİZCE ÖĞRETİMİNDE ANADİL KULLANIMINA BAKIŞ AÇISI

Bu tez çalışması kapsamında yapılan araştırmada öğretmenlerin yabancı dil olarak İngilizce öğretiminde anadil kullanımına bakış açıları incelenmiştir. 3 devlet üniversitesi ve 3 özel üniversitede olmak üzere 30 öğretmen ile çalışılmıştır. Öğretmenlere tezin araştırma sorularını içeren on soru sorulmuştur. Anadil kullanımının avantajları ve dezavantajları, anadili Türkçe olan İngilizce öğretmenleri üzerindeki kurumsal baskılar ve anadile başvurmak ya da başvurmamak (düzenek değiştirmek) yönündeki tercihlerin altında yatan sebepler irdelenmiştir. Öğretmenlerle yapılan görüşmelerin ses kaydı yapılmıştır. Yabancı dil etkisini uzaklaştırmak amacıyla görüşmeler Türkçe yapılmış, görüşme çözümlenmeleri ve çevirileri ekler bölümüne dâhil edilmiştir.

Çalışma sonuçları, anadili Türkçe olan öğretmenlerin içselleştirme, motivasyonu sağlama, sınıf yönetimi, dilbilgisi ve soyut kelimelerin öğretimi gibi çeşitli amaçlarla Türkçe'ye başvurduğunu göstermiştir. Ancak, öğretmenlerin çoğu Türkçe konuşmalarının kurum içinde sakıncalı bulunduğunu belirtmiştir. Bazen öğrencilerin ihtiyaç duyduğu düşünülse de, kurumsal kısıtlamalar nedeniyle anadil konuşulması uygun bulunmamaktadır. Görüşmeciler, anadil kullanımının avantajlarının dezavantajlarına oranla daha üstün olduğunu belirtmiş ve bu dezavantajların öğretmenlerin tedbirleriyle azaltılabileceğini ifade etmiştir. Tek dil kullanmanın altında yatan bazı ideolojik nedenlerin olabileceği değerlendirildiğinde, çoğu öğretmen bu yaklaşımın doğal konuşmacıları ve %100 İngilizce yazılan kitapları destekler nitelikte olduğunu belirtmiştir.

Anahtar kelimeler: düzenek değiştirme, tekdillilik

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TRANSCRIBING CONVENTIONS

The signals below are used in transcribing the interviews.

<u>Underscoring</u>	It was used to represent heavier emphasis of the speaker
Capital letters	It was used for loud voice
Laughter particles	Eh-heh
Paranthesis encasing an '!' (.)	It was used to indicate very short pauses
Asterix *	It represented unintelligible utterances

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CHAPTER 1

INTRODUCTION

The avoidance of mother tongue (L1) lies behind many teaching techniques which promote exposure to target language (L2) as much as possible. Most teaching methods take the avoidance of L1 so obvious that no classroom use of L1 is ever mentioned (Cook, 2001, p. 2). Different teaching methods and approaches have highlighted the target language use to such a great extent that ignoring the L1 seems to be inevitable.

The advocates of the L2-only position contend that students must be exposed to a significant amount of L2 input if they want to develop better L2 proficiency, so using L1 in the classroom deprives students of valuable input, which is defined by Krashen (1982) as comprehensible input roughly attuned to the learner's level. Chaudron (1988) states that in the typical foreign language classroom, the common belief is that the fullest competence in the L2 is achieved by means of the teacher providing a rich L2 environment, in which not only instructions and drills but also disciplinary and management operations are executed in the L2.

Wong-Fillmore suggests that learners who are used to hearing their teacher use of the L1 tend to ignore the L2 and therefore do not benefit fully from valuable L2 input (as cited in Turnbull, 2001).

With respect to these strict views against L1 use in the EFL classroom, few studies have examined how both target language and mother tongue can be used in EFL classrooms (Duff&Polio, 1990; Macaro, 2001). The purpose of L1 use in EFL classrooms is ignored and the practitioners who use them are left to feel guilty for resorting to it. By giving an ear to the needs and questions of students and teachers, a growing number of researchers have begun to question the exclusion of the L1 from the classroom (Guthrie, 1987; Dickson, 1992; Hagen, 1992; Anton&DiCamilla, 1998; Cook, 2001; Macaro, 2001; Turnbull, 2001).

According to Cook (2001), the justifications for first language avoidance rest on a doubtful analogy with first language acquisition, on a questionable compartmentalization of the two languages in mind and on the aim of maximizing the second language exposure of students, laudable but not incompatible with the use of the first language. It is also argued that the sole use of L2 as a language of instruction inhibits the learning process because it obstructs the connection of previous and recent information and thereby it slows acquisition of meaning in L2 (Ellis, 1994). Using L1 often helps L2 learners to create a social and cognitive space where they can work effectively to enhance their learning (Anton & DiCamilla, 1998).

Crystal suggests that code, or language switching occurs when an individual who is bilingual alternates between two languages during his/her speech with another bilingual person and switching commonly occurs when an individual wishes to express solidarity with a particular social group (as cited in Skiba, 1997). In EFL teaching, students can be regarded as a social group and they need to be encouraged to have motivation for learning a new language.

Code switching, alternating use of L1 and L2 becomes a way of modifying language which somehow builds a bridge from known to unknown and helps the students gain self-confidence and thus, teachers have access to students' feelings as well as their minds. Macaro (2001) is just one of the researchers who believe that code switches assist the learners in EFL classrooms in building up linguistic knowledge without being detrimental to the development of their linguistic skills. Code switch is a tool that can be enjoyed to facilitate learning. L1-L2 correlevance is an indisputable fact as Stern (1992) puts out, which means it is unfair to put an effective tool aside because of theoretically taken-for-granted decisions.

Atkinson (1987) points out that occasional use of L1 gives the students the opportunity to show that they are intelligent, sophisticated people as L1 enables L2 learners to negotiate meaning and communicate successfully in the target language. The potential of the mother tongue as a classroom resource is so great that its role should be given considerable attention in any attempt to develop any post methods approach to teaching English as a foreign language to adolescents and adults. As Richards and Rodgers (2001) point out, good teaching is regarded as the correct use of the method and its prescribed principles and techniques according to the theory underlying the methods. The teachers' role is marginalized as understanding the method and applying its rules correctly and learners are viewed as the passive recipients of the method so they must submit themselves to its regime of exercises and activities. However, the post-method era should be flexible and adaptive to learners' needs and interests now.

Accommodation of L1 in acquiring English helps in the cognitive process such as bridging the structural distance between disparate systems, reducing cognitive dissonance and enriching the expressive and referential resources of the L2 in terms of local contextual conditions (Canagarajah, 1999). Finding cognates and similarities between languages build up “interlinked L1 and L2 knowledge in students' minds” (Cook, 2001). Canagarajah (1999) believes that accommodation of L1 in English classrooms doesn't hamper the acquisition of L2, but enhances it.

In supporting the existence of code-switching in language classrooms, Skiba (1997) suggests that in the circumstances where code-switching is used due to an inability of expression, it serves for continuity in speech instead of presenting interference in language. In this respect, code-switching stands to be a supporting element in communication of information and in social interaction; therefore serves for communicative purposes in the way that it is used as a tool for transference of meaning.

Cook (2001) uses code-switching as a foundation for the development of a second language learner who can stand between the two languages and use whichever is most appropriate to the situation rather than becoming an imitating native speaker, so to ignore the first language in monolingual classes is almost certainly regarded as teaching with less than maximum efficiency.

1.1. The Assumptions under anti-L1 use in EFL Classes

The exclusive use of second language has commonly been accepted as ideal and commonsense on the base of English Language teaching (ELT) which is accepted to have been structured on pedagogically sound reasons.

Atkinson (1993) identifies four reasons which he believes are particularly influential in the gap in methodological literature about L1 use. The first reason is the association of translation with the Grammar Translation Method. Second is the influence of Krashen and his associates whose theories have promoted the ideas that 'learning' is of little value and that transfer has only a minor role to play. Third is the truism that you can learn English only by speaking English. Fourth and the last is a backwash effect whereby native speakers have been trained in an environment where the trainer focuses mainly or exclusively on the unrepresentative situation of a native speaker teaching a multilingual class in Britain or the USA.

Besides the pedagogical approaches, there are also hidden ideological purposes according to many researchers (Phillipson, 1992; Auerbach, 1993; Canagarajah, 1999).

1.1.1. Pedagogical Implications for anti-L1 Attitude

The Grammar Translation method, which is known to be the eldest among the English Language Teaching Methods, emerged as an answer to the need for the translation of Latin and Greek literature. The meaning in the target language was made clear by translating it into the students' native language. The language mostly used in the class was the students' native language. Its rules were applied for many years but as it was ineffective in preparing the students to use the target language communicatively, it made the Direct Method popular in 1980s which paved the way for the spread of L2-only position.

Krashen and Terrel (1983) strongly supported that teaching EFL should make the classroom the source of the input for the language students so the

teachers should conduct even classroom management in the target language. It was proposed that students learn their second language much in the same way that they learn their first and that L2 is best learned through massive amounts of exposure to the language with limited time spent using L1 (Tang, 2002).

Although Krashen's and Terrel's views couldn't put an end to the quest for a better understanding in ELT methodology, it had a great impact on practitioners as well as theoreticians. The methods which emerged later on different theories of language and learning put emphasis on the value of the mother tongue but in a very reserved way which restricted it to very short limits as it can be seen in a major motivation for reluctance of use that comes from communicative approaches to language teaching in which classroom activities are designed to maximize learners' use of the target language.

1.1.2. Ideological Perspective of anti-L1 Attitude

Power, according to Fairclough (1989) is exercised by the dominant groups in two main ways; through coercion (the use of force) or through consent (willing acquiescence). However, Auerbach (1993) believes consent is not always the result of conscious choice; rather it comes about through the unconscious acceptance of institutional practices. The taken-for-granted practices constitute what Fairclough (1989) calls ideological power, one of the central mechanisms of ensuring control by consent. He argues that language has a particularly important role in exercising this control.

In 1950s and 1960s, the development of ELT was shaped as an infrastructure required for the spread of British neocolonial control. Phillipson (1992)

mentions about five tenets from an ELT conference in 1961 which he believes are the unofficial and yet unchallenged doctrine underlying much ELT work. According to the views in the conference; English is best taught monolingually, the ideal teacher of English is a native speaker, the earlier and more English is taught, the better the results are, and if other languages are used, standards of English will drop.

Insistence on the classroom use of English, as Canagarajah (1999) states, ensures that classrooms all around the world will be predictable and uniform in their instructional practices which will provide native speakers of English with the chance of automatically being best teachers. Butzkamm (1998) expresses his worries that the international dominance of English native speakers, who find absolution in the dogma of monolingualism when they cannot understand the language of their students together with the cheaper mass production of strictly English speaking textbooks constitutes one of the reasons behind the sanctification of, and the demand for, monolingualism in the classroom.

1.2. Code switching and Bilingual Proficiency

Code switching is a highly skilled activity which is the bilingual mode of language in which L1 and L2 are used simultaneously rather than the monolingual mode in which they are used separately (Grosjean, 1989). It cannot be regarded as a language interference on the basis that it supplements speech.

The act of code switching can be studied as a reflection of social constructs and of the cognitive mechanisms that control language switching (Bullock & Toribio,

2009). All speakers have some reasons to select a code according to their intentions, speech participants and conversational setting.

There may be many reasons behind code switching such as filling linguistic gaps and achieving particularly discursive aims which are sound signs of bilingual proficiency. However, it is generally mentioned as a linguistic hodgepodge which is used by uneducated people or the people who are incapable of expressing themselves in one language.

Against this view, a significant body of research has amply demonstrated that code switching does not represent a breakdown in communication, but reflects the skillful manipulation of two language systems for various communicative functions (Bullock&Toribo, 2009).

According to Gumperz (1976), there are many discursive functions behind code switching such as emphasis, realignment of speech roles, reiteration and elaboration. It is its discursive function that makes the linguistic term “code switching” a commonly favored term in ELT for L1 and L2 exchanges for various purposes.

1.3. The Post Method Era and Code switching as a Functional Strategy in the EFL Classes

As code switching may be used as a means of communicating solidarity and understanding in a social group, it should be kept in mind that a language classroom is also a social one; therefore the phenomenon related to naturally occurring daily

discourse of a social group has the potential to be applicable to and valid for any language classroom (Sert, 2005). Both the teacher and the students need to be aware that code switching is a normal part of bilingual linguistic behavior (Liebscher&O’Cain, 2009).

The search for a single ideal method in ELT which is generalizable across varying audiences has been discarded as it seems to be impossible with several factors affecting the learning atmosphere. Methods were a century-old obsession and prolonged preoccupation that were increasingly unproductive and misguided as Stern puts out (1992).

An approach to language pedagogy is not just a set of static principles “set in stone” (Brown, 2007, p. 13). In the post method era, they are the teachers who diagnose the needs of the students, treat them with successful pedagogical techniques and assess the outcome.

Part and parcel of this view, Brown (2007) suggests that when human beings learn to use a second language, they develop a new mode of thinking, feeling and acting like a second identity. The new “language ego”, intertwined with the second language, can easily create within the learners a sense of fragility, defensiveness and rising of inhibitions.

Additionally, the native language of learners is a highly significant system on which learners rely to predict the target language system. It is too important to take

“language ego” and “native language effect” into account while trying to provide the communicative competence.

Code switching is not always a blockage or deficiency in learning a language, but may be considered as a useful strategy in classroom interaction if the aim is to make the meaning clear and transfer the knowledge to students in an efficient way. It sheds light on the functioning of L1 as well as on that of the L2 that is why it can be regarded as a part of the adaptation process in learning (Bullock&Toribio, 2009).

Macaro (2001) suggests that theories providing evidence of the facilitating effect of the first language come from three resources. The first one is the cognitive processing theory, which predicts that the way that language is perceived is the same with other information gained. Working memory and long term memory interact in order to allow the process. Most importantly, this theory claims that the first language and the second language are not contained in separate conceptual stores and that the mental lexicon is best represented by an increasing number of connections which are not language specific until they are required to be so by the processing function needed. Since connections with the first language will be much stronger, to ignore the first language in second language learning is to ignore the essential role of the native language in the learning process.

The second theory is socio-cultural theory as Brooks and Donato (1994) briefly suggest that inner voice and private speech are essential contributors to the way we think and act, and that they are almost always performed in the first language.

The third theory is that of code switching in naturalistic environments. What Macaro (2001) means is that code switching for message oriented information to the students resembles naturalistic code switching.

Teaching bilingually does not mean a return to translation but rather a standpoint which accepts that the thinking; feeling and artistic life of a person is very much rooted in their native language (Piasecka, 1988 as cited in Auerbach, 1993).

Chambers (1992), Atkinson (1993), Coste (1998), Macaro (2001) and many other researchers have argued that it is not only impractical to exclude the L1 from the classroom but it is also likely to deprive the learners of an important tool for language learning.

The sole use of L2 as the language of instruction obstructs the rapid connection of words with thoughts, and thereby slows acquisition in L2 (Skinner, 1985). Anton and DiCamilla (1998) support this view by expressing their belief in L1's strategic cognitive role in scaffolding for students in their effort to accomplish learning tasks.

Brooks and Donato (1994)'s research reveals that L1 enables L2 learners an invaluable learning tool, particularly according to the interactionist learning theory, which suggests that input alone is not enough for language acquisition to take place. The input, it is said, has to be comprehensible. The question arises as to how the

learners make the input comprehensible: in part by reference to the context, but in part also invoking L1 equivalents (Widdowson, 2003).

Van Lier (1995) is also just one of the researchers who contend that the use of L1 can make L2 more salient for the learner, as it enhances intake by providing available cognitive and metacognitive opportunities to the learners. Therefore, banning the first language from the communicative EFL classes may in fact be reducing the cognitive and metacognitive opportunities available to the learners.

Cummins' linguistic interdependence principle (1978) conveys the possibility that proficiency in L1 can enhance competence in L2 by activating a common underlying proficiency that enables cognitive/academic and literacy related skills to transfer across languages. That can be supported with Rutherford's (1987) view that successful learning comes about only when what is to be learned can be meaningfully related to something that is already known.

If students are trained to contrast L1 and L2 grammars and differences as well as similarities are made explicit, chances are that such explicit knowledge enables learners to notice the gap between the inner grammars and the target language and ultimately through constant hypothesis testing, achieve higher levels of grammatical as well as communicative competence (Ferrer, 2005).

Besides cognitive justifications, there are also social considerations to highlight L1 use in the foreign language classroom. Using L1 often helps L2 learners

to create a social space where they can work effectively to enhance their learning (Anton&DiCamilla, 1998).

As Canagarajah (1999) states, the use of the L1 in the EFL classroom can play positive functions not only in the microlinguistic level of acquiring grammatical competence in English, but also at the sociolinguistic level of developing bilingual communicative process. Using the L1 reduces the affective barriers to English acquisition by taking socio-cultural factors into account and facilitating incorporation of learner's life experiences.

As learning a language is a difficult and frustrating process for many learners, particularly at low levels one hundred percent L2 use can be especially stressful and frustrating whereas the limited use of the L1 can have a powerful, positive effect (Atkinson, 1987).

Many students find the exclusion of their mother tongue to be degrading to that language (Tang, 2002, p. 6). If students think that their mother tongue preserves its value in the learning process, they are likely to adapt more easily to the new language. Lucas and Katz (1994) report that even in English-only US classrooms, the use of native language is so compelling that it emerges even if policies and assumptions mitigate against it (as cited in Cook, 2001).

As Phillipson (1992) states, the ethos of monolingualism implies the rejection of the experiences of other languages, meaning the exclusion of the student's most intense existential experience. As can be seen in the EFL context like English as a

Second Language (ESL), some students may be resistant to learning English because of cultural and political reasons. Recognizing and welcoming their own language in the classroom as an expression of their own culture can help dispelling negative attitudes towards English (Schweers, 1999).

Stables and Wikeley (1999) state that the negative attitudes towards foreign languages expressed by students in their research were likely to be as a result of the unequal power relations particularly prevalent in language classrooms where the L1 predominates. Many researchers comment about the potential of the target language for impairing student-teacher relations and some about the need to use L1. The concern to maintain students' interests and sustain good working relationships in the classroom is seen by teachers as an important educational principle which is undermined by excessive target language use (Dickson, 1992).

1.4. Teachers' Code switching in the EFL Classes

Due to the fact that teacher code switching is evident in the EFL context; many researchers (Atkinson, 1987; Auerbach, 1993; Cook, 2001; Turnbull, 2001; Rolin-lanziti & Brownlie, 2002) have reexamined the L2-only position.

According to the results of their research, teachers assert that their professional training and commonsense predispose them to favor L2 as the sole medium of instruction. Those who eventually concede that L1 is being used in their classrooms are usually apologetic, putting the blame on the low proficiency of their students or the linguistic demands of a particular lesson.

Atkinson's (1993) research with the teachers about L1 use reveals similar views that many of the teachers feel slightly guilty about using the L1 in the classroom. They feel that they are not achieving the 'ideal' of one hundred percent English.

Atkinson (1993) argues against this view by stating that L1 can be a vital resource and there is certainly no reason why any teacher of monolingual classes should feel that it is somehow wrong to make use of it. He even suggests L1 clinics in regular intervals to provide motivation for the students. What he believes is that to ignore mother tongue in a monolingual classroom is almost certainly to teach with less than maximum efficiency.

According to Phillipson (1992), non-native speakers possess certain qualifications which native speakers may not. They have gone through the laborious process of acquiring English as a second language and have insight into the linguistic and cultural needs of their students. Many ELT teachers try to create English-only classrooms, but they fail to get the meaning across leading to student incomprehension and resentment. However; if the teacher utilizes well and presents communicatively, L1 can be a facilitative tool which can improve the language proficiency of students by making processing easier (Van Lier, 1995).

In the same view with Van Lier (1995), Schweers (1999) encourages teachers to insert the native language into lessons to influence the classroom dynamics, provide a sense of security and validate the learners' experiences. When

the teacher knows the language of the students; the classroom itself is often a code switching situation to be benefited from.

The existing literature on teacher code switching groups appropriate and effective code switching into three major categories (Macaro, 2001; Turnbull & Arnett, 2002). The first category is code switching for curriculum access. Examples of this include conveying meaning of words or sentences, explaining grammar and displaying cultural issues. Category two is switching codes for classroom management, discourse examples of which are organizing tasks, disciplining and praising students. The third and final grouping is that of code switching for interpersonal relations. Examples of this category include the humanization of the affective climate of the classroom, such as chatting with students and telling jokes.

The reasons for L1 use identified in the research field vary in a great extent according to the levels and needs of the students and beliefs of teachers. What is common in all views is that there is a complex interrelation between the first and second languages and that the teacher code switches are far from being easy ways out of semantic difficulties or lazy solutions to lexical problems.

Kharma and Hajjaj (1989) and Cook (2001) identify appropriate use of L1 including teaching grammar and abstract words, organizing task and class, establishing teacher-student rapport and maintaining discipline. Cook also argues that L1 should be used whenever the cost of L2 is too great, that is, when comprehending the L2 is too difficult for the students or costs them too much time.

According to Cook (2001), there are four factors to favor use of L1. The first is efficiency. The first question to ask is if something can be done more effectively in the L1? The second factor is learning. Will L2 learning be helped by using the L1 alongside the L2? The third factor is naturalness. Do the participants feel more comfortable about some functions or topic in the first language rather than the second? The fourth factor is external relevance. Will the use of both languages help the students master specific L2 uses they may need in the world beyond the classroom?

Piasecka (1988) includes the following in her list of possible occasions for using first language: negotiation of the syllabus and the lesson, record keeping, classroom management, scene setting, language analysis, presentations of rules governing grammar, phonology, morphology and spelling, discussion of cross-cultural issues, instructions and prompts, explanations of errors and assessment of comprehension.

Greggio and Gil (2007) believe that the teachers' code switching has functions such as marking the beginning of the class, maintaining the planned structure of the class, facilitating/clarifying understanding of grammatical rules and structures, providing equivalent meanings in L1 and giving advice.

Sert (2005) lists three functions of teachers' code switching; topic switch, affective functions and repetitive functions. In topic switch cases, the teacher alters his/her language according to the topic that is under discussion. At this point, it may be suggested that a bridge from known to unknown is constructed in order to

transfer the new content. In addition to the function of code switching named as topic switch, the phenomenon also carries affective functions that serve for expression of emotions. Code switching is used by the teacher to build solidarity and intimate relations with the students. Another explanation for the functionality of code switching is its repetitive function. In this case, the teacher uses code switching in order to transfer the necessary knowledge for the students for clarity.

Franklin (1990) suggests that teachers' code switches are used to avoid communication breakdown and to allow the students to continue holding the floor and he advocates L1 use as an enhancing tool for learning, and this type of use includes checking comprehension, highlighting important points or salient vocabulary and drawing students' attention to what they already know.

Duff and Polio (1990) categorize first language use under eight different categories: classroom administrative vocabulary, grammar instruction, classroom management, empathy and solidarity, practicing English, unknown vocabulary/translation, lack of comprehension and interactive effect involving students' use of English. They also stress that low-level learners should not be forced to produce the L2 prematurely. By encouraging them through code switching, teachers can provide motivation.

Ferrer (2005) suggests L1 use to explain difficult content issues, to teach grammar, to teach reading and to help students understand what they have/will have difficulty understanding in English. She believes that it is more time-cost effective than using the second language.

Edstrom (2006) recommends using L1 to tell students how well they have done as the L1 may reinforce the fact that the praise is real. She highlights her concern about communicating respect and creating a positive environment more than maximizing L2 use.

Cole (1998) argues for selective, principled use of L1 due to its practicality and efficiency, stating that “the struggle to avoid L1 at all costs can lead to bizarre behavior. One can end up in being a contortionist trying to explain the meaning of a language item, where a simple translation would save time and anguish. If the students understand the concept of a noun, it is much simpler to translate the word 'noun' than do describe it in L2.

Butzkamm (1998) summarizes the principles and advantages of using L1 as follows: L1 use gives a sense of security and helps learners to be stress-free. It is the greatest asset people bring to the task of EFL learning. A foreign language friendly atmosphere is best achieved through selective use of L1 as it saves learners from a feeling of frustration they might have within their EFL learning.

Duff and Polio (1990) state that mother tongue should be used to provoke discussion and speculation, to develop clarity and flexibility of thinking and to help the teachers increase their own and their students' awareness of the inevitable interaction between the mother tongue and the target language that occurs during any type of language acquisition.

Chambers (1992) mentions about the ignorance of difficulties encountered by teachers for many years trying to use the foreign language. As he remarks, it is unfair to pretend that problems do not exist and until teachers can exchange opinions frankly without being made to feel guilty and inadequate, progress cannot be made.

Maximizing the L2 doesn't and shouldn't mean that it is harmful for the teachers to use the L1 (Turnbull, 2001). It should be kept in mind that whatever the cost is, the use of students' native languages can increase their openness to learning by reducing the degree of language and culture shock they are encountering. To deny the L1 may lead to the silence of non-participation of the students.

Besides the strong call for justification of L1 use, there are also some worries for overuse of L1. What researchers agree on is that code switching should be deliberate to increase learner proficiency and teachers should decide in advance of a lesson whether they are going to use the first language or not.

The first language can be used systematically, selectively and in judicious doses instead of lazy and inconsiderate ways (Butzkamm, 1998). The right balance of both languages should be provided to increase the efficiency of the learning process.

1.5. Related Studies on Teachers' Code switching in the EFL Classes

As a response to a number of policy statements banning the first languages of the students in a foreign language classroom made by a government agency in

English education systems, Macaro (2001) started his TARCLINDY project, the name of which stood for three interrelated issues he wanted to explore: whether exclusive use of the target language was the best teaching approach, how this approach might affect collaborative learning, and whether exclusive use by the teacher promoted or hampered independent learning. He concluded from his findings that teachers held three personal theories which he called virtual position, maximal position and optimal position.

Some believed that the second language could be taught through exclusive use of that language which created a virtual reality (virtual position). Some believed using only second language is an unattainable goal and using L1 is the last resort (maximal position) and the others said there was some recognizable value in first language use (optimal position). Macaro (2001) advocated optimal use of code switching where he thought that code switching in broadly communicative classrooms can enhance second language acquisition and/or proficiency better than second language exclusivity and stated that banning the first language may reduce the cognitive and metacognitive opportunities available to learners.

Liebscher and O'Gain (2009) observed two German language classrooms at Western Canadian University. They found out that the teachers used L1 to mark the contrast between language used to give an explanation and language used to bring the students back to topic.

Schweers (1999) designed and conducted a research on the use of the mother tongue in EFL classes. His study consisted of recording a 35-minute sample from three classes at the beginning, middle and end of the semester. The teachers

and students were also given questionnaires. A high percentage (88.7%) of the student participants in this study expressed that the mother tongue should be used in their English classes. According to the researcher, the research with the teachers showed that pedagogical and affective benefits of L1 use justify its limited and judicious use in the second and foreign language classrooms.

Duff and Polio (1990) researched 13 different university language classrooms in which a different language was taught in each classroom. They interviewed each of the teachers regarding their background, training and attitudes. The results of their study showed a vast variation in L1 and L2 usage in the classroom ranging from 10% to 100% of L2 use in the classroom. They asked the instructors as to the purpose of their use of the L1 and L2 in the classroom and tried to decide on the reasons why the different ratios of L1 and L2 existed. The teachers who preferred more L1 use stated that it took too long to get their point across in the L2 and a few of them stated that the students wouldn't understand more of L2 so they restricted their L2 use. Also, they stated that when they wanted to teach facts about culture, history and language, they considered the L1 as the appropriate medium.

Greggio and Gil (2007) investigated the use of English and Portuguese in interactive exchanges between the teacher and the students in both a beginner and pre-intermediate EFL classroom. They observed twelve classes, also audio recorded and analyzed in each group. The analysis of the transcriptions showed that the use of code switching by the teachers was more frequent in some moments. In the beginner group, teacher made use of code switching in four moments: when explaining grammar, giving instructions, monitoring/assisting students and correcting activities. In the pre-intermediate group, the teacher was observed to use little code switching in his classes. He resorted to the use of L1 especially in two moments:

while explaining grammar and correcting activities. The study generally showed that the teachers and the learners of the two investigated groups switched codes in their classes, there was a frequent use of code switching in some moments in both groups, code switching in teachers' speech had specific functions in each group investigated and although the investigated groups were in different levels of proficiency, the functions of learners' code switching were the same.

In Franklin's (1990) research, teachers listed the reasons why they needed the L1 in four broad categories. The nature of the class was the main reason. Number of the students in the classroom affected the efficiency of the L2 use. The reaction of the class was the second reason as the students had difficulty in comprehension. The teachers were so honest to say that their confidence in using the L2 was the other reason. They believed they failed in continuing communication in L2 but external factors such as departmental ethos which promoted L2 use affected their code choice.

Edstrom (2006) audio-recorded 24 class sessions. She recorded all her language use during one semester and transcribed them all. Her decision to use the L1 reflected a variety of factors such as difficulty of grammar points, cultural issues and affective reasons. She states that her concern about her students as individuals at times transcends her concern for their L2 acquisition process. She believes that instead of trying to influence teachers' behavior by mandating L2 use, particularly when the teachers' practices suggest that such a mandate is impractical, it may be more appropriate to create opportunities for teachers to study their own contexts and reach realistic local conclusions. She says judicious use of L1 is likely to look different in different classrooms. She very briefly states that although she believes

L2 use should be maximized, her pedagogical beliefs are not reflected in her classroom practice.

Dickson's (1992) research on target language use showed that teachers used as much mother tongue as the target language. The activity which was carried out mostly in L1 was the teaching of grammar.

The results of Ferrer's (2005) research suggested that a judicious and systematic use of cross-linguistic referencing may present the teacher with opportunities for equipping the learners with explicit knowledge of the target language systems. 25 out of 35 teachers stated that there is a legitimate place for L1 in the grammar work.

Dilin Liu (1995) conducted a survey as a response to the call of South Korean Ministry of Education for maximizing English use in EFL classes. The data from surveys of 13 high school English teachers and their students revealed that teachers used on average a rather low amount of L2 and L1 was very effective for several functions. After examining the teachers' code switching patterns, their talk was classified into eight major functions: greeting, directions or instructional comments, questions, text or grammar explanations, giving text or story background information, managing students' behavior, compliments or confirmation and jokes or personal talk. The use of L2 varied from as little as 10% to as much as 60% and the average use was rather low (32%), much lower than the amount that they believed to be appropriate.

Ahmad and Jusoff (2009) investigated 257 low English proficient learners in a public university in Malaysia. They administered a questionnaire to measure the presence of code-switching in classrooms, the affective support and the learning success. The study revealed that learners perceived code switching as a positive strategy due to the various functions it has. The results indicated that teachers' code switching serves various functions in the classrooms as it is significantly associated with learners' affective support besides learning success and learners support future code switching in EFL classrooms.

1.6. Background of the study

The study came into being as a result of curiosity because of the inconsistency between what the teachers are advised or mandated by their institutions and what really happens in the classrooms. English-only classrooms are mostly promoted to be ideal and the most effective so the L1 use is blamed for the failure in teaching English. However, it may turn into great disappointment when the teacher insists on endeavoring for the ideal. As this is a common problem generally discussed between teachers, the need for asking their thoughts to the practitioners themselves led me to this study.

1.7. Statement of the Problem

The teachers tend to refrain from speaking Turkish in EFL classes. Even the post method era cannot eradicate the long term effects on minds which makes teachers blame themselves when they speak their first language. In this thesis, it is aimed to clarify teachers' perspectives on code switching in the anti-L1 attitude in EFL classes.

1.8. Research Questions

1. What are the non-native teachers' views on first language use in EFL classes?
2. When do the non-native teachers need to use first language?
3. What are the observed advantages and drawbacks of code switching?
4. What is the reason for the promotion of English-only classrooms according to the non-native teachers?

CHAPTER 2

METHODOLOGY

2.1. Introduction

In this chapter, a general outline of the study will be presented and procedures will be explained. Research design, data collection, instruments and informants of the study will be described.

In-depth interviewing, a type of interview used to elicit information in order to achieve a holistic understanding of the interviewee's point of view is applied to 30 preparatory class instructors from 3 state and 3 private universities. A basic checklist is prepared to make sure all relevant topics are covered.

The research type applied in this study can be defined as a qualitative study which aims to reach sincere thoughts of the informants with open ended questions asked in person.

2.2. Research Design

In this study, the researcher hopes to gather information about teachers' perspectives of L1 use and their reasons for avoidance or support. The study is conducted with 30 prep class instructors in 3 state and 3 private universities in Ankara and İstanbul.

An interpretative approach is adopted for the research. Informants are asked ten open ended probe and follow-up questions in person. The interviews are voice-recorded and the data gathered is transcribed. The informants are interviewed in Turkish to overcome the effect of foreign language on the research and they are ensured that their identifications will be kept confidential. The transcriptions and translations of the interviews are presented in the Appendices for the data analysis.

2.3. Data Collection Procedures

Informants who volunteered participated in this study. Before the in-depth conversational interview; ten questions were assigned, sequenced and clarified. Direct questions were asked to prevent any misunderstanding.

2.4. Informants

Table 2.1. Teacher Profiles

Information/Teacher	Graduate of	Teaching Experience	Age	Gender
Teacher 1	9 Eylül University ELT Department	9	32	M
Teacher 2	METU ELT Department	7	30	M
Teacher 3	Anadolu University ELT Department	5	27	M
Teacher 4	Hacettepe University ELT Department	4	28	F
Teacher 5	Hacettepe University ELT Department	3	27	F

Teacher 6	Hacettepe University American Language and Culture	5	28	F
Teacher 7	METU ELT Department	5	28	F
Teacher 8	Istanbul University ELT Department	6	30	M
Teacher 9	Çukurova University ELT Department	9	33	F
Teacher 10	Boğaziçi University ELT Department	2	25	F
Teacher 11	Hacettepe University Translation and Interpretation	4	28	M
Teacher 12	Hacettepe University Translation and Interpretation	4	28	F
Teacher 13	Istanbul University ELT Department	3	26	M
Teacher 14	Atılım University ELT Department	5	28	M
Teacher 15	Gazi University ELT Department	3	25	F
Teacher 16	Uludağ University ELT Department	5	28	M
Teacher 17	Boğaziçi University ELT Department	6	29	F
Teacher 18	Boğaziçi University ELT Department	4	25	F
Teacher 19	9 Eylül University ELT Department	8	31	M

Teacher 20	Marmara University ELT Department	5	27	F
Teacher 21	Atilim University English Language and Literature	4	26	F
Teacher 22	METU ELT Department	8	30	F
Teacher 23	Marmara University ELT Department	11	36	F
Teacher 24	Boğaziçi University English Language and Literature	2	24	F
Teacher 25	Ege University English Language and Literature	12	38	M
Teacher 26	Hacettepe University English Language and Literature	3	26	M
Teacher 27	Marmara University ELT Department	3	28	M
Teacher 28	Atilim University English Language and Literature	13	36	M
Teacher 29	Gazi University ELT Department	8	34	F
Teacher 30	Gazi University ELT Department	15	40	F

CHAPTER 3

DATA ANALYSIS

3.1. Presentation

In this part, translations of informants' responses were reflected by using charts. The answers to the questions were derived from the whole part of interviews which can be analyzed with their translations in the Appendices.

3.1.1. Responses of Teacher 1

Table 3.1

Teacher 1	
Do you speak Turkish in your lessons?	I speak a little Turkish.
Are you exposed to any departmental policy about native language use?	Yes. 100% English use.
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	They are generally against 100% English use. Actually, they would be happier, if I taught them in 100% Turkish
Can mother tongue be used as an effective tool in language teaching?	It can be used but as little as possible. In fact, it is up to the level of students but generally I find it positive.
What are your motivations for code switching?	In fact, I try not to because it is an institutional policy.
What do you need code switching for more?	When I see that the topic is misunderstood or not understood I tell it in Turkish but it is just a sentence or two.
What are the drawbacks of code switching?	If you know your limits, it is positive but if you cannot keep your limit, they start to expect to hear everything in Turkish.
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	I strongly believe that there may be ideological reasons behind so there are more studies on mother tongue use now. They sell their books in great numbers.
Do you think that the post-methods era	Absolutely, yes.

has justified L1 use?	
Does code switching make the teaching process more effective or make you feel guilty?	If all the students have the same mother tongue, I find it assistive.

3.1.2. Responses of Teacher 2

Table 3.2

Teacher 2	
Do you speak Turkish in your lessons?	Yes, I do.
Are you exposed to any departmental policy about native language use?	Yes, they tell us to speak English not only in the lessons but also with our colleagues but it's so artificial and we can't do it of course.
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	They need it.
Can mother tongue be used as an effective tool in language teaching?	I cannot say something is totally true or not but I think that there are times that mother tongue is effective.
What are your motivations for code switching?	Reserved students become more reserved when you try 100% English and my first aim is to help the students feel comfortable in my lesson.
What do you need code switching for more?	While teaching grammar. Especially, if there is not its equivalent in Turkish, I don't think that it's meaningful to tell it in English.
What are the drawbacks of code switching?	If you know your limits, I don't think it is a drawback.
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	There may be a reason like this in the background. This is like you cannot learn anything, if you don't go abroad.
Do you think that the post-methods era has justified L1 use?	I don't think that it has been granted a place on purpose.
Does code switching make the teaching process more effective or make you feel guilty?	I do not use it contrastively. I explain in English first and I'm sure they understand something. Then, I use Turkish to check. I don't say that I'm sure you won't get it if I tell in English.

3.1.3. Responses of Teacher 3

Table 3.3

Teacher 3	
Do you speak Turkish in your lessons?	Yes, I do.
Are you exposed to any departmental policy about native language use?	It's not compulsory to use 100 % English but there is a tendency. My institution wants us to manage students in English as much as possible but they do not force us to do so.
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	They expect to hear native language of course. I'm sure they would be happier if I used 100 % Turkish but of course I can't let it as it will be wrong but I see that even how they look at me changes when I use it.
Can mother tongue be used as an effective tool in language teaching?	If the teacher knows the limits, it's very important to take advantage of the native language. I guess much research has proven it.
What are your motivations for code switching?	First of all the level of students. Especially for abstract things I believe it's meaningless to force them but I try to keep it minimum. The higher the level of the student, the less I prefer it.
What do you need code switching for more?	Especially while teaching grammar, in order to sum up what I teach.
What are the drawbacks of code switching?	If you prefer it, you keep the student further from the language what he/she tries to learn because the rationale lying beneath can be much different in your own language even if it is grammar. When you speak Turkish, you lead them to do so and the student starts to think within the rules of his/her own language.
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	I don't think there is any ideological reason behind. The student may be living in Britain, Germany or any Turkish district. He/she may have lived apart from the political sanctions of the country. What is to achieve should be to make the students closer to the language. I certainly don't think there is an ideological reason behind. I find it ridiculous.
Do you think that the post-methods era has justified L1 use?	Sure. After the subscribed methods, the teachers have become welcomed to choose any approach suitable to the conditions they are in.
Does code switching make the teaching process more effective or make you feel guilty?	I never feel guilty but I try to keep it minimum. If I can't, I start to feel guilty. I shortly say what I want to say and I intensify on it.

3.1.4. Responses of Teacher 4

Table 3.4

Teacher 4	
Do you speak Turkish in your lessons?	I try to use 100 % English but when I have to, I resort to Turkish seldomly.
Are you exposed to any departmental policy about native language use?	We are required to use 100% English.
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	In fact, it depends on the level of the student. If I consider my own students, they want to start in native language and go on with it. Just when they advance in level, they want English-only but it is not true for me even if their expectations are in this way.
Can mother tongue be used as an effective tool in language teaching?	I don't think that native language can be used as an effective tool in teaching.
What are your motivations for code switching?	In vocabulary teaching no matter how many visuals or synonyms you use, other words you say, there still remains a few students who don't understand what it is so I sometimes have to say its Turkish equivalent.
What do you need code switching for more?	Just for vocabulary teaching, I don't think they have any problem with grammar.
What are the drawbacks of code switching?	As a foreign language can be achieved through practicing, I don't think it can be achieved without doing so.
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	I can't say native speakers are better teachers but I don't think it has any ideological reason behind.
Do you think that the post-methods era has justified L1 use?	I don't think it is about native language use. It doesn't justify it.
Does code switching make the teaching process more effective or make you feel guilty?	I'm not sure if it can be regarded as an indicator of feeling guilty but I have to say yes I feel extremely unhappy.

3.1.5. Responses of Teacher 5

Table 3.5.

Teacher 5	
Do you speak Turkish in your lessons?	Yes, I do.
Are you exposed to any departmental policy about native language use?	There is no policy about it.
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	At the end of the term, I see in their comments that they had difficulty in understanding when the lessons were 100% English, especially for grammar.
Can mother tongue be used as an effective tool in language teaching?	It depends as the levels vary. However, I think it should be the last resort.
What are your motivations for code switching?	Especially in the beginner level and if the time is limited. I have to use with my 3 hour classes.
What do you need code switching for more?	I use it more for grammar.
What are the drawbacks of code switching?	It makes students get used to the easy way of learning and affects negatively. It retards learning.
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	I don't think so. I think it is just because of need for practicality. It's not ideological.
Do you think that the post methods era has justified L1 use?	I don't think that it is about methods. It is for sure that the teacher can apply different methods but it isn't about L1 use.
Does code switching make the teaching process more effective or make you feel guilty?	In some situations, I feel guilty, right.

3.1.6. Responses of Teacher 6**Table 3.6**

Teacher 6	
Do you speak Turkish in your lessons?	Yes, I do.
Are you exposed to any departmental policy about native language use?	They want us to speak English as much as possible but they don't insist as they know the student profile.
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	They like it as they just want to understand.
Can mother tongue be used as an	I absolutely think that mother tongue should

effective tool in language teaching?	be used.
What are your motivations for code switching?	To help the slow-learners keep up with the pace.
What do you need code switching for more?	Especially when I teach grammar, when I tell why we use that rule or tense and sometimes when there are similar structures in both languages, I say there is a similar case in Turkish. I try to facilitate their learning.
What are the drawbacks of code switching?	It may be too easy. They tend to wait for Turkish explanation for everything.
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	I've never thought in a negative way. I think, it may be about ideologies but I've never thought in this way.
Do you think that the post-methods era has justified L1 use?	Absolutely, yes. There is no reason to have a tense atmosphere in the classroom as students don't feel confident.
Does code switching make the teaching process more effective or make you feel guilty?	I don't feel guilty but I always question myself about the length of speaking Turkish.

3.1.7. Responses of Teacher 7

Table 3.7

Teacher 7	
Do you speak Turkish in your lessons?	Rarely
Are you exposed to any departmental policy about native language use?	100% English but I don't believe that it's possible.
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	They think that Turkish should be used when they start. As they go further they want to hear more English but when they are stuck, they tend to use Turkish.
Can mother tongue be used as an effective tool in language teaching?	In fact, I favor English use but 5% to 10% Turkish should also be used.
What are your motivations for code switching?	The teacher should be assistive in learning.
What do you need code switching for more?	For beginner level, especially grammar and it is also very important for time management.
What are the drawbacks of code switching?	We take their opportunity of speaking and listening away.

What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	I don't think so but my students tend to look from a political perspective. They ask if we are trying to assimilate them.
Do you think that the post-methods era has justified L1 use?	Post method is also a method and yes, I take this message.
Does code switching make the teaching process more effective or make you feel guilty?	Mostly, I use it as a last resort and I think if I could have explained something without Turkish but then I say, it was an opportunity and I used it.

3.1.8 Responses of Teacher 8

Table 3.8

Teacher 8	
Do you speak Turkish in your lessons?	Yes.
Are you exposed to any departmental policy about native language use?	it is not compulsory to use L2. There are some situations that compel students to use Turkish but it is emphasized that English should be kept at maximum level.
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	If it were up to them, they wouldn't complain in 100 % Turkish education. Mostly in pre-exercises, in discussions they tend to speak English but after a while they resort to Turkish as they cannot continue their words.
Can mother tongue be used as an effective tool in language teaching?	It can be spoken, according to me. For example, I feel there is a distance because of the cultural differences. In the further steps of the lesson, any joke in Turkish or any figure in Turkish culture warms them up.
What are your motivations for code switching?	I want to make the things easier.
What do you need code switching for more?	Especially, when the students need to understand the topics that have utmost importance like the announcements and sometimes for grammar that needs metalanguage as they don't know the structure even in Turkish and for writing as it requires organizational skills.
What are the drawbacks of code switching?	You may not always be aware of the dose you need. You may not know where to start and finish speaking Turkish.
What is your opinion about English-only	I don't want to call it "bad". However, it

programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	should be done in a more organized way and if the student benefits from it, in this respect I can say it has a supportive role. However, I don't think that it is applicable. In each institution I've worked, I've seen that Turkish is used.
Do you think that the post-methods era has justified L1 use?	I guess so because each context is unique and it can be institutional policy. However, there are different students and dynamics in each class and it is up to the student needs. I think that it will affect our teaching method. Some students can go on with 100% English but some can not. Their departments are not same so in prep classes there are different dynamics.
Does codeswitching make the teaching process more effective or make you feel guilty?	I don't feel guilty because I speak Turkish in English lesson because this is what my students need. Generally, I say that I can give a better answer in this way.

3.1.9 Responses of Teacher 9

Table 3.9

Teacher 9	
Do you speak Turkish in your lessons?	When it is necessary, yes.
Are you exposed to any departmental policy about native language use?	They want 100% English but we can use Turkish when necessary.
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	They have typical attitudes toward language use. They think that they learn better when they hear Turkish. However, I'm in favor of English use.
Can mother tongue be used as an effective tool in language teaching?	It depends. However, if you learn a foreign language, you have to use it more.
What are your motivations for code switching?	It's time-cost effective.
What do you need code switching for more?	Especially, while studying vocabulary. Suppose that you have a word like "harcırah". You can't explain it in any way in English so you have to say it in Turkish. If not, it will take too much time. If you try to explain it in English and the student cannot correlate with his or her own language, I use its Turkish explanation.
What are the drawbacks of code switching?	The students are under the effect of your native language use. They shouldn't feel comfortable about it. Even if you ask Y/N

	questions, they tend to answer in Turkish
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	I don't think that it is so. If we just think ideologically, we tried to teach grammar in Turkish and it didn't work. The students say that they understand, they can write but they cannot speak. We have a mistake here. When we think about the progress of language use for a child, we see that they use letters first, and then start to speak and you teach them how to write later. What we do is vice versa and I think it doesn't work so using 100% of that language is sounder according to me.
Do you think that the post-methods era has justified L1 use?	In fact, it is a difficult question but I don't think that mother tongue has been given a significant role.
Does code switching make the teaching process more effective or make you feel guilty?	Sometimes I feel guilty. For example, I absolutely have to use it with lower levels but when they hear it from me, they feel relaxed and I can take their attention to the language. As they hear a Turkish word, the student knows that he or she can take it in Turkish if not understood so I can feel guilty and sometimes there are situations that the student cannot correlate with his or her own language and even I have difficulty in explaining. Hence, to know their native language is a great advantage. You save time.

3.1.10. Responses of Teacher 10

Table 3.10

Teacher 10	
Do you speak Turkish in your lessons?	No, generally not.
Are you exposed to any departmental policy about native language use?	Absolutely yes. There is a policy promoting 100 % English use so it has been so in the lessons so far. For that reason in the elementary level we have great difficulty in interaction.
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	There are different perspectives, of course. Firstly, they find it meaningless. They don't understand unless something logical is said to them or they think that they cannot acquire the information in its fullest form but as time progresses they see that it is not so but generally there is a negative view about it.

Can mother tongue be used as an effective tool in language teaching?	In fact I don't think so but should be used as a supplementary resource.
What are your motivations for code switching?	Mostly, I think about the level of my student. I use native language because when the student insists on using native language and becomes unsuccessful he or she understands that foreign language should be used. The students can use it actively but personally, I believe that this is true if the student is higher than the starter level. In the starter level, when we try this, if we insist on using body language it may interfere with learning language.
What do you need code switching for more?	For the starter levels, I believe that we can use to help them get used to.
What are the drawbacks of code switching?	One negative side is that, if you explain something in Turkish even once in the lesson, the students don't try to understand it in English as they expect to hear it in Turkish and it makes the learning ability blunt. It decreases the attention.
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	I absolutely think so. In fact, we weren't taught in a monolingual classroom environment but we could learn and I can teach now. What that means is it can be taught in both ways. There is not just one way to do it. We cannot say that using only target language makes us successful and I absolutely think that it has ideological reasons.
Do you think that the post-methods era has justified L1 use?	Yes, if we are out of a method and we don't consider the institution, it can be used according to me.
Does code switching make the teaching process more effective or make you feel guilty?	Generally I use it as a last resort.

3.1.11. Responses of Teacher 11

Table 3.11

Teacher 11	
Do you speak Turkish in your lessons?	Yes.
Are you exposed to any departmental policy about native language use?	For D beginner and C elementary levels 60% Turkish is approved. I also worked in private universities; there they approved 100 % English use. At the higher level we speak English.

<p>What do you think your students expect you to do, to use L1 when necessary or never resort to it?</p>	<p>When I start with the classroom rules, they may react like What are we doing? How much English do we speak? Later on, 70-80% of the students want to hear just English from me. They don't want to hear Turkish but in the middle of the term we cannot keep our promises and we use approximately 10 % Turkish. As the education is exam orientated, while explaining topics, we use Turkish and nobody complains about it.</p>
<p>Can mother tongue be used as an effective tool in language teaching?</p>	<p>Sure. If both languages can be used in a wise way not as a last resort but in a systematically integrated way it can. If it will provide a better teaching environment, I don't think that there is a drawback. However, I say no to Turkish in upper or advanced levels.</p>
<p>What are your motivations for code switching?</p>	<p>For classroom management and motivation, it is a great advantage.</p>
<p>What do you need code switching for more?</p>	<p>While giving instructions, when I think that something is misunderstood when given in English I can speak Turkish. When the instructions are not understood clearly, the lesson may turn into a chaos; I see that they are doing completely different things. I sometimes need it for classroom management. Before an exam or towards the end of the term the students may need encouragement. It is up to the level, in beginner and elementary levels I can speak Turkish.</p>
<p>What are the drawbacks of code switching?</p>	<p>Mostly, it limits learning. The teacher's speaking Turkish means getting further from the aim. If we speak Turkish listening and speaking process retards. However, it is also in vain to try to improve these without using native language or blaming it for the failure.</p>
<p>What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?</p>	<p>I have never thought that it may promote foreigners. In fact this is a great advantage for them and in our country we may be seen as inferior. It may be annoying but I also understand. If I were learning a foreign language, I would also prefer a native teacher but I haven't thought about any background like this.</p>
<p>Do you think that the post-methods era has justified L1 use?</p>	<p>It depends on the students. At first, it helps students feel confident. That's true. They build the information of new language on the old one. It gives the feeling of self confidence. However, that doesn't mean that 100% English is in vain. It also works on some student types. In a wide frame, I believe in the efficiency of both. Mother tongue is seen as an obstacle but I don't</p>

	think so.
Does code switching make the teaching process more effective or make you feel guilty?	I think it is an advantage to be able to speak mother tongue of the student. At least, we are good models for them. We learned English like them and they can do the same as well so we outweigh native teachers in this perspective.

3.1.12. Responses of Teacher 12

Table 3.12

Teacher 12	
Do you speak Turkish in your lessons?	Yes, I do. Sometimes.
Are you exposed to any departmental policy about native language use?	In fact, they don't want our use of Turkish but it's necessary in some situations.
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	It helps students feel confident.
Can mother tongue be used as an effective tool in language teaching?	If not exaggerated, yes.
What are your motivations for code switching?	If I feel that the students don't understand while I'm teaching in English or I guess that they won't understand I start in Turkish.
What do you need code switching for more?	Especially grammar.
What are the drawbacks of code switching?	It may oversimplify the process.
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	No, I don't think so. It's completely pedagogical to expose the students to English as much as possible.
Do you think that the post-methods era has justified L1 use?	Each class has its own dynamics. It may not be possible to use a method or use mother tongue. You should fix it according to the variables.
Does code switching make the teaching process more effective or make you feel guilty?	I don't feel guilty.

3.1.13. Responses of Teacher 13

Table 3.13

Teacher 13	
Do you speak Turkish in your lessons?	Yes, I do.
Are you exposed to any departmental policy about native language use?	English use as much as possible
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	Each student may think in different ways but the ones who favor Turkish outnumber the others.
Can mother tongue be used as an effective tool in language teaching?	Yes, it is especially important for providing good communication with students
What are your motivations for code switching?	I believe that it is very important to communicate in mother tongue.
What do you need code switching for more?	While teaching grammar, I sometimes prefer Turkish as it helps with time management and provides clear comprehension.
What are the drawbacks of code switching?	When you keep the balance, I haven't seen any disadvantage of it.
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	Yes, it may be so. There may be very good native teachers but this is not because they are native. I think it is partially ideological but not just so.
Do you think that the post-methods era has justified L1 use?	Sure. I hear so.
Does code switching make the teaching process more effective or make you feel guilty?	Generally, it makes the process very effective because the use of Turkish is inevitable.

3.1.14. Responses of Teacher 14**Table 3.14**

Teacher 14	
Do you speak Turkish in your lessons?	In beginner and elementary levels, I use Turkish.
Are you exposed to any departmental policy about native language use?	Sure. We speak English inside and outside the classroom.

What do you think your students expect you to do, to use L1 when necessary or never resort to it?	Their motivation is really high about this. They want me to teach in English.
Can mother tongue be used as an effective tool in language teaching?	I'm not opposed to use of mother tongue but in further levels, it may be a disadvantage.
What are your motivations for code switching?	If the student hasn't been exposed to English or any education like this before, I can prefer it.
What do you need code switching for more?	To make the meaning clear for the beginner levels
What are the drawbacks of code switching?	Acquisition can be affected badly as we cannot give the appropriate input.
What is your opinion about English-only programs disavocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	Maybe but language is culture and it cannot be learned without it. Maybe it is ideological but I don't think so.
Do you think that the post-methods era has justified L1 use?	We cannot stick to a single method and if the students understand better when I explain it in Turkish, why shouldn't I use it?
Does code switching make the teaching process more effective or make you feel guilty?	I use it when necessary so I don't feel guilty.

3.1.15. Responses of Teacher 15

Table 3.15

Teacher 15	
Do you speak Turkish in your lessons?	I mostly speak Turkish
Are you exposed to any departmental policy about native language use?	They don't mandate it but warn us to speak English as much as possible.
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	They tend to speak Turkish.
Can mother tongue be used as an effective tool in language teaching?	Mother tongue has to be used
What are your motivations for code switching?	I don't believe in the efficiency of 100% English approach.
What do you need code switching for more?	While teaching grammar
What are the drawbacks of code	If they get used to speaking Turkish, they

switching?	may insist on it.
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	In fact, it's true. Prestigious language courses have native speakers for even elementary classes and my students who tried the course say that they could never be sure that what they knew was true.
Do you think that the post-methods era has justified L1 use?	I absolutely think so. If the student needs to hear it in his own language, it should be provided.
Does code switching make the teaching process more effective or make you feel guilty?	Not really but maintaining the balance is very important.

3.1.16. Responses of Teacher 16

Table 3.16

Teacher 16	
Do you speak Turkish in your lessons?	I try not to as it is forbidden by my institution
Are you exposed to any departmental policy about native language use?	It's strictly forbidden.
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	They do not like it of course; we may have a very tense atmosphere because of this.
Can mother tongue be used as an effective tool in language teaching?	Up to 20% is no problem I guess but in intermediate and advanced levels I don't think that it is appropriate.
What are your motivations for code switching?	I use mother tongue for classroom management because my students react to English-only programme and as we cannot communicate properly in English, there is the risk of having no tie with your students.
What do you need code switching for more?	Just classroom management
What are the drawbacks of code switching?	The students must produce to learn the language.
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	I think it's not ideological and it's not appropriate to use except for beginner level.
Do you think that the post-methods era has justified L1 use?	Everybody has a different view on eclectic method. Some can say right while the others say no. It depends on our own ideas.

Does code switching make the teaching process more effective or make you feel guilty?	Sometimes I try to teach a word. I use the definition, synonyms, visuals and say ok they know it now but in the break, when I explain it in Turkish, the students say is it that simple, Sir? Sometimes we shouldn't feel sorry for it.
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3.1.17. Responses of Teacher 17

Table 3.17

Teacher 17	
Do you speak Turkish in your lessons?	Yes, I do.
Are you exposed to any departmental policy about native language use?	No, they promote English of course but there is not a rule.
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	They seem to be content about it.
Can mother tongue be used as an effective tool in language teaching?	It's time-cost effective but I it cannot be the first tool to use.
What are your motivations for code switching?	Time limit and students' lack of motivation
What do you need code switching for more?	If body language, explaining or visuals don't work, I can use for grammar or vocabulary.
What are the drawbacks of code switching?	Exposure is very important
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	I have never thought about this. I think it is just in order to provide the exposure.
Do you think that the post-methods era has justified L1 use?	As we have an eclectic approach, I don't think that use of first language gives damage.
Does code switching make the teaching process more effective or make you feel guilty?	I don't offer it as the first tool, so I don't feel guilty.

3.1.18. Responses of Teacher 18

Table 3.18

Teacher 18	
Do you speak Turkish in your lessons?	I speak in the beginner level
Are you exposed to any departmental policy about native language use?	There is no force but English use is advised.
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	It helps the student feel comfortable.
Can mother tongue be used as an effective tool in language teaching?	For beginner level, yes.
What are your motivations for code switching?	To help comprehension.
What do you need code switching for more?	Generally for teaching grammar
What are the drawbacks of code switching?	There is no need in upper levels
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	I don't find it sound. This is so commercial
Do you think that the post-methods era has justified L1 use?	Yes, it has justified L1 use.
Does code switching make the teaching process more effective or make you feel guilty?	While teaching grammar, it's a great advantage. However, I sometimes feel guilty when I say a word's Turkish meaning.

3.1.19. Responses of Teacher 19**Table 3.19**

Teacher 19	
Do you speak Turkish in your lessons?	Maybe 1%
Are you exposed to any departmental policy about native language use?	Absolutely yes, we are warned in each meeting about using just English
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	They are content with it. They want to hear more English even when I say something in Turkish
Can mother tongue be used as an effective tool in language teaching?	No, I don't think so.
What are your motivations for code	-

switching?	
What do you need code switching for more?	-
What are the drawbacks of code switching?	It slows the process especially for pronunciation.
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	It may be ideological as the US is a great power but this is not the reason but the result I guess.
Do you think that the post-methods era has justified L1 use?	No. It is as basic as Grammar Translation Method
Does code switching make the teaching process more effective or make you feel guilty?	In fact; I think it would be better if I didn't know Turkish.

3.1.20. Responses of Teacher 20

Table 3.20

Teacher 20	
Do you speak Turkish in your lessons?	Yes, not that much in all levels, but I do.
Are you exposed to any departmental policy about native language use?	100% English is required by my institution but the students' level doesn't let us do so.
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	The students tend to continue their previous attitudes but when a mostly English speaking teacher goes and Turkish speaking one comes, they say they comprehend better.
Can mother tongue be used as an effective tool in language teaching?	Yes. Mother tongue is a very effective tool.
What are your motivations for code switching?	The students cannot internalize what they learn if they can not relate it to their own language.
What do you need code switching for more?	Mostly in teaching grammar and vocabulary
What are the drawbacks of code switching?	It makes the students lazy.
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	Personally, I do not advocate 100% English use. It seems to me that it has no pedagogical ground.

Do you think that the post-methods era has justified L1 use?	What works in one class may not work in the other so yes, I think it is a need.
Does code switching make the teaching process more effective or make you feel guilty?	Because of students' level, I have to do this so I don't feel guilty maybe sometimes but not very much

3.1.21. Responses of Teacher 21

Table 3.21

Teacher 21	
Do you speak Turkish in your lessons?	In A and B levels we don't speak Turkish in C level as little as possible in D we have to.
Are you exposed to any departmental policy about native language use?	Yes, it is an institutional rule.
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	Generally I face resistance. When I speak English, they tend to speak Turkish.
Can mother tongue be used as an effective tool in language teaching?	The language to learn should be used in maximum level.
What are your motivations for code switching?	D levels can get reserved and do not participate if I only speak English.
What do you need code switching for more?	for teaching grammar
What are the drawbacks of code switching?	With your first word in Turkish, you take the lesson far away from English
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	Language teaching has a great role in culture planning. In the conferences, even some authors of textbooks say native teachers do not succeed in low levels and Turkish teachers can do it better. I'm sure, it has an ideological part but pedagogic reasons outweigh.
Do you think that the post-methods era has justified L1 use?	No, I don't think Turkish has a role in teaching English.
Does code switching make the teaching process more effective or make you feel guilty?	makes me feel guilty

3.1.22. Responses of Teacher 22

Table 3.22

Teacher 22	
Do you speak Turkish in your lessons?	I try not to
Are you exposed to any departmental policy about native language use?	Yes, it is an institutional rule but there is no sanction for it, I guess.
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	They show resistance to speaking English only.
Can mother tongue be used as an effective tool in language teaching?	In grammar teaching, if students are confused and things get complex, it can be used. I also sometimes use it .
What are your motivations for code switching?	The education system in Turkey has brought this defect together and it is too late to change.
What do you need code switching for more?	For administrative issues and teaching grammar if I see I couldn't teach.
What are the drawbacks of code switching?	Language is a humanistic thing. It shouldn't be learned comparatively.
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	It may be true. However, I would also speak just Korean if I were a Korean teacher.
Do you think that the post-methods era has justified L1 use?	In our country, it is a need so I can say yes.
Does code switching make the teaching process more effective or make you feel guilty?	I feel guilty. I feel incapable.

3.1.23. Responses of Teacher 23

Table 3.23

Teacher 23	
Do you speak Turkish in your lessons?	Yes, sometimes
Are you exposed to any departmental policy about native language use?	English is required but it isn't possible as the expectations and needs of students are different.
What do you think your students expect	When they feel stranger to the class they

you to do, to use L1 when necessary or never resort to it?	want to hear some Turkish
Can mother tongue be used as an effective tool in language teaching?	Absolutely, it can. It should, in fact. Language is universal and each language has a contribution on the other.
What are your motivations for code switching?	When the students seem unmotivated, warning them in Turkish really works and also if the time is limited, it is a gift.
What do you need code switching for more?	Classroom management
What are the drawbacks of code switching?	It may oversimplify the process so the rules should be set clearly without any doubt.
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	This is an industry which has great amount of money. When I have a language to share something with my student, why should I make things so artificial?
Do you think that the post-methods era has justified L1 use?	Language itself is borne out of need. As L1 is a need that can be said.
Does code switching make the teaching process more effective or make you feel guilty?	Sometimes, I feel guilty as the time is limited I may say in Turkish but I believe that if we hadn't been educated with this thought, I don't think we would feel guilty.

3.1.24. Responses of Teacher 24

Table 3.24

Teacher 24	
Do you speak Turkish in your lessons?	Very little
Are you exposed to any departmental policy about native language use?	There is on the side of English use
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	When I use 100% English, it causes a tense atmosphere.
Can mother tongue be used as an effective tool in language teaching?	It cannot be the main language but can be effective
What are your motivations for code switching?	With basic learners, we have had problems as they haven't heard any word in English before and it helps me save time
What do you need code switching for more?	For grammar, they may not understand the concept so we need Turkish.
What are the drawbacks of code switching?	The student cannot adapt to the lesson

What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	I haven't thought about this
Do you think that the post-methods era has justified L1 use?	After methods, it's true that the teacher is more relaxed. However, I think mother tongue is still a taboo.
Does code switching make the teaching process more effective or make you feel guilty?	Sometimes I feel guilty but feedback from the students shows me that they need mother tongue more. They say they really need it for comprehension not for making things easier so I think metalanguage should be used.

3.1.25. Responses of Teacher 25

Table 3.25

Teacher 25	
Do you speak Turkish in your lessons?	For beginners yes but later I don't
Are you exposed to any departmental policy about native language use?	There is a tendency in English use favor
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	The students generally insist on use of Turkish.
Can mother tongue be used as an effective tool in language teaching?	I think it shouldn't be used. Maybe it can be used in a minimized way.
What are your motivations for code switching?	To assist the beginners
What do you need code switching for more?	With even advanced learners, I sometimes use Turkish for grammar topics.
What are the drawbacks of code switching?	They just have the lessons to practice. If we don't use English, they cannot improve their speaking and listening.
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	I haven't thought about any cultural imperialism but we can also modify the subjects but I haven't thought really.
Do you think that the post-methods era has justified L1 use?	It's up to the teacher to use the mother tongue but after intermediate level I don't think that it's up to the teacher.
Does code switching make the teaching	I don't feel guilty. In grammar, I tell in

process more effective or make you feel guilty?	Turkish in a more effective way and I save time.
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3.1.26. Responses of Teacher 26

Table 3.26

Teacher 26	
Do you speak Turkish in your lessons?	No, I don't
Are you exposed to any departmental policy about native language use?	It's forbidden to use Turkish
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	The students have got used to so we don't take any reaction
Can mother tongue be used as an effective tool in language teaching?	No, I don't think so because we cannot keep up with the limits.
What are your motivations for code switching?	-
What do you need code switching for more?	-
What are the drawbacks of code switching?	If we use Turkish, the student expects to hear the correspondent structure in Turkish
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	In fact yes. It's not really nice that they have this chance but we cannot sacrifice our students just because of this. I'm sure there are ideological ideas behind.
Do you think that the post-methods era has justified L1 use?	There may be a need for mother tongue but we are the ones who think it is a need not the post method era.
Does code switching make the teaching process more effective or make you feel guilty?	As my classes are multinational, it cannot make it effective. If there weren't 1% Turkish would be very lucky of me.

3.1.27. Responses of Teacher 27

Table 3.27

Teacher 27	
Do you speak Turkish in your lessons?	Very little

Are you exposed to any departmental policy about native language use?	Yes, it's completely forbidden
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	They are generally against 100% English.
Can mother tongue be used as an effective tool in language teaching?	If all students have the same mother tongue, yes. If my institution let, I would speak.
What are your motivations for code switching?	It becomes more realistic when I explain something in our mother tongue.
What do you need code switching for more?	For grammar and cultural concepts
What are the drawbacks of code switching?	When students hear something in Turkish, you lose the effort to understand in English.
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	Yes, I think that there is an ideological dimension which makes me feel really unhappy to be in this system.
Do you think that the post-methods era has justified L1 use?	Yes, there is more research on it now.
Does code switching make the teaching process more effective or make you feel guilty?	If limited, it is life saving.

3.1.28. Responses of Teacher 28

Table 3.28

Teacher 28	
Do you speak Turkish in your lessons?	Yes
Are you exposed to any departmental policy about native language use?	They promote English of course but I guess they know it's not possible.
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	They like communicating in English but for teaching no they are not capable of learning in 100% English and it' simply normal I guess.
Can mother tongue be used as an effective tool in language teaching?	Absolutely yes.
What are your motivations for code switching?	It saves time, helps me teach and helps the student learn in much more painless way. Why shouldn't I speak my mother tongue while teaching something? That doesn't mean that I always speak Turkish with my

	students
What do you need code switching for more?	For grammar, I really need it and sometimes just for motivation I use it.
What are the drawbacks of code switching?	There is no drawback if you know your limits.
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	Sure there are.
Do you think that the post-methods era has justified L1 use?	Needs are important and yes mother tongue is a need. They need it more than time loss with repetitions or visuals.
Does code switching make the teaching process more effective or make you feel guilty?	In beginner levels, it's effective but in further levels it should be minimized.

3.1.29. Responses of Teacher 29

Table 3.29

Teacher 29	
Do you speak Turkish in your lessons?	Not very much
Are you exposed to any departmental policy about native language use?	No, there is no rule about this.
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	If they are desperate, they beg me to speak Turkish.
Can mother tongue be used as an effective tool in language teaching?	Sometimes we really need it
What are your motivations for code switching?	It makes teaching easier. Giving explanations and persuading the students, these are much easier in your own language.
What do you need code switching for more?	Grammar, some abstract words, warming up, summing up these are what I can remember now.
What are the drawbacks of code switching?	The students think that they have the right to ask everything in Turkish.
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling	No, I don't think that it's ideological.

100% English textbooks?	
Do you think that the post-methods era has justified L1 use?	I don't think that they care about mother tongue.
Does code switching make the teaching process more effective or make you feel guilty?	makes it much more effective.

3.1.30. Responses of Teacher 30

Table 3.30

Teacher 30	
Do you speak Turkish in your lessons?	Yes
Are you exposed to any departmental policy about native language use?	In fact they want us to speak always English
What do you think your students expect you to do, to use L1 when necessary or never resort to it?	Some like 100% English but most of the students don't
Can mother tongue be used as an effective tool in language teaching?	It's effective but that doesn't mean that we can always resort to it.
What are your motivations for code switching?	My experience has shown me that there are some topics especially for grammar and vocabulary that the students are lucky to know Turkish to correlate because it's very hard to tell in English.
What do you need code switching for more?	Grammar and vocabulary
What are the drawbacks of code switching?	may be discouraging
What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?	Why not?
Do you think that the post-methods era has justified L1 use?	Yes, the methods were too strict. There are many that I laugh at as they seem like an utopia.
Does code switching make the teaching process more effective or make you feel guilty?	If the teacher does it on purpose, not because he or she is a bit lazy, it's effective but I'm sure most teachers speak Turkish in vain without any purpose.

3.2. Comparison of the Data

3.2.1. Responses to Question 1

Table 3.31.

Do you speak Turkish in your lessons?							
T1	I speak a little Turkish.	T9	When it's necessary, yes	T17	Yes, I do.	T25	For beginners yes but later I don't
T2	Yes, I do.	T10	No, generally not	T18	I speak in the beginner level	T26	No, I don't
T3	Yes, I do.	T11	Yes.	T19	Maybe 1 %	T27	Very little
T4	I try to use 100% English but when I have to I resort to Turkish seldomly.	T12	Yes, I do. Sometimes	T20	Yes, not that much in all levels, but I do.	T28	Yes
T5	Yes, I do.	T13	Yes, I do.	T21	In A and B levels we don't speak Turkish in C level as little as possible in D we have to.	T29	Not very much
T6	Yes, I do.	T14	In beginner and elementary levels, I use Turkish	T22	I try not to	T30	Yes
T7	Rarely	T15	I mostly speak Turkish	T23	Yes, sometimes		
T8	Yes.	T16	I try not to as it's forbidden by my institution	T24	Very little		

28 out of 30 teachers responded 'yes' to the question whether they used L1 in the classroom or not. T10 answered "no, generally not" and stated that there is a policy promoting 100% English use in her institution so she can't. She also

expressed that they had great difficulty in interaction with elementary levels. T 26, who is the second teacher to say no, stated that it is compulsory to speak English in the lessons. He advocated anti-L1 attitude and said L1 shouldn't be used maybe it can in a minimized way for beginners.

11 out of 28 interviewees gave an apologetic “yes” to the question by stating that they try to minimize it. 17 out of 30 teachers responded “yes” by advocating the efficiency of use of L1 in their lessons.

3.2.2. Responses to Question 2

Table 3.32.

Are you exposed to any departmental policy about native language use?			
T1	Yes. 100% English use.	T16	It's strictly forbidden.
T2	Yes, they tell us to speak English not only in the lessons but also with our colleagues but it's so artificial and we can't do it of course.	T17	No, they promote English of course but there is not a rule.
T3	It's not compulsory to use 100 % English but there is a tendency. My institution wants us to manage students in English as much as possible but they do not force us to do so	T18	There is no force but English use is advised.
T4	We are required to use 100% English.	T19	Absolutely yes, we are warned in each meeting about using just English
T5	There is no policy about it.	T20	100% English is required by my institution but the students' level doesn't let us do so.
T6	They want us to speak English as much as possible but they don't insist as they know the student profile.	T21	Yes, it is an institutional rule.
T7	100% English but I don't believe that it's possible.	T22	Yes, it is an institutional rule but there is no sanction for it, I guess.
T8	it is not compulsory to use L2. There are some situations that compel students to use Turkish but it is emphasized that English should be kept at maximum level.	T23	English is required but it isn't possible as the expectations and needs of students are different.
T9	They want 100% English but we can use Turkish when necessary.	T24	There is on the side of English use

T10	Absolutely yes. There is a policy promoting 100 % English use so it has been so in the lessons so far. For that reason in the elementary level we have great difficulty in interaction.	T25	There is a tendency in English use favor
T11	For D beginner and C elementary levels 60% Turkish is approved. I also worked in private universities; there they approved 100 % English use. At the higher level we speak English.	T26	It's forbidden to use Turkish
T12	In fact, they don't want our use of Turkish but it's necessary in some situations.	T27	Yes, it's completely forbidden
T13	English use as much as possible	T28	They promote English of course but I guess they know it's not possible.
T14	Sure. We speak English inside and outside the classroom.	T29	No, there is no rule about this.
T15	They don't mandate it but warn us to speak English as much as possible.	T30	In fact they want us to speak always English

2 out of 30 teachers responded that they are not exposed to any institutional policy about L1 use. 10 of the interviewees stated that they are strongly advised not to use L1 but because of the student profile or personal views, it is not compulsory to speak L2 only. 18 out of 30 speakers stated that it is strictly forbidden to speak L1 in the classes.

3.2.3. Responses to Question 3

Table 3.33.

What do you think your students expect you to do, to use L1 when necessary or never resort to it?			
T1	They are generally against 100% English use. Actually, they would be happier, if I taught them in 100% Turkish	T16	They do not like it of course, we may have a very tense atmosphere because of this.

T2	They need it.	T17	They seem to be content about it.
T3	They expect to hear native language of course. I'm sure they would be happier if I used 100 % Turkish but of course I can't let it as it will be wrong but I see that even how they look at me changes when I use it.	T18	It helps the student feel comfortable.
T4	In fact, it depends on the level of the student. If I consider my own students, they want to start in native language and go on with it. Just when they advance in level, they want English-only but it is not true for me even if their expectations are in this way.	T19	They are content with it. They want to hear more English even when I say something in Turkish
T5	At the end of the term, I see in their comments that they had difficulty in understanding when the lessons were 100% English, especially for grammar.	T20	The students tend to continue their previous attitudes but when a mostly English speaking teacher goes and Turkish speaking one comes, they say they comprehend better.
T6	They like it as they just want to understand.	T21	Generally I face resistance. When I speak English, they tend to speak Turkish.
T7	They think that Turkish should be used when they start. As they go further they want to hear more English but when they are stuck, they tend to use Turkish.	T22	They show resistance to speaking English only.
T8	If it were up to them, they wouldn't complain in 100 % Turkish education. Mostly in pre-exercises, in discussions they tend to speak English but after a while they resort to Turkish as they can not continue their words.	T23	When they feel stranger to the class they want to hear some Turkish
T9	They have typical attitudes toward language use. They think that they learn better when they hear Turkish. However, I'm in favor of English use.	T24	When I use 100% English, it causes a tense atmosphere.
T10	There are different perspectives, of course. Firstly, they find it meaningless. They don't understand unless something logical is said to them or they think that they cannot acquire the information in its fullest form but as time progresses they see that it is not so but generally there is a negative view about it.	T25	The students generally insist on use of Turkish.
T11	When I start with the classroom rules, they may react like What are we doing? How much English do we speak? Later on, 70-80% of the students want to hear just English from me. They don't want to hear Turkish but in the middle of the term we cannot keep our promises and we use	T26	The students have got used to so we don't take any reaction

	approximately 10 % Turkish. As the education is exam orientated, while explaining topics, we use Turkish and nobody complains about it.		
T12	It helps students feel confident.	T27	They are generally against 100% English.
T13	Each student may think in different ways but the ones who favor Turkish outnumber the others.	T28	They like communicating in English but for teaching no they are not capable of learning in 100% English and it' simply normal I guess.
T14	Their motivation is really high about this. They want me to teach in English.	T29	If they are desperate, they beg me to speak Turkish.
T15	They don't mandate it but warn us to speak English as much as possible.	T30	Some like 100% English but most of the students don't

28 out of 30 teachers responded that their students expect them to use L1 because of various reasons. Some students have the motivation to hear and speak English as they advance in levels. However, they cannot and hope to have the chance of hearing and using some L1. 2 out of 30 teachers, T14 and T19 said their students' motivation is high and they compel the teacher to speak more English.

3.2.4. Responses to Question 4

Table 3.34.

Can mother tongue be used as an effective tool in language teaching?			
T1	It can be used but as little as possible. In fact, it is up to the level of students but generally I find it positive.	T16	Up to 20% is no problem I guess but in intermediate and advanced levels I don' t think that it is appropriate.
T2	I cannot say something is totally true or not but I think that there are times that mother tongue is effective.	T17	It's time-cost effective but I it cannot be the first tool to use.
T3	If the teacher knows the limits, it's very important to take advantage of the native language. I guess much research has proven it.	T18	For beginner level, yes.
T4	I don't think that native language can be used as an effective tool in teaching.	T19	No, I don't think so.
T5	It depends as the levels vary. However, I think it should be the last resort.	T20	Yes. Mother tongue is a very effective tool.

T6	I absolutely think that mother tongue should be used.	T21	The language to learn should be used in maximum level.
T7	In fact, I favor English use but 5% to 10% Turkish should also be used.	T22	In grammar teaching, if students are confused and things get complex, it can be used. I also sometimes use it .
T8	It can be spoken, according to me. For example, I feel there is a distance because of the cultural differences. In the further steps of the lesson, any joke in Turkish or any figure in Turkish culture warms them up.	T23	Absolutely, it can. It should, in fact. Language is universal and each language has a contribution on the other.
T9	It depends. However, if you learn a foreign language, you have to use it more.	T24	It cannot be the main language but can be effective
T10	In fact I don't think so but should be used as a supplementary resource.	T25	I think it shouldn't be used. Maybe it can be used in a minimized way.
T11	Sure. If both languages can be used in a wise way not as a last resort but in a systematically integrated way it can. If it will provide a better teaching environment, I don't think that there is a drawback. However, I say no to Turkish in upper or advanced levels.	T26	No, I don't think so because we cannot keep up with the limits.
T12	If not exaggerated, yes.	T27	If all students have the same mother tongue, yes. If my institution let, I would speak.
T13	Yes, it is especially important for providing good communication with students	T28	Absolutely yes.
T14	I'm not opposed to use of mother tongue but in further levels, it may be a disadvantage.	T29	Sometimes we really need it
T15	Mother tongue has to be used	T30	It's effective but that doesn't mean that we can always resort to it.

26 out of 30 teachers answered yes to the question whether mother tongue can be used as an effective tool in language teaching or not. 13 of them complained about the anti-L1 attitude while the other 13 had some worries about the limits. T4, T19, T25 and T26 were the four teachers who reacted to L1 use. T4 and T25

confessed that they had to use some Turkish even if they didn't want to as they had difficulty in some topics. T 19 had some worries about native language effect on pronunciation and T26 thought that the limits can't be kept when you start to speak L1.

3.2.5. Responses to Question 5

Table 3.35.

What are your motivations for code switching?			
T1	In fact, I don't because it is an institutional policy.	T16	I use mother tongue for classroom management because my students react to English-only programme and as we cannot communicate properly in English, there is the risk of having no tie with your students.
T2	Reserved students become more reserved when you try 100% English and my first aim is to help the students feel comfortable in my lesson.	T17	Time limit and students' lack of motivation
T3	First of all the level of students. Especially for abstract things I believe it's meaningless to force them but I try to keep it minimum. The higher the level of the student, the less I prefer it.	T18	To help comprehension.
T4	In vocabulary teaching no matter how many visuals or synonyms you use, other words you say, there still remains a few students who don't understand what it is so I sometimes have to say its Turkish equivalent.	T19	-
T5	Especially in the beginner level and if the time is limited. I have to use with my 3 hour classes.	T20	The students cannot internalize what they learn if they can not relate it to their own language.
T6	To help the slow-learners keep up with the pace.	T21	D levels can get reserved and do not participate if I only speak English.
T7	The teacher should be assistive in learning.	T22	The education system in Turkey has brought this defect together and it is too late to change.
T8	I want to make the things easier.	T23	When the students seem unmotivated, warning them in Turkish really works and also if the time is limited, it is a gift.

T9	It's time-cost effective.	T24	With basic learners, we have had problems as they haven't heard any word in English before and it helps me save time
T10	Mostly, I think about the level of my student. I use native language because when the student insists on using native language and becomes unsuccessful he or she understands that foreign language should be used. The students can use it actively but personally, I believe that this is true if the student is higher than the starter level. In the starter level, when we try this, if we insist on using body language it may interfere with learning language.	T25	To assist the beginners
T11	For classroom management and motivation, it is a great advantage.	T26	-
T12	If I feel that the students don't understand while I'm teaching in English or I guess that they won't understand I start in Turkish.	T27	It becomes more realistic when I explain something in our mother tongue.
T13	I believe that it is very important to communicate in mother tongue.	T28	It saves time, helps me teach and helps the student learn in much more painless way. Why shouldn't I speak my mother tongue while teaching something? That doesn't mean that I always speak Turkish with my students
T14	If the student hasn't been exposed to English or any education like this before, I can prefer it.	T29	It makes teaching easier. Giving explanations and persuading the students , these are much easier in your own language.
T15	I don't believe in the efficiency of 100% English approach.	T30	My experience has shown me that there are some topics especially for grammar and vocabulary that the students are lucky to know Turkish to correlate because it's very hard to tell in English.

The teachers gave various reasons for their code switch. Most of them stated that they preferred for beginner levels to be assistive and not to let reserved students get more reserved. It's time-cost effective and helps slow learners. When the teachers observe lack of motivation, they try to keep the tie with the mother tongue. T22 showed her regret by stating that the education system in Turkey

brought this defect together and it is too late to change which was a clear indicator of the misconception that mother tongue is a taboo in language teaching.

3.2.6. Responses to Question 6

Table 3.36.

What do you need code switching more?			
T1	When I see that the topic is misunderstood or not understood I tell it in Turkish but it is just a sentence or two.	T16	Just classroom management
T2	While teaching grammar. Especially, if there is not its equivalent in Turkish, I don't think that it's meaningful to tell it in English.	T17	If body language, explaining or visuals don't work, I can use for grammar or vocabulary.
T3	Especially while teaching grammar, in order to sum up what I teach.	T18	Generally for teaching grammar
T4	Just for vocabulary teaching, I don't think they have any problem with grammar.	T19	-
T5	I use it more for grammar.	T20	Mostly in teaching grammar and vocabulary
T6	Especially when I teach grammar, when I tell why we use that rule or tense and sometimes when there are similar structures in both languages, I say there is a similar case in Turkish. I try to facilitate their learning.	T21	for teaching grammar
T7	For beginner level, especially grammar and it is also very important for time management.	T22	For administrative issues and teaching grammar if I see I couldn't teach.
T8	Especially, when the students need to understand the topics that have utmost importance like the announcements and sometimes for grammar that needs metalanguage as they don't know the structure even in Turkish and for writing as it requires organizational skills.	T23	Classroom management
T9	Especially, while studying vocabulary. Suppose that you have a word like "harcirah". You can't explain it in any way in English so you have to say it in Turkish. If not, it will take too much time. If you try to explain it in English and the student cannot correlate with his or her own language, I use its Turkish explanation.	T24	For grammar, they may not understand the concept so we need Turkish.

T10	For the starter levels, I believe that we can use to help them get used to.	T25	With even advanced learners, I sometimes use Turkish for grammar topics.
T11	While giving instructions, when I think that something is misunderstood when given in English I can speak Turkish. When the instructions are not understood clearly, the lesson may turn into a chaos; I see that they are doing completely different things. I sometimes need it for classroom management. Before an exam or towards the end of the term the students may need encouragement. It is up to the class's level, in beginner and elementary levels I can speak Turkish.	T26	-
T12	Especially grammar.	T27	For grammar and cultural concepts
T13	While teaching grammar, I sometimes prefer Turkish as it helps with time management and provides clear comprehension.	T28	For grammar, I really need it and sometimes just for motivation I use it.
T14	To make the meaning clear for the beginner levels	T29	Grammar, some abstract words, warming up, summing up these are what I can remember now.
T15	While teaching grammar	T30	Grammar and vocabulary

According to the answers given by the teachers, use of mother tongue is required mostly for teaching grammar. Communication breakdowns and classroom management were also among the answers but the overwhelming majority in worries about grammar instruction depicted the picture of teachers' uneasiness in trying to teach a language's rules under the effect of anti-L1 attitude of institutions.

3.2.7. Responses to Question 7

Table 3.37.

What are the drawbacks of code switching?			
T1	If you know your limits, it is positive but if you can not keep your limit, they start to expect to hear everything in Turkish.	T16	The students must produce to learn the language.
T2	If you know your limits, I don't think it is a drawback.	T17	Exposure is very important
T3	If you prefer it, you keep the student	T18	There is no need in upper levels

	further from the language what he/she tries to learn because the rationale lying beneath can be much different in your own language even if it is grammar. When you speak Turkish, you lead them to do so and the student starts to think within the rules of his/her own language.		
T4	As a foreign language can be achieved through practicing, I don't think it can be achieved without doing so.	T19	It slows the process especially for pronunciation.
T5	It makes students get used to the easy way of learning and affects negatively. It retards learning.	T20	It makes the students lazy.
T6	It may be too easy. They tend to wait for Turkish explanation for everything.	T21	With your first word in Turkish, you take the lesson far away from English
T7	We take their opportunity of speaking and listening away.	T22	Language is a humanistic thing. It shouldn't be learned comparatively.
T8	You may not always be aware of the dose you need. You may not know where to start and finish speaking Turkish.	T23	It may oversimplify the process so the rules should be set clearly without any doubt
T9	The students may be under the effect of your native language use. They shouldn't feel comfortable about it. Even if you ask Y/N questions, they tend to answer in Turkish	T24	The student cannot adapt to the lesson
T10	One negative side is that, if you explain something in Turkish even once in the lesson, the students don't try to understand it in English as they expect to hear it in Turkish and it makes the learning ability blunt. It decreases the selective perception.	T25	They just have the lessons to practice. If we don't use English, they cannot improve their speaking and listening.
T11	Mostly, it limits learning. The teacher's speaking Turkish means getting further from the aim. If we speak Turkish listening and speaking process retards. However, it is also in vain to try improving these without using native language or blaming it for the failure.	T26	If we use Turkish, the student expects to hear the correspondent structure in Turkish
T12	It may oversimplify the process.	T27	When students hear something in Turkish, you lose the effort to understand in English.
T13	When you keep the balance, I haven't seen any disadvantage of it.	T28	There is no drawback if you know your limits.
T14	Acquisition can be affected badly as we cannot give the appropriate input.	T29	The students think that they have the right to ask everything in Turkish.
T15	If they get used to speaking Turkish, they may insist on it.	T30	may be discouraging

Among 30 interviewees, just three (T2, T13 and T28) stated that they didn't think mother tongue has any negative effect in the process. The other 27 listed the drawbacks as given above which showed that teachers still have worries about L1 use even if they use.

3.2.8. Responses to Question 8

Table 3.38.

What is your opinion about English-only programs disadvocating use of mother tongue? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?			
T1	I strongly believe that there may be ideological reasons behind so there are more studies on mother tongue use now. They sell their books in great numbers.	T16	I think it's not ideological and it's not appropriate to use except for beginner level.
T2	There may be a reason like this in the background. This is like you cannot learn anything, if you don't go abroad.	T17	I have never thought about this. I think it is just in order to provide the exposure.
T3	I don't think there is any ideological reason behind. The student may be living in Britain, Germany or any Turkish district. He/she may have lived apart from the political sanctions of the country. What is to achieve should be to make the students closer to the language. I certainly don't think there is an ideological reason behind. I find it ridiculous.	T18	I don't find it sound. This is so commercial
T4	I can't say native speakers are better teachers but I don't think it has any ideological reason behind.	T19	It may be ideological as the US is a great power but this is not the reason but the result I guess.
T5	I don't think so. I think it is just because of need for practicality. It's not ideological.	T20	Personally, I do not advocate 100% English use. It seems to me that it has no pedagogical ground.
T6	I've never thought in a negative way. I think, it may be about ideologies but I've never thought in this way.	T21	Language teaching has a great role in culture planning. In the conferences, even some authors of textbooks say native teachers do not succeed in low levels and Turkish teachers can do it better. I'm sure, it has an ideological part but pedagogic reasons outweigh.
T7	I don't think so but my students tend to look from a political perspective. They ask if we are trying to assimilate them.	T22	It may be true. However, I would also speak just Korean if I were a Korean teacher.
T8	I don't want to call it "bad". However, it should be done in a more organized way and if the student benefits from it, in this respect, I can	T23	This is an industry which has great amount of money. When I have a language to share

	say it has a supportive role. However I don't think that it is applicable. In each institution I've worked, I've seen that Turkish is used.		something with my student, why should I make things so artificial?
T9	I don't think that it is so. If we just think ideologically, we tried to teach grammar in Turkish and it didn't work. The students say that they understand, they can write but they cannot speak. We have a mistake here. When we think about the progress of language use for a child, we see that they use letters first, then starts to speak and you teach them how to write later. What we do is vice versa and I think it doesn't work so using 100% of that language is sounder according to me.	T24	I haven't thought about this
T10	I absolutely think so. In fact, we weren't taught in a monolingual classroom environment but we could learn and I can teach now. What that means is it can be taught in both ways. There is not just one way to do it. We cannot say that using only target language makes us successful and I absolutely think that it has ideological reasons.	T25	I haven't thought about any cultural imperialism but we can also modify the subjects but I haven't thought really.
T11	I have never thought that it may promote foreigners. In fact this is a great advantage for them and in our country we may be seen as inferior. It may be annoying but I also understand. If I were learning a foreign language, I would also prefer a native teacher but I haven't thought about any background like this.	T26	In fact yes. It's not really nice that they have this chance but we cannot sacrifice our students just because of this. I'm sure there are ideological ideas behind.
T12	No, I don't think so. It's completely pedagogical to expose the students to English as much as possible.	T27	Yes, I think that there is an ideological dimension which makes me feel really unhappy to be in this system.
T13	Yes, it may be so. There may be very good native teachers but this is not because they are native. I think it is partially ideological but not just so.	T28	Sure there are.
T14	Maybe but language is culture and it cannot be learned without it. Maybe it is ideological but I don't think so.	T29	No, I don't think that it's ideological.
T15	In fact, it's true. Prestigious language courses have native speakers for even elementary classes and my students who tried the course say that they could never be sure that what they knew was true.	T30	Why not?

13 out of 30 teachers said no to the ideological side of anti-L1 use. T7 was also among the ones who said no to the question. However, she said her students tend to look from a political perspective and ask if the teachers are trying to

assimilate them by speaking only English. 3 teachers hesitated to give clear answers to the question. 14 agreed with the ideological view by sharing their own questions in their minds about culture planning and financial dimension of this attitude.

3.2.9. Responses to Question 9

Table 3.39.

Do you think that the post-methods era has justified L1 use?			
T1	Absolutely, yes.	T16	Everybody has a different view on eclectic method. Some can say right while the others say no. It depends on our own ideas.
T2	I don't think that it has been granted a place on purpose.	T17	As we have an eclectic approach, I don't think that use of first language gives damage.
T3	Sure. After the subscribed methods, the teachers have become welcomed to choose any approach suitable to the conditions they are in.	T18	Yes, it has justified L1 use.
T4	I don't think it is about native language use. It doesn't justify it.	T19	No. It is as basic as Grammar Translation Method
T5	I don't think that it is about methods. It is for sure that the teacher can apply different methods but it isn't about L1 use.	T20	What works in one class may not work in the other so yes, I think it is a need.
T6	Absolutely, yes. There is no reason to have a tense atmosphere in the classroom as students don't feel confident.	T21	No, I don't think Turkish has a role in teaching English.
T7	Post method is also a method and yes, I take this message.	T22	In our country, it is a need so I can say yes.
T8	I guess so because each context is unique and it can be institutional policy. However, there are different students and dynamics in each class and it is up to the student needs. I think that it will affect our teaching method. Some students can go on with 100% English but some cannot. Their departments are not same so in prep classes there are different dynamics.	T23	Language is borne out of need. As L1 is a need that can be said.
T9	In fact, it is a difficult question but I don't think that mother tongue has been given a significant role.	T24	After methods, it's true that the teacher is more relaxed. However, I think mother tongue is still a taboo.
T10	Yes, if we are out of a method and we don't consider the institution, it can be used	T25	It' up to the teacher to use the mother tongue but after

	according to me.		intermediate level I don't think that it's up to the teacher.
T11	It depends on the students. At first, it helps students feel confident. That's true. They build the information of new language on the old one. It gives the feeling of self confidence. However, that doesn't mean that 100% English is in vain. It also works on some student types. In a wide frame, I believe in the efficiency of both. Mother tongue is seen as an obstacle but I don't think so.	T26	There may be a need for mother tongue but we are the ones who think it is a need not the post method era.
T12	Each class has its own dynamics. It may not be possible to use a method or use mother tongue. You should fix it according to the variables.	T27	Yes, there is more research on it now.
T13	Sure. I hear so.	T28	Needs are important and yes mother tongue is a need. They need it more than time loss with repetitions or visuals.
T14	We cannot stick to a single method and if the students understand better when I explain it in Turkish, why shouldn't I use it?	T29	I don't think that they care about mother tongue.
T15	I absolutely think so. If the student needs to hear it in his own language, it should be provided.	T30	Yes, the methods were too strict. There are many that I laugh at as they seem like an utopia.

8 out of 30 teachers believe that the post method era's principles are not about the use of mother tongue. T19 describes L1 use as simple as Grammar Translation. The left 22 think that it is a need and as the needs are assessed in the post method era, it has been granted a place in methodology.

3.2.10. Responses to Question 10

Table 3.40.

Does code switching make the teaching process more effective or make you feel guilty?			
T1	If all the students have the same mother tongue, I find it assistive.	T16	Sometimes I try to teach a word. I use the definition, synonyms, visuals and say ok they know it now but in the break, when I explain it in Turkish, the students say is it that simple, Mam? Sometimes we shouldn't feel sorry for it.
T2	I do not use it contrastively. I explain in	T17	I don't offer it as the first tool, so I don't

	English first and I'm sure they understand something. Then, I use Turkish to check. I don't say that I'm sure you won't get it if I tell in English.		feel guilty.
T3	I never feel guilty but I try to keep it minimum. If I can't, I start to feel guilty. I shortly say what I want to say and I intensify on it.	T18	While teaching grammar, it's a great advantage. However, I sometimes feel guilty when I say a word's Turkish meaning.
T4	I'm not sure if it can be regarded as an indicator of feeling guilt but I have to say yes I feel extremely unhappy.	T19	In fact; I think it would be better if I didn't know Turkish.
T5	In some situations, I feel guilty, right.	T20	Because of students' level, I have to do this so I don't feel guilty maybe sometimes but not very much
T6	I don't feel guilty but I always question myself about the length of speaking Turkish.	T21	makes me feel guilty
T7	Mostly, I use it as a last resort and I think if I could have explained something without Turkish but then I say, it was an opportunity and I used it.	T22	I feel guilty. I feel incapable.
T8	I don't feel guilty because I speak Turkish in English lesson because this is what my students need. Generally, I say that I can give a better answer in this way.	T23	Sometimes, I feel guilty as the time is limited I may say in Turkish but I believe that if we hadn't been educated with this thought, I don't think we would feel guilty
T9	Sometimes I feel guilty. For example, I absolutely have to use it with lower levels but when they hear it from me, they feel relaxed and I can take their attention to the language. As they hear a Turkish word, the student knows that he or she can take it in Turkish if not understood so I can feel guilty and sometimes there are situations that the student cannot correlate with his or her own language and even I have difficulty in explaining. Hence, to know their native language is a great advantage. You save time.	T24	Sometimes I feel guilty but feedback from the students shows me that they need mother tongue more. They say they really need it for comprehension not for making things easier so I think metalanguage should be used.
T10	Generally I use it as a last resort.	T25	I don't feel guilty. In grammar, I tell in Turkish in a more effective way and I save time.
T11	I think it is an advantage to be able to speak mother tongue of the student. At least, we are good models for them. We learned English like them and they can do the same as well so we outweigh native teachers in this perspective.	T26	As my classes are multinational, it cannot make it effective. If there weren't 1% Turkish would be very lucky of me.
T12	I don't feel guilty.	T27	If limited, it is life saving.

T13	Generally, it makes the process very effective because use of Turkish is inevitable.	T28	In beginner levels, it's effective but in further levels it should be minimized.
T14	I use it when necessary so I don't feel guilty.	T29	makes it much more effective.
T15	Not really but maintaining the balance is very important.	T30	If the teacher does it on purpose, not because he or she is a bit lazy, it's effective but I'm sure most teachers speak Turkish in vain without any purpose.

21 interviewees stated that they believed in the efficiency of code switching in the teaching process while 9 expressed their fear that they are exploiting the lesson by doing so. The opposers regarded code switching as laziness and speaking Turkish in vain without any reason.

CHAPTER 4

CONCLUSION

Code switching is in fact a linguistic term which has been granted a place in ELT as a term describing alternating use of L1 and L2 for various purposes. Using L1 for sound reasons becomes a way of modifying language which somehow builds a bridge from known to unknown and helps the students gain self-confidence and thus, teachers have access to students' feelings as well as their minds.

The potential of L1 as a classroom resource is so great that its role is given considerable attention in the post methods approach to teaching English as a Foreign Language. Teaching bilingually does not and should not mean a return to translation but rather a standpoint which accepts that the thinking; feeling and artistic life of a person is very much rooted in their native language (Piasecka, 1986 as cited in Auerbach, 1993).

Although these are the most recent views in ELT, teachers still have hesitations to use L1 because of both intrinsic and extrinsic reasons. Their pedagogical background based upon the methods which promoted L2 use lead them to feel guilty for resorting to L1 and they try to be the best teachers by speaking only English. On the other hand, the ones who consider L1 as an effective tool have to obey the rules of the institutions that they work or want to work in.

As Chambers (1992) mentions, the difficulties encountered by teachers to use the foreign language have been ignored for many years. It is unfair to pretend that problems do not exist and until teachers can exchange opinions frankly without being made to feel guilty and inadequate, progress cannot be made with some prescribed and overgeneralized rules.

In this study, the reasons for or against code switching in EFL classes are questioned with 30 teachers in the preparatory classes of six universities. The research questions aim to clarify the teachers' views on the use of L1 with its advantages and disadvantages. The reasons for promotion of English-only classrooms are discussed within the framework of ideological views and institutional constraints.

An interpretative approach is adopted for the research. Informants are asked ten open ended probe and follow-up questions in person. The interviews are voice-recorded and the data gathered is transcribed. The informants are interviewed in Turkish to overcome the effect of foreign language on the research. The transcriptions and translations of the interviews are presented in the Appendices.

28 out of 30 teachers responded 'yes' to the question whether they use L1 in the classroom or not. They mostly speak as little as possible and they prefer it more for grammar instruction. They think that it's impossible not to use L1 for beginner levels. As the level progresses, they try to minimize L1 use.

18 teachers said that it is strictly forbidden to use L1 in their institution. 10 teachers are strongly advised not to speak Turkish but they think that the officials in their institutions also know it's impossible so they don't insist.

According to the answers of 28 teachers, the students are against 100% English use and they may show resistance to speaking English. They especially need L1 for grammar instruction.

26 out of 30 teachers answered yes for the question whether mother tongue can be used as an effective tool in language teaching or not. 13 of them complained about the anti-L1 attitude while the other 13 had some worries about the limits. They found it impossible to set limits for L1 use because as they say their first word in Turkish the students expect more.

The reasons listed for code switching were highly varied. For slow learners and reserved students, L1 is used to provide motivation and it is generally preferred because of its time-cost effectiveness. One of the teachers complained about the defect in Turkish education system which required to be compensated with L1 use. Most of the teachers said it is necessary for internalization and overcoming the negative views against foreign language. Grammar instruction, classroom management and teaching abstract words were the common challenges for the teachers who tried to teach in English.

The teachers hesitated to list drawbacks of code-switching with interrupted utterances and "maybe"s as they weren't sure if there were any. However, they

mostly expressed their worry that they were oversimplifying the process. 8 out of 30 teachers believe that the post method era's principles are not about the use of mother tongue. The left 22 think that it is a need and as the needs should be diagnosed in the post methods era, it can be resorted when necessary by keeping the limits in mind. While 22 interviewees stated that they don't feel guilty when they speak Turkish, the other 8 expressed their fear that they are exploiting the lesson.

Fairclough (1989) calls ideological power, one of the central mechanisms of ensuring control by consent. He argues that language has a particularly important role in exercising this control. Promotion of L2-only classrooms is regarded by some researchers to be a means of linguistic imperialism, which ignores the teacher's and students' real identities. When the teachers' views were asked about this, it caused some hesitation but the responses can be listed as follows:

- I believe there may be some commercial reasons as they can sell their books anywhere in the world.
- They also say you can't learn it if you don't go abroad. This is also for their favor.
- I don't think it's ideological. If you learn Korean, you should speak only Korean. It's same for all languages.
- It may be ideological as the USA is the great power but this is not a reason but the result, I guess.
- Language teaching has a great role in culture planning.
- Language teaching has become an industry with native teachers and books.
- In fact, we weren't taught English in a monolingual class but we could learn and teach now.

13 out of 30 interviewees said no to the ideological dimension of monolingualism. 3 teachers hesitated to give clear answers while the left 14 accepted it.

The research shows very clearly that L1 is used in the EFL classes no matter it is favored or not. Some teachers think it is an advantage to know the native language of the student while some regret having to do so. Grammar instruction seems to be a burden on teachers who try to speak English as much as possible. With both advantages and disadvantages, code-switching seems to be an issue which should be researched with its different perspectives to relieve the minds and conscience of teachers.

4.1. Statement of Limitations

This study would have been strengthened if more teachers could have been interviewed. However, the official procedure to take permission for research in the Preparatory Classes of universities made it such a burden that even 30 interviewees were too hard to reach. Additionally, this was a research which aimed to gather teacher views; interviews with students could have presented different results.

4.2. Contribution to the field of ELT

In this research, it's ascertained that personal views of the teachers overwhelm methodological and institutional constraints so the teachers should be very well informed about the essence of the procedure in teaching and learning. Grammar instruction still remains to be a problem when it's tried to be taught in L2 and teachers have some hesitations about the negative effect of L2 only position because of affective reasons as well as cognitive ones.

4.3. The Implications for Further Research

Even if the post methods era favors teachers as technicians in the classrooms, there is a prevalent view in the institutions which promote English-only classrooms. The reasons for this view can be analyzed in detail.

CHAPTER 5

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CHAPTER 6

APPENDICES

APPENDIX 1

TRANSCRIPTIONS OF THE INTERVIEWS

INT 1

I: Hocam derslerinizde Türkçe kullanıyor musunuz?

T: Derslerimde çok az Türkçe kullanıyorum.

I: Peki bu tercihinizin nedeni nedir?

T: Aslında kurum politikası. Materyallerimi kendim geliştiremiyorum o yüzden. Bu çalıştığım kurumdaki önce çalıştığım kurumlarda %90ın üzerinde genellikle İngilizce kullanıyordum ama burada seviyeleri çok düşük, çok düşük puanlarla geçiyorlar öyle olunca beni anlamaları mümkün olmuyor.

I: Peki anadil kullanımıyla ilgili öğrencilerinizin tepkileri nelerdir? Gözlemleyebiliyor musunuz?

T: Öğrenciler genellikle tamamen İngilizce kullanarak anlatıma karşılar. Eh-heh Aslında tamamen Türkçe anlatsam daha mutlu olacaklardır ama bir önceki kurumumda böyle değildi, öğrenci niteliği ve kurum politikası önemli.

I: Peki çalıştığınız kurumu ve öğrenci düşüncelerini göz ardı edecek olursak, şahsi fikrinizi merak ediyorum. Sizce anadil yabancı dil öğretiminde etkili bir araç olarak kullanılabilir mi?

T: Anadil bütün öğrenciler aynı dili kullanıyorsa çok az olmak kaydıyla kullanılabilir. Gerçi bu kullanım sınıfın durumuna göre değişir ama genel olarak olumlu olduğunu düşünüyorum. Bana kalsa ben %100 Türkçe konuşurum.

I: Peki dilbilgisi için ihtiyaç duyduğunuz oluyor mu anadile?

T: Bazen kolaylaştırdığı durumlar oluyor ama hiç kullanmasam sorun olacağını düşünmüyorum.

I: O zaman herhalde öğretmen öğrenci diyalogu ders içinde İngilizce sağlıyorsunuz.

T: Evet. İngilizce sağlıyorum.

I: Peki bunun dışına çıktığınız durumlar oluyor mu öğrenci isteğiyle ve ya sizin tercihinizle?

T: (.)Öğrenci isteğiyle oluyor genelde öğrencinin anlamadığını gördüğümde dönüyorum ya da bir grammar konusu anlatırken anlamayacağını düşünürsem dönüyorum anadile ama bu bir cümle oluyor genelde.

I: Peki anadilin olumsuz yönleriyle ilgili olarak ne düşünüyorsunuz?

T: Anadil aslında sınırlı kaldığı sürece olumlu ama sınırları aşarsak bence olumsuz tarafı şu: öğrenciler Türkçe açıklamaya başladığınız zaman artık her şeyi Türkçe duymaya çalışıyorlar.

I: Anlıyorum. Peki %100 İngilizce kullanımını destekleyen görüşlerin mutlaka bir pedagojik temeli var ancak bazı araştırmacılar bunun altında ideolojik kaygıların da olabileceğini söylüyorlar. Örneğin doğal konuşmacıların, native speakerların birçok ülkede nitelikli öğretmen olarak değerlendirilmeleri, %100 İngilizce yazılan kitapların birçok ülkede satılıyor olması. Bununla ilgili hiç düşündünüz mü?

T: Evet daha önce düşündüm. Bence bunun ideolojik nedenleri var kesinlikle. O yüzden eskisine göre daha fazla anadil kullanımına yönelik çalışmalar yapılıyor. Bence sınırlı bir seviyede kalması kaydıyla olumlu olduğunu düşünüyorum ama bu her derste birkaç cümleyi geçmeyecek şekilde olmalı bence de ama söylediğiniz gibi bunların ideolojik nedenleri olabileceğini düşünüyorum. İnsanlar deli gibi kitap satıyorlar.

I: Peki, sınıf için de çok az da olsa Türkçe kullandığınız durumda acaba kendinizi suçlu mu hissediyorsunuz? Yoksa öğrencinin anadilini biliyor olmanın avantajını değerlendirdiğinizi mi düşünüyorsunuz?

T: Her öğrencinin anadilinin aynı olduğu sınıflarda kendimi yardımcı olmuş hissediyorum çünkü bir tek cümle kafalarındaki birçok soru işaretini giderebiliyor kendimi suçlu hissetmiyorum ama yabancı öğrenci varsa kendimi suçlu hissediyorum.

INT 2

I: Hocam derslerinizde Türkçe kullanıyor musunuz?

T: Kullanıyorum.

I: Ne gibi durumlarda buna ihtiyaç duyuyorsunuz?

T: Grammar anlatırken eğer konunun Türkçede karşılığı yoksa İngilizce anlatmanın çok fazla anlamı olmadığına inanıyorum ki gelen tepkiler doğrultusunda da Türkçe kullanmaya yöneliyorum. Örneğin perfect tense. Present perfect tensede çok zorlanıyor öğrenciler. Yani bir de şuna inanıyorum. Derste gelmemiz gereken yerler oluyor, bir kelimenin anlamını İngilizce anlatacağım diye 20 dakika debelenmektense Türkçe söyleyip geçip onu İngilizce cümle içinde kullanmak, öyle yerleştirmek bana her zaman daha mantıklı geliyor. Kısmen olsa da vocabularyde ve karşılığı olmayan grammar konularında kullanıyorum.

I: Peki hocam. Çalıştığınız kurumda bununla ilgili bir dil politikası var mı acaba? %100 İngilizce'ye teşvik eden ya da ..

T: Var bize söylenen sadece ders içinde değil aynı zamanda bina içinde kendi aramızda da İngilizce konuşmamız ama tabii ki bu çok yapay bir şey. Doğallıktan uzak ve gayet yapay bir uygulama ve tabii ki gerçekleşmiyor. Böyle bir derdim de yok zaten gerçekleşsin diye. Yani ütöpik. Derslerde de var %100 İngilizce ama bence herkes neyin ne olduğunu biliyor da ama yine de söylemiş olmak için bazen böyle bir teşvik oluşabiliyor tabii.

I: Peki ders içinde öğrenciyle diyalogunuzda İngilizcenin dışına çıktığınız durumlar oluyor mu?

T: %90-%95 İngilizce diyebilirim. Seviyeye de bağlı tabii. Upper seviyede bu mümkün ama beginnerda korkuyorlar zaten İngilizce konuşmaktan. Çekingen öğrenciler iyice içine kapanıyor. O yüzden önemli olan benim ilk hedefim onları rahat ettirmek sınıfta.

I: Peki çalıştığınız kurumu, öğrencilerin fikirlerini göz ardı edecek olursak, sadece sizin şahsi kanaatinizi merak ediyorum. Anadil sizce yabancı dil eğitiminde etkili bir araç olarak kullanılabilir mi?

T: %100 değil. Birşey tamamen doğrudur ya da yanlıştır demiyorum ama anadilin kullanımının etkili olduğu durumların olduğuna inanıyorum.

I: Bizi %100 İngilizce kullanmaya iten kurum politikaları olabiliyor, pedagojik sebepler öne sürülebilir. Bunların altında hocam size göre ideolojik nedenler de olabilir mi? Şunu söylemek istiyorum. Doğal konuşmacıların, native speakerların anadilden uzaklaştırılmış bir sınıf ortamında öğretmen olarak iş imkanına sahip olabilmeleri ya da % 100 İngilizce yazılan kitapların birçok ülkede rahatlıkla satılabilir olması, size bunun altında yatan ideolojik nedenler olabileceğini düşündürdü mü?

T: Düşünmedim. Şu an düşünüyorum. Bu tercihin herkes tarafından çok da bilinçli yapıldığına inanmıyorum. Gerçi bir ara yurtdışından İngilizce öğretmeni ithal edecektik o ne oldu bilmiyorum. Belki çok gerilerde böyle bir sebep olabilir bize sızdırılmayan ama bilmeyen insanların öne sürdüğü birşey olduğunu düşünüyorum yoksa %100 İngilizce kullanalım. Bu şey gibi mesela yurtdışına gitmeden asla İngilizce öğrenilemez. İş çok da iyi bilen insanların bunu söylediğine inanmıyorum ben.

I: Zaten metotlar sonrası dönemde, eklektik dönemde herhangi bir metota bağlı kalmak durumunda değiliz. Bu dönemde sizce anadile de bir boyut kazandırıldı mı? Yeri var mı artık İngilizce eğitiminde?

T: Anadilin yeri var mı? Bilinçli olarak bir yeri hala yok bence. El yordamıyla buluyoruz doğruyu, hepimiz deneyerek ve yanılarak buluyoruz diye düşünüyorum. Genelde grammar derslerine Türk hocalar girer. İşte listening, speakinge yabancı hocaların girmesi uygun görülür. Belki izlenen politika bu olabilir.

I: Ders içinde anadil kullandığınız bir durumu düşünmenizi isteyeceğim sizden. Genellikle, tabii öğrenci niteliğine göre değişir yine bu ama iki üç öğrenci anlamadı diye dönmeliyim şeklinde bir suçluluk duygusu oluyor mu yoksa öğrencinin anadilini biliyor olmanın avantajını kullanıyorum mu diyorsunuz acaba?

T: Yani anadile yaklaşım genelde şey olmuyor contrastive karşılaştırmak için kullanmıyorum Türkçede böyle İngilizcede böyle diye. Zaten kullanırken de şöyle yapıyorum. Konuyu önce basit bir şekilde İngilizce anlatıyorum yani eminim ki az birşey de olsa anlıyor öğrenciler sonuçta. Ondan sonra check etmek amacıyla anadil kullanıyorum. En baştan siz anlamazsınız şimdi İngilizce anlatırsam hadi Türkçe anlatayım demiyorum.

I: Yani ilk tercihiniz değil anadil.

T: Hayır değil.

INT 3

I: Hocam, derslerinizde Türkçe kullanıyor musunuz?

T: Evet, kullanıyorum

I: Ne gibi durumlarda buna ihtiyaç duyuyorsunuz?

T: Özellikle dilbilgisi öğretimi yaparken, genellikle konuyu toparlamak ve kapatmak istediğim zaman son bir özet geçerken yapıyorum.

I: Peki, teşekkür ederim. Çalıştığınız yerde anadil kullanımıyla ilgili herhangi bir dil politikası var mı? %100 İngilizce konuşmalıyız ya da anadil kullanımına yer verebiliriz şeklinde?

T: %100 kullanmalıyız diye bir yaptırım yok ama bir eğilim var. Tabi ki kurumumuzun istediği mümkün olduğu kadar öğrenciyi yabancı dille yönetmek ama bunun için herhangi bir baskı yok.

I: Tamam, teşekkürler. Size göre öğrencilerinizin derslerde beklentisi ne? Anadile dönmeniz onları rahatlatıyor mu yoksa onların beklentisi %100 İngilizce konuşulan bir ders mi?

T: Öğrenciler kesinlikle anadil bekliyorlar. Onların daha iyi anlayacaklarını, daha güvende hissediyorlar kendilerini yani bütün ders hatta Türkçe yapsak daha da mutlu olacaklar ama tabi ki böyle birşey olmayacak yanlış olacağı için. Ama ben kullandığım zaman bakışları bile değişiyor.

I: Evet, kendilerini daha güvende hissediyorlar, değil mi?

T: Evet, daha güvende hissediyorlar.

I: Peki, sizce biz anadili etkili bir öğretim aracı olarak kullanabilir miyiz?

T: Tabi ki kullanabiliriz. Öğretmen sadece limitini bilecek, miktarını bilecek, nerede kullanması gerektiğini bilecek, ne kadar kullanması gerektiğini bilecek. Anadilden faydalanmak son derece önemli sanırım birçok çalışma da zaten bunu göstermiştir.

I: Bunu bir avantaj olarak görüyorsunuz.

T: Kesinlikle evet. Bunu bir avantaj olarak kullanabilmeli öğretmen ama işte dozajı çok önemli

I: Evet, peki sizi anadil kullanmaya iten nedenler neler, öğrencilerinizin seviyesi olabilir, bunu zaman olarak etkin görebilirsiniz çünkü daha az zamanımızı alıyor anadilde bir konuyu anlatmak

T: Şöyle söyleyeyim. Bir kere öğrencinin seviyesinin düşük olması tabi ki özellikle soyut konularda öğrenciyi çok fazla zorlamanın bir anlamı yok ama o zaman bile kullanılmakta olan anadili minimumda tutmaya çalışıyorum. Dediğim gibi ben toparlamalar yaparken, özetlerken ya da anlaşılıp anlaşılmadığını kontrol ederken kullanmak istiyorum. Öğrenci seviyesi ne kadar yüksekse o kadar az kullanıyorum.

I: Peki, tamam. Teşekkür ederim. Size göre anadili kullanmanın olumsuz yönleri var mı?

T: Tabi arada anadili kullanırsanız öğrenciyi öğrettiğiniz yabancı dilden uzaklaştırmış oluyorsunuz çünkü öğrettiğiniz şey o anda sorduğunuz şey dilbilgisi bile olsa dilin mantığı sizin anadilinizle çok farklı olabiliyor. Bir anda siz de konuştuğunuz anda öğrenciyi oradan alıp götürmüş oluyorsunuz, kendi dilinize yönlendirmiş oluyorsunuz, kendi dilinizin kalıplarını ve mantığını öğrenci düşünmeye başlıyor bu sefer.

I: Bu yüzden herhalde konuşma, dinleme alıştırmalarında anadili kesinlikle kullanmıyorsunuzdur?

T: Tabi kullanmamaya çalışıyorum ama İngilizcede ortama göre konuşulan diller olduğu için bunlar, kendi anadilinizden farklı diller olduğu için dilbilgisinde bile bunu minimum tutmamız lazım.

I: Sadece İngilizce kullanmamız gerektiğini düşünmemize neden olan bazı politikalar var. Bunların altında ideolojik nedenler olabileceğini düşünüyor musunuz?

T: Bunun altında herhangi bir ideolojik fikir olduğunu düşünmüyorum. O öğrenci İngiltere’de yaşıyor olabilir, Almanya’da yaşıyor olabilir; Türk mahallesinde yaşıyor olabilir. Zamanıyla ülkenin politik yaptırımlarından uzakta yaşamış olabilir ama dili yine daha iyi öğrenir. Burada sağlanması gereken öğrenciyi o dile yakınlaştırabilmek. Kesinlikle bunun altında ideolojik bir neden olduğunu düşünmüyorum. Çok da saçma buluyorum açıkçası.

I: Peki, doğal konuşmacıların, native speakerların daha iyi öğretmen niteliği var mıdır sizce? İngilizce’ye hakim oldukları için tabi ki?

T: Ancak öğrencinin avantajı olabilir ama onun dışında onları daha iyi öğretmen yapar mı? Hayır, sonuçta anadilinizi konuşuyor olursunuz da iletmiyor olursunuz. Bu yüzden öyle düşünmüyorum. Bu demektir ki her Türkçe öğretmeni de çok iyi öğretmen. Bu da doğru değil sonuçta böyle bir şey olduğuna inanmıyorum.

I: Peki, öğrencilerin anadilini biliyor olmanın bir avantaj olduğunu düşünüyor musunuz?

T: Evet, düşünüyorum kesinlikle. Birazcık daha süreci hızlandırdığını düşünüyorum. Anlama açısından süreci hızlandırdığını düşünüyorum. İletişimin biraz daha kolay olduğunu düşünüyorum.

I: Metotlar sonrası dönemde artık eklektik dönemden bahsediyoruz. Ne zaman ne gerekiyorsa buna başvuruyoruz. Anadil kullanımının haklı boyutunun ortaya çıktığını düşünüyor musunuz?

T: Tekrar alabilir miyim son soruyu?

I: Metotlar sonrası dönemde artık öğretmenler gerektiği zaman gerektiği şekilde bir yol belirleme şansına sahip, bundan bahsediyoruz. Anadil kullanımının da bu kapsamda haklı boyutunun ortaya çıktığını düşünüyor musunuz?

T: Tabi ki, olabilir. Bir şans verilmiş oldu anadile. Çünkü o metotlar kendi yaratıldığı, oluşturulduğu döneme ait, zamanın ihtiyaçlarını karşılıyordu. Şimdi anadile bir şans, öğrencilerin de kendilerinden bir şeyler katarak işlerini kolaylaştıracak bir durum anadili kullanmak. Biraz daha ferahlatmıştır sanırım, öğretmeni rahatlatmıştır en azından. Öğretmen kendini suçlu hissediyorsa kimi zaman, şimdi biraz daha rahat kabul edilebilir olduğunu gördük bence.

I: Peki, çok teşekkür ederim Son olarak, şunu sormak istiyorum. Ders içinde anadili kullandığınız bir anı düşünebilir misiniz? Bu süreç içinde size kendinizi nasıl hissettirdi? Suçlu mu hissettiniz yoksa anadili kullanma avantajına sahip olduğunuz için şanslı mı hissettiniz?

T: Suçlu hiçbir zaman hissetmem ama anadili konuşmaya başladığım anda uzatmamaya eğer konu uzarsa ancak o zaman suçlu hissederim. Uzatmamaya çalışırım. Söylemek istediğimi kısaca söyler, tamamıyla ne demek istiyorsam ona yoğunlaşırım özellikle onun dışında suçlu hissetmem kendimi.

INT 4

I: Hocam derslerinizde Türkçe kullanıyor musunuz?

T: Derslerde normalde %100 İngilizce kullanmamız gerekiyor. Ben %100 İngilizce kullanmaya çalışıyorum ama çok mecbur kaldığım zamanlarda, çok nadir de olsa Türkçe'ye dönüyorum.

I: Peki, kurum politikası olarak o zaman %100 İngilizce kullanılması gerektiğini söylüyorsunuz herhalde değil mi?

T: Evet, %100 İngilizce kullanılması gerekiyor kurum adına.

I: Evet, sizce öğrencilerinizin sizden beklentisi nedir? %100 İngilizce eğitimi mi yoksa anadil kullanmanız onları rahatlatıyor mu?

T: Şimdi öğrencimizin seviyesine göre de aslında değişiyor. Kurum içinde kendi öğrencilerime bakarsam tabii onlar anadiliyle başlayıp anadiliyle devam etmek istiyorlar. Sadece üst seviyelere geldiklerinde tamamen İngilizce olsun istiyorlar ama bana göre tabii ki de bu yanlış. Öğrencilerin beklentisi bu yönde.

I: Sadece sizin fikirlerinizi düşünecek olursak kurum dışında anadil etkili bir öğretim aracı olarak kullanılabilir mi?

T: Anadil etkili bir öğretim aracı olarak bence kullanılamaz.

I: Dezavantajları nedir sizce anadil kullanımının?

T: Daha çok pratik yapmaya yöneldiği için yabancı dil öğrenmek, onu yapmadan başka bir dili öğrenmenin mümkün olduğuna inanmadığım için.

I: Anladım. Peki, zorunlu kaldığımız durumlarda anadile dönüyoruz bunda öğrenci seviyesinin önemli bir etken olduğunu söyledik. Zaman açısından değerlendirecek olursak bunu etkili buluyor musunuz? Zamanı kıstaldığını düşünüyor musunuz?

T: Kendi kurumum açısından düşünürsem zaman problemim yok. Zaman problemi olduğu zamanlarda birçok öğretmeni kurtarabilir. Buna katılabilirim ama kendi kurumum adına konuşursam derste zaman kazandırma gibi bir şey yok bana göre sadece öğrencilerin kelime öğrenimini kolay öğrenmesini sağlıyor.

I: Peki, bunu soracaktım. En çok hangi alanda, dersin hangi bölümünde ihtiyaç duyuyorsunuz anadil kullanımına?

T: Sadece kelime öğretirken, grammar açısından herhangi bir sorun yaşadıklarını zannetmiyorum. Yapılan araştırmalar, araştırmalar daha doğrusu buna rastlamıyoruz ama kelime öğreniminde ne kadar çok görsel materyal kullanırsanız kullanın birçok kelimeyle ya da eşanlamlısıyla kullanmaya çalışın yine de sınıf içerisinde birkaç öğrenci kalıyor ve mecburen anlamadıklarından dolayı Türkçe anlamını söylemek zorunda kalıyorum bazen.

I: Son çözüm olarak anadile dönmeniz gerekiyor. Peki, ders içi disiplini hangi dilde sağlıyorsunuz?

T: Onlar alıştıkları için ya da daha doğrusu ben alıştığım için normalde yabancı dilde sağlayabiliyorum bunu, bununla ilgili bir problem yaşamıyorum

I: O zaman öğretmen öğrenci diyalogu da yabancı dilde herhalde.

T:Evet, herhangi bir soruları olduğunda yabancı dilde sormalarını sağlamaya çalışıyoruz zaten derslerin ilk başında, ya da kurun başında neleri nasıl sormaları gerektiğini öğretiyoruz ve kalıpsal olduğu için bunları artık kullana kullana pratik bir şekilde kullanmayı öğreniyorlar.

I: Peki, %100 İngilizce kullanmamız gerektiğini düşünmemize neden olan dil politikalarını konuşmak istiyorum sizinle. Bunların altında herhangi bir ideolojik neden olabilir mi size göre?Şöyle söylemek istiyorum. Doğal konuşmacıların, native speakerların %100 hakim oldukları için daha iyi öğretmenler olduklarını düşünüyor musunuz?

T: İkinci söylediğin kısma katılamayacağım yani native speakerlar daha iyi öğretmendir diyemem ama herhangi bir ideoloji içerdiğini de zannetmiyorum. Aynı şeyi Türkçe için de konuşabiliriz. Başka bir ülkede Türkçe öğretirken de tamamen Türkçe konuşulmasının herhangi bir ideoloji içerdiğini düşünmüyorum ama dediğim gibi herhangi bir dilin native speakerı başka bir dile sahip hocadan daha iyidir diyemem.Bunun örneklerini yaşadım çünkü.

I:Teşekkürler. Peki metotlar sonrası dönemde artık eklektik dönemde öğretmene bazı haklar veriliyor. Öğretmen duruma göre seçer, herhangi bir metota bağlı olmak durumunda değildir. Sizce bu durum anadil kullanımının haklı boyutunu ortaya çıkarmış mıdır?

T: Anadil kullanımını değil ama birçok farklı yöntemlere itebilir ama anadil kullanımı için ben hala haklı olduğumu düşünmüyorum.

I: Peki, şimdi sizden ders içinde anadili kullandığınız bir durumu düşünmenizi isteyeceğim. Bu size kendinizi suçlu hissettirdi mi? Söylüyorsunuz. Geride kalan iki üç öğrenci için bazen anadile dönmek zorunda kalıyorum diyorsunuz. Bu size kendinizi suçlu mu hissettiriyor yoksa öğrencinin anadilini kullanıyor olmanın avantajını hissediyor musunuz?

T: Suçlu tam kelime olarak uyar mı bilmiyorum ama çok aşırı derecede mutsuz hissediyorum. Bu da bir suçluluk göstergesi sayılıyorsa eğer.

INT 5

I: Hocam derslerinizde Türkçe kullanıyor musunuz?

T:Kullanıyorum, evet.

I:Peki ne gibi durumlarda buna ihtiyaç duyuyorsunuz?

T: Özellikle başlangıç seviyesinde ve zamanımın kısıtlı olduğu yani haftanın üç saati bir araya geldiğim öğrencilerle kullanmak zorunda kalıyorum.

I: Peki çalıştığınız yerde bununla ilgili bir kurum politikası var mı acaba? %100 İngilizce kullanmalıyız ya da hayır anadil önemlidir, yer verebiliriz şeklinde bir politika var mı?

T:Yok. Yani bir politikamız yok bu şekilde.

I: Peki, öğrencilerinizin size göre beklentisi nedir? %100 İngilizce konuşulan bir dersi mi tercih eder öğrenci yoksa anadile döndüğünüzde işlerin kolaylaştığını mı hissediyorsunuz yoksa onlar için fazla kolay olduğunu mu düşünüyorsunuz?

T:Aslında ben onlar için çok faydası olduğunu düşünmüyorum ama onlar bu tarz bir kullanıma alışageldikleri için kendilerini daha rahat hissediyorlar. Dönem sonunda %100

İngilizce kullandığım sınıflardan aldığım feedbacklerde konular hep İngilizce anlatıldığı için zorlandık şeklinde ifadeler gördüğüm oldu. Özellikle grammar konularının anlatılmasına dair.

I: Peki, kurumu göz ardı edersek eğer şahsi fikrinizi merak ediyorum size göre anadil etkili bir öğretim aracı olarak kullanılabilir mi?

T:Öğrenci seviyesine göre değişir ama en son çare olmalı diye düşünüyorum ben anadil kullanımının.

I: O zaman öğrenci seviyesine önem veriyorsunuz. Bunun dışında sizi anadil kullanmaya iten başka faktörler var mı söylemek istediğiniz?

T: Zamanın kısıtlı olması var. Yeterince pratik yapamayacak olmam özellikle öğrencilerin diyalog vesaire yapmaları gereken durumda çok fazla pratik yaparak onlara öğretmem gerekiyor ama zamanım kısıtlı olduğu için Türkçesini söylemek zorunda kalabiliyorum onların pratik yapmalarını sağlamak için.

I: Peki, anadil kullanımını sanırım daha çok dilbilgisi için tercih ediyorsunuz.

T: Evet dilbilgisi için daha çok dilbilgisi için kullanıyorum.

I: Peki kelime öğretimi için ne dersiniz?

T:Kelime öğretimi için çok gerekli olduğunu düşünmüyorum ben. Çok soyut olduğu zaman işte synonym antonym şeklinde dahi söylediğimde onlara bir şey ifade etmeyecekse ve seviyelerinin çok üstünde olduğunu düşünürsem gerekli olduğunu düşünüyorum. Onun dışında vücut diliyle ya da görsellerle vesaire ya da örnek kullanarak kelimelerin Türkçesini söylemem gerektiğini düşünmüyorum.

I:Disiplini peki ders içi disiplini hangi dilde sağlıyorsunuz?

T:Türkçe genellikle Türkçe

I:Evet. Türkçe kullanıyorsunuz.

T: Hıhı

I:Ders dışında öğretmen öğrenci diyalogu hangi dilde acaba?

T: Ders dışında tamamen Türkçe.

I: Size göre peki anadil kullanımının dezavantajları nelerdir?

T:Öğrenciyi kolaylığa alıştırtıyor diye düşünüyorum ve dil öğrenimlerini olumsuz yönde etkilediğine inanıyorum. Geciktirdiğini düşünüyorum.

I: Peki dilbilgisi eğitiminde?

T:Dilbilgisi eğitiminde olumlu yanları var.

I: Evet. Peki bizi bu %100 İngilizce eğitimine iten bildiğimiz gibi bazı dil politikaları var. Yabancı dilin sadece yabancı dilde öğretilmesi gerektiğini vurgulayan politikalar var. Bunların altında ideolojik nedenler olabilir mi sizce?

T: Hayır hiç zannetmiyorum. Tamamen pratik nedenlerle kullanıldığını düşünüyorum. İdeolojik bir yanı olduğunu düşünmüyorum.

I: Peki, bu politikalar size göre doğal konuşmacıların, native speakerların daha iyi öğretmen olduklarını ispatlar mı?

T: Öğretim yani metodoloji açısından tabii ki daha iyi olduklarını ispatlamaz ama öğrenciler için native speaker olduğu zaman öğrenmelerinin daha kolay olduğunu düşünüyorum. Hatta bence biz bile kendimizi native speaker olarak tanıtırsek onlara dönem sonundaki başarıları daha yüksek dahi olabilir. Çünkü biliyorlar ki iletişim kurmak için tek yolları İngilizce kullanmak. Ama ne yazık ki bizim derslerimizde bizim Türk olduğumuzu bildikleri için biraz daha nasıl söylesem yapmacık buldukları için belki de Türkçe konuşmayı tercih ediyorlar. Mecbur kalmadıkları sürece İngilizce'ye dönmeyi tercih etmiyorlar.

I: Bu da süreci geciktiriyor diyorsunuz.

T:Evet. Bu da onların dil kullanımını edinmelerini geciktiriyor.

I:Evet. Peki, bizi düşünürsek anadili farklı olan öğretmenler olarak metotlar sonrası dönemde öğretmene bazı hakların sağlanmış olması, anadil kullanımının haklı boyutunu ortaya çıkarmış mıdır?

T: Açıkçası metotlarla ilişkili olduğunu düşünmüyorum. Tabii ki öğretmen kendi sınıfın durumuna, konuya vesaire göre ufak ufak metotlar uygulayabilir ama bunun anadili kullanmakla alakası olduğunu düşünmüyorum.

I: Peki sizden şunu isteyeceğim. Ders içinde anadili kullandığınız bir durumu düşünebilir misiniz? Nasıl hissetmiştiniz? Son çareydi, son çözümdü, bazı öğrenciler için gerekiyordu kendinizi suçlu mu hissettiniz bunun için bir İngilizce öğretmeni olarak?

T: Bazı durumlarda suçlu hissettiğim oluyor, evet.

I: Peki bunu bir avantaj olarak görüyor musunuz? Öğrencinin anadilini biliyor olmak bir avantaj mıdır öğretmen için?

T: Tabii ki bilmek avantaj ama onlar için dezavantaja dönüşebiliyor.

INT 6

I: Hocam, derslerinizde Türkçe kullanıyor musunuz?

T:Derslerde Türkçe kullanıyorum, evet.

I: Ne gibi durumlarda buna ihtiyaç duyuyorsunuz?

T: Özellikle grammar kurallarını verirken, o kuralı, o tensei niçin kullanıyoruz, kullanım amacı nedir bunları anlatırken bazen de Türkçeyle benzer olduğu durumlarda Türkçe'de de böyle bir durum var arkadaşlar diyerek daha kolay anlamalarını sağlamak için açıkçası özellikle grammarde kullanıyorum.

I: Peki, çalıştığınız kurumda acaba bununla ilgili bir politikanız var mı? %100 İngilizce ya da anadil kullanımına da yer vermeliyiz şeklinde?

T: Yani açıkçası birazcık bu konuda tabii ki kurum bizim İngilizce'yi daha ağırlıklı olarak kullanmamızı istiyor derslerde. Bunu hemen hemen her toplantıda dile getiriyorlar ama çok sert, katı bir tutumları yok. Çünkü öğrenci profillimizi bildikleri gibi birazcık da öğretmenlerin

inisiyatifine bırakıyorlar ama İngilizce'yi asla %50'nin altına düşürmeye müsaade etmez kurumum. %70, %80 olmalı diye savunuyorlar ki zaten bu da benim de savunduğum bir şey ama sıkıntı yaratmıyorlar açıkçası.

I: Peki, öğrencilerinizin sizden beklentisi nedir? Gözlemleyebiliyor musunuz anadil kullandığınızda gözlemlenebilir tepkileri oluyor mu öğrencilerin?

T: Öğrenciler açıkçası yeter ki biz bu konuyu bir şekilde anlayalım da nasıl olursa olsun dedikleri için bu onların işine yarıyor. Yani hoşuna gidiyor, istedikleri birşey oluyor ama İngilizce anlattığım zaman da anladıklarını ben biliyorum zaten sadece daha iyi olması adına, daha emin olalım, doğru olduğunu herkes anladı mı acaba, onun için de ben birazcık da teyit etmek için kullanıyorum. Böylece sınıfta daha yavaş daha geri olan öğrencileri de bir şekilde o konuya dahil etmiş oluyorum ama genellikle bu dönemki sınıflarımda anlattığım zaman İngilizce bir sıkıntı yaşamıyorum. Birkaç tane öğrenci için biraz da bunu tekrarlamış oluyorum aslında ben. Hani Türkçe'ye dönüp, o şekilde üzerinden tekrar vermiş oluyorum. Böylece herkes doğru anladığından emin olmuş oluyor.

I: Peki çalıştığınız kurumu göz ardı edecek olursak, kişisel fikrinizi merak ediyorum, size göre anadil yabancı dil eğitiminde etkili bir öğretim aracı olarak kullanılabilir mi?

T: Evet, ben kesinlikle anadilin kullanılması gerektiğini düşünüyorum. Peki, teşekkür ederim. Çünkü native bir hoca olmadığım için, öğrenci de ben de Türk olduğumuz için ben her ne kadar elimden geleni yapsam da, İngilizce konuşmaya çalışılan bir ortam yaratsam da bir yerden sonra bu suni olabiliyor bazı durumlarda. Ben ikisinin de karıştırılarak kullanılması gerektiğini düşünüyorum. Yani katı değilim o konuda ben.

I: Grammar öğretimi için özellikle dediniz bunun yanısıra göz önünde bulundurduğunuz faktörler nedir anadile dönmek için . Öğrenci seviyesi mutlaka önemlidir, zaman kavramı olarak acaba anadili kullanmak öğrenimi etkiliyor mu?

T: Zaman kavramı derken?

I: Daha hızlı şekilde ilerleyebiliyoruz anadilde.

T: Anladım, anladım.

I: Bu kaygılarınız var mı?

T: Yok, yok. Zaman kaygımdan dolayı anadile döndüğüm olmadı benim. Konudan kaygım olduğu için dönmüşümdür belki. Çünkü sınıftaki time-managementı derse girmeden ayarladığım için artık zaten burda da dördüncü yılım olduğu için kitaptaki hangi bölüm ne kadar zaman gerektiriyor az çok kestirebiliyorum. O yüzden zamanla ilgili bir sıkıntım olmuyor. Gerekirse başka bir aktiviteden keserek beş değil üç tane yaptırarak falan bunu yine telafi edebiliyorum ama sırf konu yetişsin diye anadilde anlatım yapmıyorum.

I: Hocam, peki ders içi yönlendirmeleri İngilizce mi Türkçe mi yapıyorsunuz acaba?

T: Instructionları İngilizce veriyorum ben. Tabi olabildiğince kısa ve açık vermeye çalışıyorum ama bazı aktivitelerin yapısı karmaşık olursa eğer öğrencilerin alışık olmadığı yeni gördükleri bir instructionsa o onu bir de üzerinden Türkçe geçip hatırlatıyorum, tekrar ediyorum yani.

I: Peki, ders dışı öğretmen öğrenci diyalogunuz nasıldır?

T: Yani genelde iyi olduğunu düşünüyorum. Öğrenci tepkileri ve yorumları da bu doğrultudadır. Ama sınıftaki durumdan farklı olarak dışarıda İngilizce konuşacağız arkadaşlar gibi bir durumum asla olmadı benim.

I: Türkçe konuşuyorsunuz.

T:Sunii buluyorum. Aynen öyle. Asla dışarıda öğrenci bunu isterse tabi ki İngilizce konuşuyor ben de öyle devam ediyorum ama onun dışında ben asla İngilizce konuşacağım dışarıda da diye bir zorunluluk getirmedim hiçbir zaman.

I: Anladım Peki, anadil kullanmanın, anadile dönmenin size göre olumsuz yönleri var mı?

T: Öğrenciyi biraz kolaylaştırıyor olabilir. Yani aslında zorlarsa kendisi de beni iyi dinlese anlayabilecek basit cümleler, basit kelimeler ya da zor bile olsa onu repeat ettiğinde daha basit kelimelerle aynı şeyi söylüyorum birkaç şekilde ben. Kolayı da var, zoru da var. Evet bir de üstüne Türkçe bildiğim, garantici olduğum için yapıyorum sanırım ben bunu o zaman öğrenci zaten öğretmenim dersin sonunda bir Türkçe tekrar yapacaktır diye düşünüp biraz tembelliğe itiyor olabilir tabi ki bu durum. Benim verdiğim yönergeyi bilmiyor olabilir İngilizce. E yani hocam? Napıcaz hocam? gibi tepkiler de gelebiliyor. Bu sıkıntı tabi ki yaşanıyor. Bunu azaltmak adına olabildiğince sınıfta bana sorularınızı basit sorularınızı İngilizce sorun arkadaşlar diyorum. Türkçe değil de İngilizce yorum olmaya çalışıyorum. Biraz da öğrenciyi tembelliğe itiyor olabiliriz bu doğru. Onun dışında başka zorda kaldıklarında İngilizce birşeyler üretebiliyorlar ama sınıftaki bu yumuşak atmosferden dolayı denemiyor olabilirler. Dezavantajları tabi ki var ama ben konunun ağırlığına göre bundan feragat edebiliyorum. Eğer o konu bizim için çok önemli bir konuya, önemli kelimeler geçiyorsa derste, kelimeleri yeter ki öğrensinler yeter ki grammar kuralını anlamış olsunlar da diye geçiştirebiliyorum.

I: Anlıyorum. Peki, hocam &100 İngilizce kullanmamıza yönelik bir bakış açısı var hepimizin farkında olduğu

T:Evet

I: Bunun altında herhangi bir ideolojik neden olabileceğini düşünüyor musunuz? Doğal konuşmacıların

T: Hayır yani şu ana kadar hiç öyle olumsuz, negatif düşünmedim. İdeolojilerle ilgili tabi ki aslında olabilir ama bunun sebebi budur diye aklımdan hiç geçirmedim ben. Eski İngilizce öğretmenlerinin mantığı bence bu ya. Bazı katı kuralları var. Bu kuramları eskiden sorgulamıyorlarmış belki de ama şimdi yeni nesil hocalar, ben ve benim dönemimdeki birçok hoca anadili yeri geldiğinde kullanabilirim diye birçok arkadaşımın da bu fikirde olduğunu düşünüyorum. Biraz gereksiz bir kaygı gibi geliyor bana.

I:Aslında söyledikleriniz de bir sorunun cevabı oldu galiba. Bu metotlar sonrası dönemde daha serbest davranabiliyoruz. Sizce bu anadil kullanımının haklı boyutunu ortaya çıkarmış mıdır yeni dönem?

T: Bence evet kesinlikle çıkardı. Yeni nesil hocalarla birlikte artık bunun çok gereksiz bir kasma olduğunu yani sınıfta o kadar gergin bir atmosfere gerek yok zaten çünkü öğrenciler de kendini güvensiz hissediyorlar bu durumda.

I:Evet.

T:Aktif olamıyorlar. İsteseler de derse katılmıyorlar çünkü hata yapmaktan korkuyorlar. Burada öğretmen ne kadar pozitif bir duruş sergilese bile öğrenci arkadaşlarından dolayı tedirgin oldukları için rezil olacaklarını zannederek iki cümle kuramıyorlar hata yapmamak için. Ben de buna müsaade etmiyorum. Elimden geldiğince zorlandığın yerde ben devreye girerim gerekirse Türkçe'den de destek alabilirsin yeter ki İngilizce üretmeye çalış yani niyeti

eğer iyiye aktif bir şekilde katılmaya çalışıyorsa elinden geldiğince kurabildiği cümleleri de kuruyorsa benim için sıkıntısı yok yani Türkçe kullanmanın.

I: Aslında bir sorunun cevabını yine vermiş oldunuz hocam ama dile getirmek istiyorum. Ders içinde anadil kullandığınız bir durumu düşünmenizi isteyecektim sizden. Bunla ilgili olarak kendinizi suçlu hissediyor musunuz yoksa bu bir avantaj mıdır öğrencinin anadilini biliyor olmak diye soracaktım ama?

T: Yani suçlu hissetmiyorum açıkçası ama şunu hep soruyorum bugün dersimde Türkçe konuşma oranım İngilizce konuşma oranını geçti mi yoksa istediğim düzeyde kaldı mı bunu becerebildim mi bunu kafamda hep sorguluyorum. Özdeğerlendirme yapıyorum ama suçlu hissettiğimi söyleyemem yani. O durumda o gerekmiştir. Sınıfın seviyesi o anda onu mecbur kılmıştır o yüzden öyle yapmışımdır diye ama bir sonraki derste biraz daha speaking yaparak belki, warm-upı uzatarak onlardan speaking adına birşeyler alabiliyorsam telafi etmiş sayıyorum kendimi bir sonraki derste.

INT 7

I: Hocam, derslerinizde Türkçe kullanıyor musunuz?

T:Çok az kullanıyorum.

I: Ne gibi durumlarda buna ihtiyaç duyuyorsunuz?

T: Başlangıç seviyesinde özellikle grammar anlatırken kullanıyorum ve zaman yönetimi için de çok önemli.

I: Peki, çalıştığınız kurumda acaba bununla ilgili bir politikanız var mı? %100 İngilizce ya da anadil kullanımına da yer vermeliyiz şeklinde?

T: %100 İngilizce ama ben bunun mümkün olabileceğini düşünmüyorum.

I:Peki, öğrencilerinizin sizden beklentisi nedir? Gözlemleyebiliyor musunuz anadil kullandığınızda gözlemlenebilir tepkileri oluyor mu öğrencilerin?

T: Öğrenciler başladıklarında Türkçe kullanılması gerektiğini düşünüyor. İlerledikçe daha fazla İngilizce duymak istiyorlar ama sıkıştıklarında Türkçe kullanma eğilimleri var.

I:Peki çalıştığınız kurumu göz ardı edecek olursak, kişisel fikrinizi merak ediyorum, size göre anadil yabancı dil eğitiminde etkili bir öğretim aracı olarak kullanılabilir mi?

T: Aslında ben İngilizce kullanılması gerektiğini düşünüyorum ama %5 %100 oranında Türkçe de kullanılabilir.

I: Türkçe kullanmak için sebepleriniz nelerdir?

T: Öğretmen destekleyici olabilmeli diye düşünüyorum.

I: Peki sizce anadil kullanmanın olumsuz yönleri nelerdir?

T: Böylece konuşma ve dinleme imkânlarını ellerinden almış oluyoruz.

I:Sizce anadil kullanımına karşı tutumun altında ideolojik nedenler olabilir mi? Doğal konuşmacıların daha iyi öğretmenler olarak görülmesine neden olan ve ya %100 İngilizce kitapların daha rahat satılmasını sağlamak amacıyla yürütülen bir politika olabilir mi sizce?

T: Ben öyle düşünmüyorum ama öğrencilerim bu duruma siyasi açıdan bakıyorlar. Bizi asimile etmeye mi çalışıyorsunuz diye soruyorlar.

I: Peki metotlar sonrası dönemi değerlendirecek olursak, sizce anadil kullanımına haklı bir boyut kazandırıldı mı?

T: Metotlar sonrası dönem de bir metot aslında ve ben bu mesajı alıyorum evet.

I: Anadil kullanmak sizce öğretim sürecini daha etkin hale getiriyor mu yoksa bunun için kendinizi suçlu mu hissediyorsunuz?

T: Çoğunlukla son çözüm olarak kullanıyorum. Bunu İngilizce anlatabilir miydim diye düşünüyorum ama bu bir imkândı kullandım diyebiliyorum.

INT 8

I: Hocam, derslerinizde Türkçe kullanıyor musunuz?

T: Evet.

I: Ne gibi durumlarda buna ihtiyaç duyuyorsunuz?

T: Özellikle duyurular gibi hayati önem taşıyan konularda bazen grammar anlatımı için aradil gerekebiliyor çünkü yapıyı Türkçe'de bile bilemeyebiliyorlar ve tabi writing için bir organizasyon becerisi gerektirdiği için.

I: Peki, çalıştığınız kurumda acaba bununla ilgili bir politikanız var mı? %100 İngilizce ya da anadil kullanımına da yer vermeliyiz şeklinde?

T: İkinci dili kullanma zorunluluğu yok. Öğrencileri Türkçe kullanmaya zorlayan durumlar olabiliyor ama İngilizcenin maksimum seviyede tutulması bekleniyor.

I: Peki, öğrencilerinizin sizden beklentisi nedir? Gözlemleyebiliyor musunuz anadil kullandığınızda gözlemlenebilir tepkileri oluyor mu öğrencilerin?

T: Onlara kalsa %100 Türkçe versek rahatsız olmayacaklar. Özellikle warm-uplarda ve tartışmalarda İngilizce konuşmaya çalışıyorlar ama bir süre sonra Türkçeye dönüyorlar devam edemeyecekleri için.

I: Peki çalıştığınız kurumu göz ardı edecek olursak, kişisel fikrinizi merak ediyorum, size göre anadil yabancı dil eğitiminde etkili bir öğretim aracı olarak kullanılabilir mi?

T: Bana göre kullanılabilir. Örneğin kültürel farklılıklar mesafeye neden olabiliyor. Dersin ileri aşamalarında bir şaka ve ya Türk kültüründen bir örnek öğrenciyi kazandırabiliyor.

I: Türkçe kullanmak için sebepleriniz nelerdir?

T: İşı kolaylaştırmak için kullanıyorum ben.

I: Peki sizce anadil kullanmanın olumsuz yönleri nelerdir?

T: Ne kadar dozda ihtiyacınız var emin olamayabiliyorsunuz. Nerde başlayacağım nerde bitireceğim şaşırabiliyorsunuz.

I: Sizce anadil kullanımına karşı tutumun altında ideolojik nedenler olabilir mi? Doğal konuşmacıların daha iyi öğretmenler olarak görülmesine neden olan ve ya %100 İngilizce kitapların daha rahat satılmasını sağlamak amacıyla yürütülen bir politika olabilir mi sizce?

T: Ben kötü demek istemiyorum ama daha organize şekilde yapılmalı bu ve eğer öğrenci bundan faydalanacaksa bu açıdan destekleyici olduğunu söyleyebilirim ama uygulamak da mümkün değil çalıştığım her kurumda Türkçe kullanıldığını gördüm ben.

I: Peki metotlar sonrası dönemi değerlendirecek olursak, sizce anadil kullanımına haklı bir boyut kazandırıldı mı?

T: Bence öyle çünkü her context kendine özgü ve kurum politikası da olabilir. Ancak, her sınıfta farklı öğrenciler ve farklı dinamikler söz konusu ve bu öğrencinin ihtiyaçlarına bağlı. Bu bizim öğretim metotumuzu etkileyebilir. Bazıları %100 İngilizceyle devam edebiliyorken bazıları edemeyebilir. Bölümleri de farklı olabiliyor farklı dinamikler var yani.

I: Anadil kullanmak sizce öğretim sürecini daha etkin hale getiriyor mu yoksa bunun için kendinizi suçlu mu hissediyorsunuz?

T: Suçlu hissetmiyorum. Derste Türkçe kullanıyorum çünkü öğrencilerin buna ihtiyacı var. Genellikle bu şekilde daha iyi cevap verebilirim diyorum.

INT 9

I: Hocam derslerinizde Türkçe kullanıyor musunuz?

T: Bazen gerekli olduğunda evet.

I: Ne gibi durumlarda kullanma ihtiyacı hissediyorsunuz?

T: Mesela kelime çalışmaları yaparken, bazen çok zor kelimeler vardır. Harcırah gibi bir kelimeyi düşünün. İngilizcesini onun anlatamazsınız hiçbir şekilde, o yüzden de Türkçesini de söylemek zorundasınız öğrenciye. Çünkü diğer türlü zaman kaybına yol açacaktır İngilizce açıklamaya çalışmanız ya da bir konu öğrenciye çok kapalı geliyorsa işte anadiliyle bağdaştıramıyorsa ne bileyim present perfect tense gibi mesela o zaman onun açıklamasını kullanıyorum.

I: Peki çalıştığınız kurumda %100 İngilizce ve ya anadil kullanımıyla ilgili bir kurum politikası var mı?

T: %100 İngilizce olmasını istiyorlar normalde ama bazı yerlerde Türkçeye dönebiliyoruz.

I: Peki, öğrencilerinizin beklentisi ne yönde hocam?

T: Klasik öğrenci modeli oldukları için onlar tabii ki Türkçe duyduklarında çok daha iyi öğrendiklerinin düşünüyorlar ama ben İngilizce konuşulmasının taraftarıyım açıkçası.

I: Peki, kurumu ve öğrenci görüşlerinin göz ardı edecek olursak sizce anadil etkili bir öğretim aracı olarak kullanılabilir mi?

T: Duruma göre değişir aslında ama bence yabancı dil öğreniyorsanız çok da fazla anadili kullanmamak gerekir.

I: Kelime öğretiminde kullanıyorum dediniz. Bunun dışında dilbilgisi öğretiminde tercih ediyor musunuz anadil kullanımını?

T: Aslına bakarsanız çok fazla kullanmak istemiyorum. Temelden daha iyi İngilizceyle en azından basit olayları basit kelimeleri bilerek geliyorsa öğrenci bir şeyleri aktarabilmeniz çok daha kolay oluyor ama fazla bilgisi yoksa daha gerekli olabiliyor.

I: Ders içi instructionlarda ve disiplini sağlamada hangi dili kullanıyorsunuz?

T: Genellikle ilk birkaç saat kitapla ilgili bir çalışma yaparım. Bunun çalışmasında sorun yaşamam ama bazı instructionlar onların anlayabileceklerinin üzerinde olabilir. Bazen kızarım mesela ergen istemiyorum dersimde diye. O zaman mesela ergen kelimesinin İngilizcesini bilmezler tabii o zaman Türkçe olarak instructionları veririm onlara.

I: Anlıyorum ama zannedirim öğretmen öğrenci diyalogu çoğunlukla İngilizce.

T: Evet. Mümkün olduğunca çok.

I: Size göre peki anadil kullanmanın olumsuz tarafları nelerdir?

T: Öğrenci sizin anadil kullanımınızdan etkileniyor. Yes/No question bile sorsanız evet, hayır deme ihtiyacı duyuyor. Öğrenci anadil kullanma konusunda kendini çok da rahat hissetmemeli.

I: Derslerde hocam %100 İngilizce kullanmamız yönünde yaptırım değil tabii ki ama teşvik var değil mi size göre de?

T: Evet kesinlikle.

I: Bunun altında pedagojik temeli mutlaka vardır ancak ideolojik nedenler olabileceğini düşünen araştırmacılar da var. Şunu kastediyorum. Doğal konuşmacıların, native speakerların gittikleri her ülkede öğretmen olarak iş bulabilmelerini sağlayan, % 100 İngilizce yazılan kitapların her ülkede satılabilmesini sağlayan bir ideoloji olduğunu düşünüyorum. Bununla ilgili hiç düşündünüz mü acaba?

T: Açıkçası bununla ilgi daha önce hiç düşünmedim ama çok da bu şekilde olabileceğine inanmıyorum. Çünkü sadece eğer ideolojik olarak düşünsek bile nasıl açıklayabilirim mesela Türkiye’de biz yıllarca bu dili grammar yapısını öğretmeye çalışarak denedik ve bu işe yaramadı. Öğrenciler bize gelip okuduğumu anlayabiliyorum, yazabiliyorum ama konuşamıyorum diyorlar. Burada bir hata yapıyoruz. Çünkü dilin gelişimine bakarsanız doğan bir çocukta önce harfleri çıkartır sonra konuşmaya başlar, ardından yaşa gelir ve siz ona yazmayı öğretirsiniz biz bu processi tam tersinden yaptığımız için hiçbir şekilde işe yaradığına inanmıyorum ben. O yüzden İngilizce öğretilirken %100 o dilin kullanılması çok daha mantıklı.

I: Anlıyorum. Peki hocam metotlar sonrası dönemden bahsedecek olursak eğer herhangi bir metota bağlı kalmanın zorunlu olmadığı durumda siz anadil kullanımının haklı bir boyutu olabileceğini düşünüyor musunuz?

T: (.) Zor bir soru oldu açıkçası bu. Anadile çok yer açıldığını düşünmüyorum.

I: Ders içinde anadil kullandığınız bir durumu düşünecek olursanız eğer bu sizi suçlu mu hissettiriyor yoksa öğrencinin anadilini biliyor olmak bir avantajdır ben de bunu kullanıyorum mu diyorsunuz?

T: Suçlu hissettiğim zamanlar oluyor. Bazen mesela daha düşük seviyede öğrencilerle anadili mutlaka kullanmak zorunda kalıyorum fakat onlar benden anadili duyduklarında rahatlıyorlar ve rahatladıkları için de çok fazla dile yönelmiyorlar. Çünkü bir defa ağızınızdan Türkçe kelime çıktığını duyduğunda öğrenci bir şeyi yine anlamadığında Türkçesini

alabileceğini biliyor. O zaman suçlu hissedebiliyorum. Bazen de tam aksine dediğim gibi kendi diliyle eşleştiremediği durumlar var hatta benim bile anlatırken zorlanabileceğim durumlar var. O zaman da onların anadilini biliyor olmak çok büyük bir avantaj. Diğer türlü zaman kaybına yol açabiliyor.

INT 10

I: Hocam, derslerinizde Türkçe kullanıyor musunuz?

T: Hayır, genellikle kullanmıyorum.

I: Peki, bu tercihinizin altında ne gibi nedenler var acaba?

T: Genellikle öğrencinin seviyesiyle ilintili olarak böyle yapıyorum, // anadil kullanıyorum çünkü öğrenci bir süre anadilini kullanmak yönünde ısrarcı olduğu zaman başarısız olduğunda artık yabancı dil kullanması gerektiğini algılayıp artık taklit yoluyla bir şekilde anlamasa da kullanmayı deneyerek bir şekilde geliştirebiliyor. Aktif olarak kullanmaya başlıyor ama kişisel olarak benim fikrim bu sadece öğrenci başlangıç seviyesinin üstündeysen etkili oluyor. Başlangıç seviyesinde aynı şeyi denediğimiz zaman body language kullanmak konusunda çok ısrarlı olursak eğer öğrenci ciddi anlamda dil öğrenmeden kopabiliyor.

I: Anlıyorum. Peki çalıştığınız kurumda anadil kullanımıyla ilgili herhangi bir kurum politikası var mı?

T: Evet var. Kesinlikle %100 İngilizce kullanılması gerektiği yönünde bir politika var. Zaten o nedenle hep o şekilde ilerledi bu zamana kadar ama en çok bizim de burada görüş paylaşımında zorlanılan seviye hep elementary seviye olmuştur bununla ilgili olarak.

I: Evet. Peki, öğrencilerinizin düşüncesi ne bu konuda sizin %100 yaklaşımınız karşısında?

T: Farklı bakış açıları var tabi. İlk başta çok anlamsız buluyorlar, öğretilmeye çalışılan şeyin kendilerine göre mantıklı bir açıklaması yapılmadığı sürece kesinlikle anlamıyorlar ya da bir kısmı bilgiyi eksik aldıklarını düşünüyor ama zaman ilerledikçe öyle olmadığı fikrine kapılıyorlar ancak genel olarak negatif bir yaklaşım var.

I: Peki, yabancı dil öğretiminde anadilin etkili bir araç olarak kullanılabilirliğini düşünüyor musunuz?

T: Ben etkili olarak kullanılabilirliğini düşünmüyorum açıkçası ama mutlaka yardımcı olarak kullanılmalı.

I: Dersin hangi bölümlerinde yardımcı olarak kullanılabilir sizce?

T: Ben başlangıç seviyesi öğrenciyi alıştırmak için zorlanıldığında ufak da olsa teşvik edici birşey yapılabileceğini düşünüyorum çünkü aksi halde öğrenciyi kaybediyoruz.

I: Peki zaman yönetimi için tercih eder misiniz?

T: Açıkçası kişisel olarak edebilirim ama politika gereği edemiyorum. Öyle söyleyeyim. Çünkü beş dakikalık bir aktiviteyi sırf instructionı anlamadıkları için on beş dakikada bitirebiliyoruz.

I: Aslında ben yaygın bakış açısından daha fazla sizin fikrinizi merak ediyorum Hocam. Ders içi diyalogunuz mutlaka İngilizcedir ama bunun dışına çıktığınız hiç olmuyor mu?

T: Tabi ki oluyor.

I: Ders dışında diyalogunuz hangi dilde?

T: Ders dışında Türkçe. Şöyle aslında duruma ve zamana göre değişiyor hep Türkçe diyemiyorum.

I: Peki anadil kullanımında olumsuz taraflar ne size göre?

T: Tabi ki şöyle bir olumsuz tarafı var. Bir kere bile olsa bir öğrenciye anadilde açıklama yaparsanız eğer, öğrenci İngilizce söylediğiniz şeyi anlama gereksinimi duymuyor nasıl olsa açıklayacak diye. Bu da öğrenme yetisini köreltiyor. Öğrencinin algıda seçiciliği azalıyor.

I: Peki, anlıyorum hocam. Bize 100% İngilizce kullanmamız gerektiğini düşündüren faktörler var. Bazı araştırmacılar pedagojik nedenlerin yanı sıra hatta onlardan daha fazla ideolojik nedenlerin olabileceğini düşünüyorlar. Şunu kastediyorum doğal konuşmacıların gittikleri her ülkede öğretmen niteliğine sahip olabilmeleri, 100% İngilizce yazılan kitapların birçok ülkede okutulabiliyor olması. Sizce bunun altında ideolojik bir neden olabilir mi? Hiç düşündünüz mü?

T: Evet düşündüm ve ben kesinlikle olabileceğini düşünüyorum. Çünkü sonuçta ben de buraya gelmeden önce tamamen target language ile İngilizce öğretilmedik ama öğrenebildim ve bunu yapabiliyorum ki şu an ben öğretiyorum. Bu da demek oluyor ki iki şekilde öğretiliyor aslında. Sadece bunun bir yolu yok. Sadece target language kullanılarak başarılı olunur diye bir şey yok ama ben kesinlikle ideolojik neden olduğunu düşünüyorum.

I: Peki. Metotlar sonrası bir dönemden bahsediyoruz şimdi. Öğretmen öğrencinin niteliğine, konunun ihtiyaçlarına göre kendi yöntemini kendisi belirler. Belirli bir metota bağlı kalması gibi bir durum beklenemez öğretmenden. Sizce bu kapsam içinde anadil kullanımını değerlendirebilir miyiz?

T: Evet. Bence eğer metotun dışına çıkarsak öğrenci, kurum gibi faktörleri göz önünde bulundurarak, bence kullanılabilir.

I: Peki hocam. Son olarak şunu sormak istiyorum. Ders içinde anadil kullandığınız bir durumu düşünmenizi isteyeceğim sizden. Son çözüm olarak mı anadili kullanıyorsunuz yoksa öğrencinin anadilini biliyor olmam bir avantaj. Bunu onlarla paylaşmalıyım mı diyorsunuz acaba?

T: Genellikle son çare olarak gördüğüm için kullanıyorum.

INT 11

I: Hocam, derslerinizde Türkçe kullanıyor musunuz?

T: Evet.

I: Ne gibi durumlarda ihtiyaç duyuyorsunuz?

T: Talimat verirken ilk İngilizceyle başlayıp anlaşılmadığını düşündüğüm noktalarda Türkçesini verebiliyorum. Çünkü aktivitelerde talimat anlaşılmayınca iyice işler karışıyor kaosa dönüyor on dakika sonra bakıyorum ki bambaşka şeyler yapabiliyorlar bazen. Classroom management için bazen kullanabiliyorum. Bazen sınav öncesi ve dönem sonuna doğru motivasyona ihtiyacı oluyor öğrencilerin. O konuşmalarda bazen Türkçe

kullanabiliyorum. Bir de sınıfın seviyesiyle alakalı ama beginner ve elementary seviyelerinde ilk derste Türkçe konuşabiliyorum.

I: Peki hocam dil bilgisi eğitiminde, kelime eğitiminde özellikle başvuruyor musunuz anadile?

T: Kelime değil. Kelimeyi olabildiğince resimler, body language ve antonym synonym kullanarak öğretmeye çalışırım en azından target vocabulary o şekilde vermeye çalışırım ama text içinde herhangi bir metin içinde bir kelime geçiyorsa ve bu da soyut bir kelime oluyorsa çok uzatmamak ve odak noktasından uzaklaşmamak için.// Grammarde kelimeye göre daha fazla açıkçası. Aslında yine bu da öğrenci seviyesiyle ilgili. Enteresan bir durum var ben düşük seviyelerde daha az Türkçe kullanıyorum çünkü anlattığım konular basit konular countables, uncountables, there is, there are.. sadece İngilizce anlatması kolay oluyor. Konu participle olunca, past perfect olunca anadil kullanma sıklığı artıyor. Sınıf çok iyi bile olsa, İngilizce bile anlatsam Türkçeye dönebiliyorum.

I: Peki hocam. Çalıştığınız kurumda bununla ilgili bir dil politikası var mı acaba? %100 İngilizce ve ya anadil kullanımını destekler şekilde?

T: D ve C kurlarında D beginner C elementary kurlarında Türkçeyi daha ağırlıklı kullanmamızı %60larda %70lerde seviye yükseldikçe İngilizce kullanımını arttırmamızı söylüyorlar. Özel üniversitelerde de çalıştım orada kur farkı gözetmeksizin %100 İngilizce yaklaşımı vardı. En yüksek seviyede ister istemez İngilizce konuşuyorsun.

I: Öğrencilerinizin dersten beklentisi nedir hocam? 100 İngilizce yapılan bir ders mi yoksa anadile dönmeniz onları rahatlatıyor mu?

T: Açıkçası öğrencilerle classroom rules diye başladığımda ne yapıyoruz biz? Siz ne kadar İngilizce konuşuyorsunuz, biz ne kadar? şeklinde yorumlar alıyorum. Öğrencilerin çoğu yaklaşık %70-%80i benden sadece İngilizce duymak istiyor. Türkçe işlenmesini istemiyorlar ama yıl içerisinde ister istemez kendilerinin de açıkçası benim de verdiğimiz söze sadık kalamadığımız %10 Türkçe'ye döndüğümüz görülüyor. Biraz sınav odaklı olduğu için eğitim şu gramer kuralları, bu kelimeler derken tamamen sınav psikolojisinden Türkçeye dönülebiliyor ve öğrencilerin de bundan hiç şikâyeti olmuyor.

I: Çalıştığınız kurumu ve öğrencilerinizin düşüncelerini göz ardı ederek sizin şahsi fikrinizi öğrenmek istiyorum. Sizce anadil yabancı dil öğretiminde etkili bir araç olarak kullanılabilir mi?

T: Tabi. İki dil de akıllıca ve belli oranlarda kullanıldığında ama her sıkıntıda başvurmayarak mantıklı bir şekilde entegre edilebilir diye düşünüyorum. Daha iyi bir eğitim ortamına imkân sağlayacaksa kullanılmasında bir sakınca olduğunu düşünmüyorum. Ama yine düşük seviyelerde evet ama bir uppersa ve ya advancedse seviye hayır diyorum Türkçeye.

I: Peki öğrenci tepkilerinin dışında gözlemleyebildiğiniz başka olumsuz tarafları var mı anadil kullanımının?

T: Genel olarak öğrenmeyi haliyle kısıtlıyor. Hocanın İngilizce konuşması demek maruz kalmaktan uzaklaşmak demek. Bu ortamı kısıtlamak değil artırmak daha mantıklı olacağı için özellikle dinleme ve konuşma sekteye uğrar ama sadece İngilizce diye ortaya çıkıp öğrencileri motive etmeden speaking ve listening becerisi kazandırmaya çalışmak ve bunun için anadili suçlamak da yersiz.

I: Peki hocam %100 İngilizce kullanmamızı gerektiren görüşler var. Tabi bunların pedagojik temeli de var ancak bazı araştırmacılar bunun altında ideolojik nedenler olabileceğini söylüyor. Şunu kastediyorum; doğal konuşmacılar, native speakerlar birçok ülkede nitelikli

öğretmen olarak değerlendiriliyor ve %100 İngilizce yazılan kitaplar birçok ülkede satılabilir. Sizce bunun altında ideolojik nedenler olabilir mi?

T: İnanın hayır. Hiç ideolojik olarak yabancılara katkısı vardır açısından yaklaşmadım açıkçası. Onlar bayağı bir avantajlı durumda olabiliyor aslında biz kendi ülkemizde ikinci sınıf demeyeyim ama daha az değerli olabiliyoruz. Bazen sinir bozucu olabiliyor ama anlıyorum da. Ben de bir yabancı dil öğreniyor olsaydım ben de tercih ederdim yabancı hoca ama arkasında böyle bir plan olabileceğini hiç düşünmedim.

I: Peki hocam. Bu metotlar sonrası dönemde öğretmen öğrenci ihtiyaçlarına, sınıf dinamiğine göre kendi metotunu belirler diyoruz. Sizce bu kapsam içinde anadil kullanımını da değerlendirebilir miyiz?

T: Yine tabii öğrenciye göre değişecektir. Evet başta öğrencinin kendisini güvende hissetmesini sağlıyor. Anadildeki dilbilgisini kullanarak onun üstüne bir ikinci dil koyabiliyor belki de. Belki de bir güven duygusu yaratıyor öğrencide. Açıkçası ihtiyaç ama bu demek değildir ki 100 İngilizce tamamen başarısız. Onun da başarılı olduğu öğrenci tipleri ve durumlar var. O da var bu da var. Anadil çoğu zaman engel olarak görülüyor ama ben olumlu olarak düşünüyorum.

I: Peki hocam. Ders içinde anadil kullandığınız bir durumu düşünecek olursak bunu bir son çare olarak mı görüyorsunuz yoksa öğrencinin anadilini biliyor olmam bir avantaj diyerek ilk çözüm olarak mı öne sürüyorsunuz?

T: Avantaj olduğu durumlar classroom managementta ya da motivasyon amaçlı konuşmalarda çok büyük bir avantaj olduğunu düşünüyorum. Diğer türlü kullanımlar için dersle ilgili kullandığım Türkçe açıkçası biraz çaresizlikten kaynaklanıyor. Talimat verirken de avantaj çünkü time-saver oluyor benim için ama kelime ve grammar öğretirken kullandığım Türkçe ikinci üçüncü İngilizce denememden sonra ya da check etmem gerekirse Türkçe kullanıyorum ama genel olarak öğrencilerin anadilini bilmeyi ve kullanmayı bir avantaj olarak değerlendiriyorum. En azından onlar için iyi birer rol modeliz. Biz de onlar gibi yabancı dil öğrendik, aynı şeyi onlar da yapabilir. Yabancılara karşı bu avantajımız olduğunu düşünüyorum iyi bir rol model olma konusunda.

INT 12

I: Hocam derslerinizde Türkçe konuşuyor musunuz?

T: Evet, bazen.

I: Ne zaman buna ihtiyaç duyuyorsunuz?

T: İngilizce anlattığım zaman öğrencilerin anlamadığını hissedersen ya da anlamayacaklarını tahmin edersem kullanıyorum.

I: Çalıştığınız kurumda dil kullanımıyla ilgili bir politika var mı acaba?

T: Aslında Türkçe kullanmamızı istemiyorlar ama bazı durumlarda buna ihtiyaç duyabiliyoruz.

I: Peki öğrencilerinizin beklentisi ne? Türkçe konuşmanız onlara kendilerini güvende hissettiriyor mu?

T: Kesinlikle evet.

I: Öğrenci görüşlerini ve kurum politikasını göz ardı edecek olursak, sizin şahsi fikrinizi merak ediyorum. Siz anadilin etkili bir öğretim aracı olarak kullanılabileceğini düşünüyor musunuz?

T: Abartılmazsa evet.

I: Türkçeyi daha çok ne için kullanıyorsunuz?

T: Özellikle grammar için tercih ediyorum.

I: Kelime öğretiminde?

T: Kelime için tanımı genellikle İngilizce veririm. Hala soru işareti varsa söylerim ya da sözlüğe bakarlar.

I: Sınıf içi diyalogu hangi dilde sağlıyorsunuz?

T: Çoğunlukla İngilizce. Yönlendirmeleri İngilizce vermeye çalışırım.

I: Sınıf dışında?

T: Türkçe.

I: Sınıf içi diyalogunuzda Türkçe kullandığınız olmuyor mu?

T: Tabii ki oluyor. Danışmanları olduğum için soru sorabiliyorlar.

I: İngilizce kullanımını teşvik eden yaygın bir görüş var. Bunun pedagojik nedenleri var ancak ideolojik nedenler de olabilir mi acaba hiç düşündünüz mü?

T: Ben öyle düşünmüyorum Tamamen pedagojik. Öğrencileri olabildiğince İngilizceye maruz bırakmak için.

I: Anadil kullanmanın dezavantajları nelerdir?

T: Süreci çok kolaylaştırabiliyor.

I: Süreci uzatır mı sizce?

T: Abartılmazsa, zannetmiyorum.

INT 13

I: Hocam, derslerinizde Türkçe kullanıyor musunuz?

T: Evet kullanıyorum.

I: Ne gibi durumlarda buna ihtiyaç duyuyorsunuz?

T: Gramer öğretirken bazen Türkçeye ihtiyaç duyabiliyorum. Zaman yönetimi ve daha iyi anlaşılabilmesi için önemli.

I: Peki, çalıştığınız kurumda acaba bununla ilgili bir politikanız var mı? %100 İngilizce ya da anadil kullanımına da yer vermeliyiz şeklinde?

T: Mümkün olduğunca çok İngilizce

I:Peki, öğrencilerinizin sizden beklentisi nedir? Gözlemleyebiliyor musunuz anadil kullandığınızda gözlemlenebilir tepkileri oluyor mu öğrencilerin?

T: Her öğrenci farklı şekillerde düşünebilir ama Türkçe'yi tercih edenlerin sayısı diğerlerinden daha fazla.

I:Peki çalıştığınız kurumu göz ardı edecek olursak, kişisel fikrinizi merak ediyorum, size göre anadil yabancı dil eğitiminde etkili bir öğretim aracı olarak kullanılabilir mi?

T: Evet özellikle öğrencilerle iyi iletişim sağlayabilmek için çok önemli.

I: Türkçe kullanmak için sebepleriniz nelerdir?

T: Anadilde iletişimin çok önemli olduğuna inanıyorum.

I: Peki sizce anadil kullanmanın olumsuz yönleri nelerdir?

T: Dengeyi koruduğunuz zaman ben hiçbir dezavantajını görmedim.

I:Sizce anadil kullanımına karşı tutumun altında ideolojik nedenler olabilir mi? Doğal konuşmacıların daha iyi öğretmenler olarak görülmesine neden olan ve ya %100 İngilizce kitapların daha rahat satılmasını sağlamak amacıyla yürütülen bir politika olabilir mi sizce?

T: Evet olabilir. Çok iyi native hocalar olabilir ama bu onlar native olduğu için değil. (.) Kısmen ideolojik olabilir ama tamamen öyle diyemeyiz.

I: Peki metotlar sonrası dönemi değerlendirecek olursak, sizce anadil kullanımına haklı bir boyut kazandırıldı mı?

T: Evet. Ben öyle duyuyorum konuşulanlardan.

I: Anadil kullanmak sizce öğretim sürecini daha etkin hale getiriyor mu yoksa bunun için kendinizi suçlu mu hissediyorsunuz?

T: Genellikle süreci çok etkin hale getiriyor çünkü Türkçeyi kullanmamız kaçınılmaz.

INT 14

I: Hocam, derslerinizde Türkçe kullanıyor musunuz?

T: Beginner ve elementary seviyelerinde kullanıyorum.

I: Ne gibi durumlarda buna ihtiyaç duyuyorsunuz?

T: Başlangıç seviyesi için anlamı netleştirmek için kullanıyorum.

I: Peki, çalıştığınız kurumda acaba bununla ilgili bir politikanız var mı? %100 İngilizce ya da anadil kullanımına da yer vermeliyiz şeklinde?

T: Tabii. Ders içinde ve dışında İngilizce konuşuyoruz.

I:Peki, öğrencilerinizin sizden beklentisi nedir? Gözlemleyebiliyor musunuz anadil kullandığınızda gözlemlenebilir tepkileri oluyor mu öğrencilerin?

T: Öğrencilerin bu konuda motivasyonu çok yüksek. İngilizce öğretmemi istiyorlar.

I: Peki çalıştığınız kurumu göz ardı edecek olursak, kişisel fikrinizi merak ediyorum, size göre anadil yabancı dil eğitiminde etkili bir öğretim aracı olarak kullanılabilir mi?

T: Anadil kullanımına karşı değilim ama ileri seviyelerde dezavantaj olabilir.

I: Türkçe kullanmak için sebepleriniz nelerdir?

T: Öğrenci daha önce İngilizceye maruz kalmamışsa bunu tercih edebiliyorum.

I: Peki sizce anadil kullanmanın olumsuz yönleri nelerdir?

Uygun inputu sağlayamayınca edinim de kötü yönde etkileniyor.

I: Sizce anadil kullanımına karşı tutumun altında ideolojik nedenler olabilir mi? Doğal konuşmacıların daha iyi öğretmenler olarak görülmesine neden olan ve ya %100 İngilizce kitapların daha rahat satılmasını sağlamak amacıyla yürütülen bir politika olabilir mi sizce?

T: Belki ama dil bir kültürdür ve onsuz öğretemeyiz. İdeolojiktir belki ama ben böyle düşünmüyorum.

I: Peki metotlar sonrası dönemi değerlendirecek olursak, sizce anadil kullanımına haklı bir boyut kazandırıldı mı?

T: Tek bir metota bağlı kalamayız. Türkçe anlattığımda öğrenci daha iyi anlayacaksa niye kullanmayayım ki?

I: Anadil kullanmak sizce öğretim sürecini daha etkin hale getiriyor mu yoksa bunun için kendinizi suçlu mu hissediyorsunuz?

T: Ben gerektiğinde kullanıyorum. Suçlu da hissetmiyorum.

INT 15

I: Hocam, derslerinizde Türkçe kullanıyor musunuz?

T: Çoğunlukla Türkçe kullanıyorum, evet.

I: Ne gibi durumlarda buna ihtiyaç duyuyorsunuz?

T: Grammar öğretirken

I: Peki, çalıştığınız kurumda acaba bununla ilgili bir politikanız var mı? %100 İngilizce ya da anadil kullanımına da yer vermeliyiz şeklinde?

T: Zorunlu tutmuyorlar ama bizi mümkün olduğu kadar çok İngilizce konuşmak konusunda uyarıyorlar.

I: Peki, öğrencilerinizin sizden beklentisi nedir? Gözlemleyebiliyor musunuz anadil kullandığınızda gözlemlenebilir tepkileri oluyor mu öğrencilerin?

T: Onların Türkçe konuşma eğilimleri var.

I: Peki çalıştığınız kurumu göz ardı edecek olursak, kişisel fikrinizi merak ediyorum, size göre anadil yabancı dil eğitiminde etkili bir öğretim aracı olarak kullanılabilir mi?

T: Anadilin kullanılması gerekiyor.

I: Türkçe kullanmak için sebepleriniz nelerdir?

T: Ya ben %100 İngilizce yapılan eğitimin çok da etkili olmadığını düşünüyorum.

I: Peki sizce anadil kullanmanın olumsuz yönleri nelerdir?

T: Türkçe konuşmaya alıştıkları zaman bu konuda ısrarcı olabiliyorlar tabi.

I: Sizce anadil kullanımına karşı tutumun altında ideolojik nedenler olabilir mi? Doğal konuşmacıların daha iyi öğretmenler olarak görülmesine neden olan ve ya %100 İngilizce kitapların daha rahat satılmasını sağlamak amacıyla yürütülen bir politika olabilir mi sizce?

T: Aslında öyle. Prestijli dil kurslarının elementary seviyesi için bile native hocaları var ve bu kursa giden öğrencilerim öğrendikleri şey doğru muydu değil miydi hiç bilemiyorduk diyorlar.

I: Peki metotlar sonrası dönemi değerlendirecek olursak, sizce anadil kullanımına haklı bir boyut kazandırıldı mı?

T: Kesinlikle öyle. Öğrenci anadilini duymaya ihtiyaç hissediyorsa bizim bunu sağlamamız lazım.

I: Anadil kullanmak sizce öğretim sürecini daha etkin hale getiriyor mu yoksa bunun için kendinizi suçlu mu hissediyorsunuz?

T: Aslında çok suçlu hissetmiyorum ama tabi denge çok önemli.

INT 16

I: Hocam, derslerinizde Türkçe kullanıyor musunuz?

T: Çalıştığım kurumda yasak olduğu için kullanmamaya çalışıyorum.

I: Öğrencileriniz bu konuda ne düşünüyor?

T: Onların hoşuna gitmiyor tabi ki. Bu nedenle çok gergin bir ortamımız olabiliyor.

I: Peki çalıştığınız kurumu göz ardı edecek olursak, kişisel fikrinizi merak ediyorum, size göre anadil yabancı dil eğitiminde etkili bir öğretim aracı olarak kullanılabilir mi?

T: %20ye kadar sorun yok bence ama intermediate ve advanced seviyelerde uygun olacağını değerlendirmiyorum.

I: Bu durumlarda Türkçeye ne için ihtiyaç duyarsınız?

T: (.)Sınıf yönetimi için

I: Anadili tercih etme sebebiniz nedir?

T: Ben sınıf yönetimi için kullanıyorum çünkü öğrencilerim sadece İngilizce yapılan bir eğitime tepki verebiliyorlar. İngilizcede düzgün iletişim kuramadığımız için öğrenciyle bağ kuramayabiliyorsunuz.

I: Peki sizce anadil kullanmanın olumsuz yönleri nelerdir?

T: Öğrencinin dili öğrenmesi için üretebilmesi lazım.

I: Sizce anadil kullanımına karşı tutumun altında ideolojik nedenler olabilir mi? Doğal konuşmacıların daha iyi öğretmenler olarak görülmesine neden olan ve ya %100 İngilizce kitapların daha rahat satılmasını sağlamak amacıyla yürütülen bir politika olabilir mi sizce?

T: Yo ben ideolojik olduğumu düşünmüyorum ve başlangıç seviyesi dışında kullanılması da uygun değil zaten.

I: Peki metotlar sonrası dönemi değerlendirecek olursak, sizce anadil kullanımına haklı bir boyut kazandırıldı mı?

T: Herkesin eklektik metotla ilgili farklı bir düşüncesi var. Bazılarının hayır dediğine bazıları evet diyebiliyor. Bu senin görüşüne bağlı.

I: Anadil kullanmak sizce öğretim sürecini daha etkin hale getiriyor mu yoksa bunun için kendinizi suçlu mu hissediyorsunuz?

T: Bazen bir kelime öğretmeye çalışıyorum. Anlamını, synonymini, görsellerini veriyorum ve tamam artık öğrendiler diyorum ama tenefüste Türkçe açıkladığımda hocam bu kadar kolay mıydı bu diyorlar. Bazen kendimizi bunun için çok da suçlu hissetmemeliyiz bence.

INT 17

I: Hocam, derslerinizde Türkçe kullanıyor musunuz?

T: Evet kullanıyorum.

I: Bununla ilgili herhangi bir kurum politikası var mı acaba?

T: Hayır, İngilizce kullanımını önemsiyorlar tabi ama bir kural yok.

I: Öğrencilerinizin bu konuda düşüncesi ne?

T: Eh-heh Onlar memnun görünüyorlar.

I: Sizce anadil etkili bir öğretim aracı olarak kullanılabilir mi?

T: Çok zaman kazandırıyor ama ilk başvurulacak araç olmamalı.

I: Anadili tercih etme sebepleriniz nelerdir?

T: Zamanın sınırlı olması ve öğrencilerde motivasyon eksikliğini gözlemlemem diyebilirim.

I: Daha çok ne için Türkçe kullanırsınız?

T: (.) Eğer vücut dili, açıklamak ya da görseller işe yaramıyorsa grammar ya da kelime için kullanırım.

I: Peki anadil kullanmanın olumsuz yönleri nelerdir sizce?

T: Öğrenciyi o dile maruz bırakmak çok önemli.

I: Sizce anadil kullanımına karşı tutumun altında ideolojik nedenler olabilir mi? Doğal konuşmacıların daha iyi öğretmenler olarak görülmesine neden olan ve ya %100 İngilizce kitapların daha rahat satılmasını sağlamak amacıyla yürütülen bir politika olabilir mi sizce?

T: Bu konuda hiç düşünmedim. Bu bence sadece maruz bırakmakla ilgili.

I: Peki metotlar sonrası dönemi değerlendirecek olursak, sizce anadil kullanımına haklı bir boyut kazandırıldı mı?

T: Eklektik dönemdeyiz dediğimize göre bence anadil sürece zarar vermemeli.

I: Anadil kullanmak sizce öğretim sürecini daha etkin hale getiriyor mu yoksa bunun için kendinizi suçlu mu hissediyorsunuz?

T: Bunu ilk araç olarak kullanmadığım için suçlu hissetmiyorum.

INT 18

I: Hocam, derslerinizde Türkçe kullanıyor musunuz?

T: Başlangıç seviyesinde kullanıyorum.

I: Bununla ilgili herhangi bir kurum politikası var mı acaba?

T: Zorlama yok ama İngilizce kullanımı tavsiye ediliyor.

I: Öğrencilerinizin bu konuda düşüncesi ne?

T: Bu onlara kendilerini daha rahat hissettiriyor.

I: Sizce anadil etkili bir öğretim aracı olarak kullanılabilir mi?

T: Başlangıç seviyesi için evet.

I: Anadili tercih etme sebepleriniz nelerdir?

T: Anlaşılmayı kolaylaştırmak için kullanıyorum.

I: Daha çok ne için Türkçe kullanırsınız?

T: Genellikle grammar anlatırken kullanırım.

I: Peki anadil kullanmanın olumsuz yönleri nelerdir sizce?

T: Ya üst seviyelerde kullanılmamalı mesela gerek yok.

I: Sizce anadil kullanımına karşı tutumun altında ideolojik nedenler olabilir mi? Doğal konuşmacıların daha iyi öğretmenler olarak görülmesine neden olan ve ya %100 İngilizce kitapların daha rahat satılmasını sağlamak amacıyla yürütülen bir politika olabilir mi sizce?

T: Bence hiç mantıklı değil bu düşünce. Tamamen ticari.

I: Peki metotlar sonrası dönemi değerlendirecek olursak, sizce anadil kullanımına haklı bir boyut kazandırıldı mı?

T: Evet, kazandırıldı.

I: Anadil kullanmak sizce öğretim sürecini daha etkin hale getiriyor mu yoksa bunun için kendinizi suçlu mu hissediyorsunuz?

T: Grammar öğretirken büyük bir avantaj. Ancak, bazen bununla ilgili kendimi suçlu hissedebiliyorum bir kelimenin Türkçe anlamını söylediğimde.

INT 19

I: Hocam, derslerinizde Türkçe kullanıyor musunuz?

T: Belki %1 kadar.

I: Bununla ilgili herhangi bir kurum politikası var mı acaba?

T: Kesinlikle var. Her toplantıda bununla ilgili İKAZ EDİLİYORUZ.

I: Öğrencilerinizin bu konuda düşüncesi ne?

T: Onlar memnun gibiler. Ben bir şeyi Türkçeyi söylesem de onlar daha çok İngilizce duymak ister gibiler.

I: Sizce anadil etkili bir öğretim aracı olarak kullanılabilir mi?

T: Bence kullanılamaz.

I: Anadili tercih etme sebepleriniz nelerdir?

T: Olabildiğince tercih etmemeye çalışıyorum.

I: Peki anadil kullanmanın olumsuz yönleri nelerdir sizce?

T: Süreci özellikle telaffuz açısından çok yavaşlatıyor.

I: Sizce anadil kullanımına karşı tutumun altında ideolojik nedenler olabilir mi? Doğal konuşmacıların daha iyi öğretmenler olarak görülmesine neden olan ve ya %100 İngilizce kitapların daha rahat satılmasını sağlamak amacıyla yürütülen bir politika olabilir mi sizce?

T: Amerika büyük güç olduğu için tabi ideolojik de olabilir ama be sebep değil sonuç bence.

I: Peki metotlar sonrası dönemi değerlendirecek olursak, sizce anadil kullanımına haklı bir boyut kazandırıldı mı?

T: Hayır. Bence bu Grammar Translation kadar basit bir şey.

I: Anadil kullanmak sizce öğretim sürecini daha etkin hale getiriyor mu yoksa bunun için kendinizi suçlu mu hissediyorsunuz?

T: Aslında bazen Türkçe bilmesem daha iyi olursu diye düşünüyorum.

INT 20

I: Hocam, derslerinizde Türkçe kullanıyor musunuz?

T: Her seviyede değil ama evet kullanıyorum.

I: Bununla ilgili herhangi bir kurum politikası var mı acaba?

T: Kurumum %100 İngilizce kullanılmasını istiyor ama öğrencilerin seviyesi buna izin vermiyor.

I: Öğrencilerinizin bu konuda düşüncesi ne?

T: Öğrenciler geçmiş alışkanlıklarını sürdürmeye meyilliler. Çoğunlukla İngilizce konuşan bir öğretmen gider de Türkçe konuşan biri gelirse daha iyi anlıyoruz diyorlar.

I: Sizce anadil etkili bir öğretim aracı olarak kullanılabilir mi?

T: Evet. Bence anadil çok etkili bir araç.

I: Anadili tercih etme sebepleriniz nelerdir?

T: Kendi dilleriyle ilişkilendiremezlerse öğrenciler bir şeyi içselleştiremiyor.

I: Peki anadil kullanmanın olumsuz yönleri nelerdir sizce?

T: Tembelliğe itebilir.

I: Sizce anadil kullanımına karşı tutumun altında ideolojik nedenler olabilir mi? Doğal konuşmacıların daha iyi öğretmenler olarak görülmesine neden olan ve ya %100 İngilizce kitapların daha rahat satılmasını sağlamak amacıyla yürütülen bir politika olabilir mi sizce?

T: Kişisel olarak ben %100 İngilizce kullanımını savunamam. Pedagojik bir temelinin olduğunu da zannetmiyorum.

I: Peki metotlar sonrası dönemi değerlendirecek olursak, sizce anadil kullanımına haklı bir boyut kazandırıldı mı?

T: Bir sınıfta işe yarayan şey başka bir sınıfta yaramayabiliyor. Bu yüzden bence bir ihtiyaç.

I: Anadil kullanmak sizce öğretim sürecini daha etkin hale getiriyor mu yoksa bunun için kendinizi suçlu mu hissediyorsunuz?

T: Öğrencilerin seviyesini göz önünde bulundurursam bunu yapmak zorundayım. Suçlu hissetmiyorum belki bazen ama çok da değil.

INT 21

I: Hocam, derslerinizde Türkçe kullanıyor musunuz?

T: A ve B kurunda Türkçe kullanmıyoruz. C kurunda mümkün olduğunca az ama D kurunda kullanmak zorunda kalıyoruz.

I: Bununla ilgili herhangi bir kurum politikası var mı acaba?

T: Evet bu kurumun yönlendirdiği bir kural.

I: Öğrencilerinizin bu konuda düşüncesi ne?

T: Genellikle öğrenciler buna rezistans gösteriyor. Ben İngilizce konuşurken Türkçe konuşma eğilimleri olabiliyor.

I: Sizce anadil etkili bir öğretim aracı olarak kullanılabilir mi?

T: Öğreteceğiniz dil maksimum seviyede kullanılmalı.

I: Anadili tercih etme sebepleriniz nelerdir?

T: D kuru çekingen olabiliyor. Sadece İngilizce konuşsam derse katılmayabiliyorlar.

I: Peki anadil kullanmanın olumsuz yönleri nelerdir sizce?

T: Türkçe söylediğiniz ilk şeyle dersi İngilizceden uzaklaştırmış oluyorsunuz.

I: Sizce anadil kullanımına karşı tutumun altında ideolojik nedenler olabilir mi? Doğal konuşmacıların daha iyi öğretmenler olarak görülmesine neden olan ve ya %100 İngilizce kitapların daha rahat satılmasını sağlamak amacıyla yürütülen bir politika olabilir mi sizce?

T: Dil öğretiminin kültür planlamasında büyük yeri var. Konferanslarda ders kitaplarının yazarları bile native hocalar düşük seviyelerde başarılı olamayabiliyor, Türk öğretmenler daha iyi diyorlar. Eminin bunun ideolojik bir boyutu var ama pedagojik yönü daha ağır basar.

I: Peki metotlar sonrası dönemi değerlendirecek olursak, sizce anadil kullanımına haklı bir boyut kazandırıldı mı?

T: Hayır. Türkçenin ben İngilizce öğretiminde yeri olduğunu düşünmüyorum.

I: Anadil kullanmak sizce öğretim sürecini daha etkin hale getiriyor mu yoksa bunun için kendinizi suçlu mu hissediyorsunuz?

T: Bana kendimi suçlu hissettiriyor.

INT 22

I: Hocam, derslerinizde Türkçe kullanıyor musunuz?

T: Kullanmamaya çalışıyorum.

I: Bununla ilgili herhangi bir kurum politikası var mı acaba?

T: Evet bu kurumsal bir karar ama bir yaptırım yok sanırım.

I: Öğrencilerinizin bu konuda düşüncesi ne?

T: Öğrenciler sadece İngilizce konuşulmasına tepki gösterebiliyor.

I: Sizce anadil etkili bir öğretim aracı olarak kullanılabilir mi?

T: Dilbilgisinde öğrencilerin kafası karışıyorsa, işler karmaşık hale geliyorsa bence kullanılabilir. Ben bazen kullanıyorum.

I: Anadili tercih etme sebepleriniz nelerdir?

T: Türkiye'deki eğitim sistemi bu yanlışı beraberinde getirmiş ve artık değiştirmek için geç diye düşünüyorum.

I: Peki hangi konularda ihtiyaç duyuyorsunuz?

T: İdari konularda ve öğretilmediyse gramerde.

I: Peki anadil kullanmanın olumsuz yönleri nelerdir sizce?

T: Dil çok insani Bir şey. Karşılaştırarak öğrenilmemeli.

I: Sizce anadil kullanımına karşı tutumun altında ideolojik nedenler olabilir mi? Doğal konuşmacıların daha iyi öğretmenler olarak görülmesine neden olan ve ya %100 İngilizce kitapların daha rahat satılmasını sağlamak amacıyla yürütülen bir politika olabilir mi sizce?

T: Doğru olabilir. Ama Korece öğretilsem de Korece konuşurdum ben.

I: Peki metotlar sonrası dönemi değerlendirecek olursak, sizce anadil kullanımına haklı bir boyut kazandırıldı mı?

T: Bizim ülkemiz için bu bir ihtiyaç. Bu yüzden evet diyebilirim.

I: Anadil kullanmak sizce öğretim sürecini daha etkin hale getiriyor mu yoksa bunun için kendinizi suçlu mu hissediyorsunuz?

T: Suçlu hissediyorum. Yetersiz hissediyorum.

INT 23

I: Hocam, derslerinizde Türkçe kullanıyor musunuz?

T: Evet, bazen

I: Bununla ilgili herhangi bir kurum politikası var mı acaba?

T: İngilizce kullanılması gerekiyor ama öğrencilerin beklentileri ve ihtiyaçları farklı olduğu için bu çok mümkün değil

I: Öğrencilerinizin bu konuda düşüncesi ne?

T: Öğrenciler derse yabancı hissettiklerinde biraz Türkçe duymak istiyorlar.

I: Sizce anadil etkili bir öğretim aracı olarak kullanılabilir mi?

T: Tabi ki kullanılabilir. Kullanılmalı da. Dil evrenseldir ve her dilin diğerine katkısı muhakkak vardır.

I: Anadili tercih etme sebepleriniz nelerdir?

T: Öğrencilerin motivasyonunu eksik görürsem, onları Türkçe uyarmak çok işe yarayabiliyor ve zaman da sınırlıysa ödül gibi geliyor.

I: Hangi konularda ihtiyaç duyuyorsunuz?

T: Sınıf yönetimi

I: Peki anadil kullanmanın olumsuz yönleri nelerdir sizce?

T: Süreci çok kolaylaştırabiliyor. Bu yüzden şüpheye yer bırakmaksızın kuralları net olarak koyulabilmeli.

I: Sizce anadil kullanımına karşı tutumun altında ideolojik nedenler olabilir mi? Doğal konuşmacıların daha iyi öğretmenler olarak görülmesine neden olan ve ya %100 İngilizce kitapların daha rahat satılmasını sağlamak amacıyla yürütülen bir politika olabilir mi sizce?

T: Bu içinde çok para dönen bir endüstri. Ben öğrencimle aynı dili konuşabiliyorsam niye konuşmayayım ki?

I: Peki metotlar sonrası dönemi değerlendirecek olursak, sizce anadil kullanımına haklı bir boyut kazandırıldı mı?

T: Dilin kendisi ihtiyaçtan doğmuş. Anadil de bir ihtiyaç olduğuna göre böyle söyleyebiliriz.

I: Anadil kullanmak sizce öğretim sürecini daha etkin hale getiriyor mu yoksa bunun için kendinizi suçlu mu hissediyorsunuz?

T: Bazen suçlu hissediyorum. Zaman sınırlıysa Türkçe söyleyebiliyorum ama bu düşünceyle eğitilmeseydik belki de hissetmezdim diye düşünüyorum.

INT 24

I: Hocam, derslerinizde Türkçe kullanıyor musunuz?

T: Çok az.

I: Bununla ilgili herhangi bir kurum politikası var mı acaba?

T: Var tabi. İngilizce kullanılması yönünde.

I: Öğrencilerinizin bu konuda düşüncesi ne?

T: Ya %100 İngilizce konuşsam, gergin bir ortam oluşmasına neden olabiliyor.

I: Sizce anadil etkili bir öğretim aracı olarak kullanılabilir mi?

T: Esas kullanılan dil olmamalı ama etkili olabilir.

I: Anadil kullanmak için sebepleriniz nelerdir?

T: Temel seviyedeki öğrencilerle sorun yaşıyoruz ve zaman kazanmak için çok yardımcı olabiliyor.

I: Hangi konularda ihtiyaç duyuyorsunuz?

T: Gramer için. Kavramı anlamazsa Türkçeye dönüyorum.

I: Peki anadil kullanmanın olumsuz yönleri nelerdir sizce?

T: Öğrenci derse adapte olamayabiliyor.

I: Sizce anadil kullanımına karşı tutumun altında ideolojik nedenler olabilir mi? Doğal konuşmacıların daha iyi öğretmenler olarak görülmesine neden olan ve ya %100 İngilizce kitapların daha rahat satılmasını sağlamak amacıyla yürütülen bir politika olabilir mi sizce?

T: Bu konuda hiç düşünmedim.

I: Peki metotlar sonrası dönemi değerlendirecek olursak, sizce anadil kullanımına haklı bir boyut kazandırıldı mı?

T: Metotlardan sonra öğretmenin daha rahat olduğu doğru. Ancak, bence anadil hala tabu.

I: Anadil kullanmak sizce öğretim sürecini daha etkin hale getiriyor mu yoksa bunun için kendinizi suçlu mu hissediyorsunuz?

T: Bazen suçlu hissediyorum ama öğrencilerden feedback aldığımda anadile daha çok ihtiyaç duyduklarını görüyorum. Kolay olsun diye değil anlamak için buna gerçekten ihtiyaç duyduklarını söylüyorlar. Bu yüzden bence anadil kullanılmalı.

INT 25

I: Hocam, derslerinizde Türkçe kullanıyor musunuz?

T: Başlangıç seviyesinde evet ama daha sonra kullanmıyorum.

I: Bununla ilgili herhangi bir kurum politikası var mı acaba?

T: İngilizce kullanımını teşvik eden bir tutum var.

I: Öğrencilerinizin bu konuda düşüncesi ne?

T: Öğrenciler genellikle Türkçe konuşulması yönünde ısrarcı oluyorlar.

I: Sizce anadil etkili bir öğretim aracı olarak kullanılabilir mi?

T: Ben kullanılmaması gerektiğini düşünüyorum. Belki minimize edilmiş bir şekilde kullanılabilir.

I: Anadil kullanmak için sebepleriniz nelerdir?

T: Başlangıç seviyesini desteklemek

I: Hangi konularda ihtiyaç duyuyorsunuz?

T: İleri seviyedeki öğrencilerle bile bazen Türkçe kullanabiliyorum gramer için.

I: Peki anadil kullanmanın olumsuz yönleri nelerdir sizce?

T: Pratik yapmaları için sadece ders imkânları var. Biz İngilizce konuşmazsak, onlar konuşma ve dinlemelerini geliştiremezler.

I: Sizce anadil kullanımına karşı tutumun altında ideolojik nedenler olabilir mi? Doğal konuşmacıların daha iyi öğretmenler olarak görülmesine neden olan ve ya %100 İngilizce kitapların daha rahat satılmasını sağlamak amacıyla yürütülen bir politika olabilir mi sizce?

T: Kültürel emperyalizm hakkında hiç düşünmedim.*Bazen konuları uyarlayabiliyoruz ama gerçekten hiç düşünmedim.

I: Peki metotlar sonrası dönemi değerlendirecek olursak, sizce anadil kullanımına haklı bir boyut kazandırıldı mı?

T: Anadili kullanıp kullanmamak öğretmene bağlıdır ama intermediate seviyesinden sonra bence tercih öğretmene kalmamalı.

I: Anadil kullanmak sizce öğretim sürecini daha etkin hale getiriyor mu yoksa bunun için kendinizi suçlu mu hissediyorsunuz?

T: Suçlu hissetmiyorum. Türkçe daha etkili bir şekilde söyleyebiliyorum ve zaman kazanmış oluyorum.

INT 26

I: Hocam, derslerinizde Türkçe kullanıyor musunuz?

T: Hayır, kullanmıyorum.

I: Bununla ilgili herhangi bir kurum politikası var mı acaba?

T: Türkçe kullanmamız yasak.

I: Öğrencilerinizin bu konuda düşüncesi ne?

T: Öğrenciler buna alıştılar. O yüzden herhangi bir tepkiyle karşılaşmıyoruz.

I: Sizce anadil etkili bir öğretim aracı olarak kullanılabilir mi?

T: Bence kullanamayız. Sınırlarını bilemiyoruz çünkü.

I: Peki anadil kullanmanın olumsuz yönleri nelerdir sizce?

T: Türkçe kullandığımız zaman öğrenci İngilizce yapının hemen Türkçe karşılığını aramaya başlıyor.

I: Sizce anadil kullanımına karşı tutumun altında ideolojik nedenler olabilir mi? Doğal konuşmacıların daha iyi öğretmenler olarak görülmesine neden olan ve ya %100 İngilizce kitapların daha rahat satılmasını sağlamak amacıyla yürütülen bir politika olabilir mi sizce?

T: Aslında evet. (.) Bu hoş değil ama o şansa sahipler. Sırf bunun içinde öğrencilerimizi kurban edemeyiz ya. İdeolojik sebepler var tabii ama.

I: Peki metotlar sonrası dönemi değerlendirecek olursak, sizce anadil kullanımına haklı bir boyut kazandırıldı mı?

T: Anadile ihtiyaç olabilir ama bunu düşünen biziz, post metotla alakası yok.

I: Anadil kullanmak sizce öğretim sürecini daha etkin hale getiriyor mu yoksa bunun için kendinizi suçlu mu hissediyorsunuz?

T: Birçok milletten öğrencim olduğu için etkili olmuyor. Olmasaydı %1 Türkçe kullanma ihtimali bir şans olurdu benim için.

INT 27

I: Hocam, derslerinizde Türkçe kullanıyor musunuz?

T: Çok az.

I: Bununla ilgili herhangi bir kurum politikası var mı acaba?

T: Türkçe kullanmamız yasak.

I: Öğrencilerinizin bu konuda düşüncesi ne?

T: Genellikle buna karşılar.

I: Sizce anadil etkili bir öğretim aracı olarak kullanılabilir mi?

T: Bütün öğrencilerin anadili aynıysa, evet. Kurumum izin verse ben konuşurdum.

I: Anadil kullanmak için sebepleriniz nelerdir?

T: Anadilde söylediğim zaman bir şey daha gerçekçi oluyor.

I: Ne için daha çok anadile ihtiyaç duyarsınız?

T: Gramer için ve de kültürel kavramlar için.

I: Peki anadil kullanmanın olumsuz yönleri nelerdir sizce?

T: Öğrenci bir şeyi Türkçe duyduğu zaman İngilizcesini anlamak için çaba sarf etmeyi bırakabiliyor.

I: Sizce anadil kullanımına karşı tutumun altında ideolojik nedenler olabilir mi? Doğal konuşmacıların daha iyi öğretmenler olarak görülmesine neden olan ve ya %100 İngilizce kitapların daha rahat satılmasını sağlamak amacıyla yürütülen bir politika olabilir mi sizce?

T: Evet bence bunun ideolojik bir yönü var ve bu sistemin içinde yer almak beni gerçekten mutsuz ediyor.

I: Peki metotlar sonrası dönemi değerlendirecek olursak, sizce anadil kullanımına haklı bir boyut kazandırıldı mı?

T: Evet. Şimdi bununla ilgili daha çok çalışma var.

I: Anadil kullanmak sizce öğretim sürecini daha etkin hale getiriyor mu yoksa bunun için kendinizi suçlu mu hissediyorsunuz?

T: Eh-heh Sınırlarını korursak hayat kurtarıyor.

INT 28

I: Hocam, derslerinizde Türkçe kullanıyor musunuz?

T: Evet kullanıyorum.

I: Bununla ilgili herhangi bir kurum politikası var mı acaba?

T: Tabi İngilizce konuşmayı destekliyorlar ama tahminim biliyorlardır bunun imkansız olduğunu.

I: Öğrencilerinizin bu konuda düşüncesi ne?

T: Onlar İngilizce iletişime geçmeyi seviyorlar ama öğretme açısından %100 İngilizce öğrenemiyorlar. Bence çok doğal bu.

I: Sizce anadil etkili bir öğretim aracı olarak kullanılabilir mi?

T: Kesinlikle evet.

I: Anadil kullanmak için sebepleriniz nelerdir?

T: Zaman kazandırıyor, öğretmeme yardımcı oluyor ve öğrenciler daha acısız öğrenebiliyorlar. Kendi dilimi niye kullanmayayım ki birşeyler öğretirken? Bu her zaman Türkçe konuştuğum anlamına gelmez.

I: Ne için daha çok anadile ihtiyaç duyarsınız?

T: (.) Özellikle grammar için ihtiyaç duyuyorum. Bazen de sırf motivasyon için kullanıyorum.

I: Peki anadil kullanmanın olumsuz yönleri nelerdir sizce?

T: Sınırlarını bilersen bence bir dezavantajı yok.

I: Sizce anadil kullanımına karşı tutumun altında ideolojik nedenler olabilir mi? Doğal konuşmacıların daha iyi öğretmenler olarak görülmesine neden olan ve ya %100 İngilizce kitapların daha rahat satılmasını sağlamak amacıyla yürütülen bir politika olabilir mi sizce?

T: TABİKİ VAR.

I: Peki metotlar sonrası dönemi değerlendirecek olursak, sizce anadil kullanımına haklı bir boyut kazandırıldı mı?

T: İhtiyaçlar çok önemli ve anadil de bir ihtiyaç. Tekrarlarla, görsellerle zaman kaybetmekten daha çok ihtiyaçları var buna.

I: Anadil kullanmak sizce öğretim sürecini daha etkin hale getiriyor mu yoksa bunun için kendinizi suçlu mu hissediyorsunuz?

T: Başlangıç seviyesinde etkili ama diğer seviyelerde olabildiğince azaltılmalı.

INT 29

I: Hocam, derslerinizde Türkçe kullanıyor musunuz?

T: Çok değil.

I: Bununla ilgili herhangi bir kurum politikası var mı acaba?

T: Yo, bir kural yok bununla ilgili.

I: Öğrencilerinizin bu konuda düşüncesi ne?

T: Eh-heh Umutsuzluğa düşerlerse yalvarıyorlar Türkçe kullanmam için.

I: Sizce anadil etkili bir öğretim aracı olarak kullanılabilir mi?

T: Bazen gerçekten ihtiyaç duyuyoruz.

I: Anadil kullanmak için sebepleriniz nelerdir?

T: Öğretmeyi kolaylaştırıyor. Açıklamaları vermek, öğrencileri ikna etmek, bunlar anadilinizde daha kolay.

I: Ne için daha çok anadile ihtiyaç duyarsınız?

T: Dilbilgisi için, bazı soyut kelimeler için, warm up ve sum uplar için. (.) Şimdilik bunlar aklıma geliyor.

I: Peki anadil kullanmanın olumsuz yönleri nelerdir sizce?

T: Öğrenciler herşeyi İngilizce sorabileceklerini düşünebiliyor.

I: Sizce anadil kullanımına karşı tutumun altında ideolojik nedenler olabilir mi? Doğal konuşmacıların daha iyi öğretmenler olarak görülmesine neden olan ve ya %100 İngilizce kitapların daha rahat satılmasını sağlamak amacıyla yürütülen bir politika olabilir mi sizce?

T: Ben ideolojik olduğumu düşünmüyorum.

I: Peki metotlar sonrası dönemi değerlendirecek olursak, sizce anadil kullanımına haklı bir boyut kazandırıldı mı?

T: Onun anadille pek ilgilendiğini sanmıyorum.

I: Anadil kullanmak sizce öğretim sürecini daha etkin hale getiriyor mu yoksa bunun için kendinizi suçlu mu hissediyorsunuz?

T: Çok daha etkin hale getiriyor.

INT 30

I: Hocam, derslerinizde Türkçe kullanıyor musunuz?

T: Evet.

I: Bununla ilgili herhangi bir kurum politikası var mı acaba?

T: (.) Aslında onlar bizim hep İngilizce konuşmamızı istiyor.

I: Öğrencilerinizin bu konuda düşüncesi ne?

T: Bazısının hoşuna gidiyor %100 İngilizce ama çoğu memnun değil.

I: Sizce anadil etkili bir öğretim aracı olarak kullanılabilir mi?

T: Kullanılabilir ama bu her zaman ona başvurabileceğimiz anlamına gelmemeli.

I: Anadil kullanmak için sebepleriniz nelerdir?

T: Tecrübelerime dayanarak söylüyorum, grammarde ve vocabularyde öyle konular var ki öğrenciler Türkçe bildikleri için çok şanslı. İngilizce anlatmak çok zor olabiliyor.

I: Ne için daha çok anadile ihtiyaç duyarsınız?

T: Grammar ve kelime için.

I: Peki anadil kullanmanın olumsuz yönleri nelerdir sizce?

T: Öğrencilerin hevesini kırabiliyor.

I: Sizce anadil kullanımına karşı tutumun altında ideolojik nedenler olabilir mi? Doğal konuşmacıların daha iyi öğretmenler olarak görülmesine neden olan ve ya %100 İngilizce kitapların daha rahat satılmasını sağlamak amacıyla yürütülen bir politika olabilir mi sizce?

T: Neden olmasın?

I: Peki metotlar sonrası dönemi değerlendirecek olursak, sizce anadil kullanımına haklı bir boyut kazandırıldı mı?

T: Evet, metotlar çok sertti. Ütopik bulduklarım, güldüklerim var benim.

I: Anadil kullanmak sizce öğretim sürecini daha etkin hale getiriyor mu yoksa bunun için kendinizi suçlu mu hissediyorsunuz?

T: Öğretmen bunu maksatlı olarak yaparsa, tembellikten değil de etkili olduğu için yaparsa ama eminim (.) birçok öğretmen amaçsızca Türkçe konuşuyordur.

APPENDIX II

TRANSLATIONS OF THE TRANSCRIPTIONS

INT 1

I: Do you speak Turkish in your lessons?

T: I speak a little Turkish.

I: Why do you need it?

T: In fact, it is an institutional policy. I cannot organize my own materials. In my previous workplaces, I could use English for more than 90% in my lessons but here their level is really low so I have difficulty in teaching.

I: What do your students think about your language preference?

T: They are generally against 100% percent English use. Actually, they would be happier, if I taught them in 100% Turkish but it wasn't so in my previous institution. The student quality and institution are important to decide what to prefer.

I: If we do not consider the institution and student views, what is your opinion about use of mother tongue in teaching English?

T: It can be used but as little as possible. In fact, it is up to the level of students but generally I find it positive. I would speak 100% Turkish, if it were up to me.

I: Do you need Turkish while teaching grammar?

T: Sometimes it makes the work easier but I don't think it will cause a problem if I don't .

I: In what language do you sustain your dialogue with students?

T: in English.

I: Do you violate this with any reason, like student reactions or own decision?

T: Generally students prefer it. However, when I see that the topic is misunderstood or not understood I tell it in Turkish but it is just a sentence or two.

I: What do you think about the negative sides of speaking Turkish in your lessons?

T: If you know your limits, it is positive but if you cannot keep your limit, they start to expect to hear everything in Turkish.

I: There are some reasons to promote 100% English use. It may have a pedagogical basis but some researchers say that there may be ideological worries behind. For example, native speakers are regarded as best teachers in many countries and books written in 100% English are sold in great numbers in many countries. Have you ever thought about this?

T: Yes, I thought about it and I strongly believe that there may be ideological reasons behind so many studies

INT 2

I: Do you speak Turkish in your lessons?

T: Yes, I do.

I: When do you need to do so?

T: While teaching grammar. Especially, if there is not its equivalent in Turkish, I don't think that it's meaningful to tell it in English. When I take reaction, I start to speak Turkish. Especially for perfect tense. The students have great difficulty in perfect tense and also I think that there is a target to reach so it doesn't make sense to try to tell something for 20 minutes, I say it in Turkish and make an example sentence, that makes sense to me. Partially, in vocabulary and grammar, I use Turkish.

I: Ok. Do you have an institutional policy about this? 100 % English or ..

T: Yes, there is. They tell us to speak English not only in the lessons but also with our colleagues but it's so artificial and we can't do it of course. We don't take it as a problem. In lessons also they say use 100% English. However, I guess everybody knows the reality but they say just to have said so.

I: Are there times that you speak no English?

T: 90 % or 95 % English, I can say. It is up to the level, of course. It's possible for upper level but the beginners are afraid to do so. Reserved ones become more reserved and my first aim is to help the students feel comfortable in my lesson.

I: What do your students think about your use of Turkish?

T: They need it.

I: If we don't consider the institutional policy or student views, do you think that mother tongue can be used as an effective tool in language teaching.

T: not 100%. I cannot say something is totally true or not but I think that there are times that mother tongue is effective.

I: What are the drawbacks of using Turkish?

T: If you know your limits, I don't think it is a drawback.

I: There may be some policy to promote 100% English use. There may be some pedagogical reasons. Do you think that there may be ideological reasons behind? Native speakers are supposed to be qualified teachers and 100% English books can be sold anywhere in the world. Have you ever thought about this?

T: I haven't. I do now. I don't think that this is a conscious choice. We would import some English teachers but I don't know what happened. There may be a reason like this in the background. This is like you cannot learn anything, if you don't go abroad. I don't think that these are sound views.

I: In the post methods era, we say that we are not supposed to obey the rules of a method. Do you think that this has provided a sound place for mother tongue? Does it have a place in language teaching?

T: I don't think that it has been granted a place on purpose. We try it in a blind way. We try and see. Generally, Turkish teachers take grammar lessons and foreign teachers are given listening or speaking. Maybe this is the policy followed.

I: I want you to think about a situation that you used Turkish in your lesson. Did it make you feel guilty or do you think that it is an advantage to know the mother tongue of the students?

T: I do not use it contrastively. I explain in English first and I'm sure they understand something. Then, I use Turkish to check. I don't say that I'm sure you won't get it if I tell in English.

I: So Turkish is not your first choice.

T: No, it's not.

I: Ok. Thanks for your contribution.

INT 3

I: Do you speak Turkish in your lessons?

T: Yes, I do.

I: When do you need to do so?

T: Especially while teaching grammar, in order to sum up what I teach.

I: Is there any institutional policy about 100 % English or native language use?

T: It's not compulsory to use 100 % English but there is a tendency. My institution wants us to manage students in English as soon as possible but they do not force us to do so

I: OK. Thanks. By the way, what are your students' expectations about native language use?

T: They expect to hear native language of course. I'm sure they would be happier if I used 100 % Turkish but of course I can't let it as it will be wrong but I see that even how they look at me changes when I use it.

I: OK. They feel more confident, right?

T: Yes, they feel more confident.

I: OK. Do you believe that we can use native language as an efficient teaching tool?

T: Sure we can if the teacher knows the limits. It's very important to take advantage of the native language. I guess much research has proven it.

I: You see it as an advantage.

T: Absolutely yes. The teacher should take advantage of it but the limits are very important.

I: OK. What are your reasons for using native language? Level of students? Time management as it takes much less to teach in native language?

T: First of all the level of students. Especially for abstract things I believe it's meaningless to force them but I try to keep it minimum. As I said before, I use it to summarize and check if there is anything not understood. The higher the level of the student, the less I prefer it.

I: OK. Thanks. Do you think there are negative sides to use native language?

T: Sure. If you prefer it, you keep the student further from the language what he/she tries to learn because the rationale lying beneath can be much different in your own language even if it is grammar. When you speak Turkish, you lead them to do so and the student starts to think within the rules of his/her own language.

I: I guess you don't use Turkish in speaking and listening exercises because of your worries.

T: I try not to. English, as a language used adaptatively according to the conditions even in grammar we should keep native language minimum.

I: There are some policies which lead us to think that we should use 100 % English. Can there be ideological reasons behind it?

T: I don't think there is any ideological reason behind. The student may be living in Britain, Germany or any Turkish district. He/she may have lived apart from the political sanctions of the country. What is to achieve should be to make the students closer to the language. I certainly don't think there is an ideological reason behind. I find it ridiculous.

I: Well, do you think that native speakers are better teachers as they can use 100 % English?

T: It can be just an advantage for students but we can't take it as for granted. Maybe he/she is good at speaking but can't convey the message. That means every Turkish teacher is a good teacher and this is not true. I don't believe it.

I: Can you say it is an advantage to know the native language of the students?

T: I exactly think so. I believe it helps the process in pace when I consider comprehension. I think communication is somehow easier.

I: We now have eclectic practices as an end has been brought to the methods in the post-methods era. We decide what approach to adopt according to the class dynamics and needs of the students. Do you think these practices have justified native language use?

T: Can you repeat the question?

I: Sure. After the subscribed methods, the teachers have become welcomed to choose any approach suitable to the conditions they are in. Can we justify native language use in this concept?

T: Sure, we can say so. The native language has been granted a chance. The methods responded to the needs of the periods that they originated in. A chance granted to the native language has helped the students to contribute to the process by their own experiences. I guess it has helped to achieve relief on the part of the teacher at least. We have seen that it may be acceptable instead of feeling guilty.

I: Alright. Thank you very much. My last question will be about your own experiences. Do you feel guilty or do you see it as advantage to be able to resort to native language in your classes?

T: I never feel guilty but I try to keep it minimum. If I can't, I start to feel guilty. I shortly say what I want to say and I intensify on it.

I: Ok. Thanks for your contribution.

INT 4

I: Do you speak Turkish in your lessons?

T: We are required to use 100% English. I try to use 100 % English but when I have to, I resort to Turkish seldomly.

I: Ok. You say you have to use 100% English as an institutional policy, right?

T: Yes.

I: Alright. What are your students' expectations, 100% English or does the native language help them feel more confident?

T: In fact, it depends on the level of the student. If I consider my own students, they want to start in native language and go on with it. Just when they advance in level, they want English-only but it is not true for me even if their expectations are in this way.

I: Let's don't think about institutions and students' views. Can native language be used as an effective tool in teaching according to your own views?

T: I don't think that native language can be used as an effective tool in teaching.

I: What are the disadvantages of native language use?

T: As a foreign language can be achieved through practicing, I don't think it can be achieved without doing so.

I: I see. You resort to Turkish when you have to and student level is an important factor for your decision. When we consider time, do you consider it time efficient? Do you think it shortens time.

T: If I consider my own institution I don't have a problem about time. I can agree with that. If time is a problem, it can save many teachers but for me it is not about time, it just helps vocabulary acquisition.

I: This is what I wanted to ask. Where do you need Turkish most?

T: Just for vocabulary teaching, I don't think they have any problem with grammar. The research, the exercises in fact, reveal that but in vocabulary teaching no matter how many visuals you use or synonyms, other words you say, there still remains a few students who don't understand what it is so I sometimes have to say its Turkish equivalent.

I: You prefer it as a last resort. Well, what about your classroom management?

T: As they have got used to or I have got used to, I can do it in English; I don't have any problem with it.

I: So your dialog with your students is in English?

T: Yes, when they have a question we try to persuade them to do it in English. As a matter of fact, at the beginning of the course, we teach them the questions and as clusters they learn how to use it practically.

I: Ok. I want to speak about the language policies that make us believe the necessity of 100% English. Can there be any ideological reason behind? What I want to ask is does it make native speakers better teachers?

T: I can't agree with the second part of what you said. I mean I can't say native speakers are better teachers but I don't think it has any ideological reason behind. We can say the same thing for Turkish. In any country if Turkish is taught, speaking Turkish only will not have any ideological reason but just because a teacher is the native speaker of a language, I can't say he or she is better than any other teacher speaking a different language as a mother tongue. I have experienced much about this.

I: Ok. Thank you. By the way, in the post-methods era the teachers have been granted some rights within eclectic practices. The teacher is the decision-maker according to the conditions and requirements of the class and isn't bound to adopt a method strictly. Do you think this has justified the native language use?

T: I don't think it is about native language use. It doesn't justify it.

I: Ok. I want you to think about your experiences with native language use in the classroom now. Does it make you feel guilty or you feel it is an advantage to be able to use it?

T: I'm not sure if it can be regarded as an indicator of feeling guilt but I have to say yes I feel extremely unhappy.

INT 5

I: Do you speak English in your lessons?

T: Yes, I do.

I: In which circumstances do you need?

T: Especially in the beginner level and if the time is limited. I have to use with my 3 hour classes.

I: Is there any institutional policy about native language use?

T: No, there is no policy about it.

I: What do you think about your students' expectations? Do they prefer a 100 % English spoken lesson and find speaking Turkish disturbing or not?

T: In fact, I don't think that it works but as they have got used to it they feel safer. At the end of the term, I see in their comments that they had difficulty in understanding as the lessons were 100% English, especially for grammar.

I: What is your personal opinion about the use of native language in your classes?

T: It is dependable as the levels vary. However, I think it should be the last resort.

I: You consider student levels. Is there any other reason to use native language?

T: Time limits. As I have to practice and time is limited, I have to say something in Turkish.

I: Ok. I guess you use your native language for grammar mostly.

T: Yes, sure. I use it more for grammar.

I: What about grammar?

T: I don't think that it is useful for vocabulary teaching. If it won't make sense when I say in synonym or antonym and if it is more advanced than student level, I prefer it. I generally try using visuals and body language.

I: What about classroom management?

T: Turkish, mostly in Turkish.

I: You speak Turkish.

T: Hıhı

I: In which language do you speak with your students out of the class?

T: Totally Turkish.

I: Ok. What do you think are the disadvantages of native language use?

T: It makes students get used to the easy way of learning and affects negatively. It retards learning.

I: and for grammar?

T: It has positive sides for grammar

I: By the way, there are some policies which lead us to think that we should use 100 % English. Can there be any ideological reasons behind it?

T: No, I don't think so. I think it is just because of practicality reasons. It's not ideological.

I: OK, do you think that these policies prove native speakers better teachers than the non-native teachers?

T: Of course, it doesn't prove it methodologically but I think that it makes it easier for the students to learn. If we introduce ourselves as native speakers, their success may be higher at the end of the term as they know the only way to communicate is this but unfortunately, in our lessons as they know we are Turkish, they find it artificial. They don't speak English if they don't have to.

I: and this retards the process, you say.

T: Yes, this retards the language acquisition.

I: If we consider the non-native teachers, do you think that the post methods era has given place to the L1?

T: In fact, I don't think that it is about methods. It is for sure that the teacher can apply different methods but it isn't about L1 use.

I: Ok. Now, can you please think any situation in your class that you used Turkish. How did you feel? Guilty or not?

T: In some situations, I feel guilty, right.

I: Do you think it is an advantage or disadvantage to know the students' mother tongue?

T: Sure, it is an advantage but it can turn into a disadvantage, sometimes.

I: Ok. Thank you for your contribution.

INT 6

I: Do you speak Turkish in your classes?

T: Yes, I do.

I: When do you need to code switch?

T: Especially when I teach grammar, when I tell why we use that rule or tense and sometimes when there are similar structures in both languages, I say there is also a similar case in Turkish, I try to facilitate their understanding.

I: Well, is there any language policy of your institution? 100 % English or native language use?

T: They want us to speak English as much as possible but they don't insist as they know the student profile. They leave it to the initiative of the teacher but they never let us keep English below 50%. They say that it should be 70 to 80 % and I also think so but they don't make it a problem.

I: What are your students' expectations about this? Do your students show any observable reaction when you use L1?

T: They like it as they just want to understand. I know that they understand when I teach in English. However, I want to make it better and be sure that everybody understands. In this way, I help the slow learners keep up with the pace. With my classes I don't have any problem about English this year but I use Turkish for a few students and be sure that they understand.

I: If we do not consider the institutional requirements, I wonder your own idea. Do you think that L1 can be used as an effective resource in your lessons?

T: I absolutely think that mother tongue should be used. As I'm not a native teacher and both the students and me are Turkish, it may be artificial to try to speak only English. I think that both languages should be used comparatively. I'm not strict on this.

I: What are the factors you consider while using L1?

I: Especially when I teach grammar, when I tell why we use that rule or tense and sometimes when there are similar structures in both languages, I say there is a similar case in Turkish. I try to facilitate their learning.

I: What are negative sides of L1 use?

T: It may be too easy. They tend to wait for Turkish explanation for everything.

I: Do you think that there may be some ideological reasons behind anti L1 use?

T: I've never thought in a negative way. I think, it may be about ideologies but I've never thought in this way.

I: What do you think about the post-methods era? Do you think that it has justified L1 use?

T: Absolutely yes. There is no reason to have a tense atmosphere in the classroom as students don't feel confident.

I: Can you say that L1 use makes the teaching process more effective or do you feel guilty when you do so?

T: I don't feel guilty but I always question myself about the length of speaking Turkish.

INT 7

I: Do you speak Turkish in your lessons?

T: Rarely.

I: Why do you need to do so?

T: For beginner level, especially for grammar and it is also very important for time management.

I: Are you exposed to any departmental policy about this like 100% English or L1 use favor?

T: 100% English but I don't think that it's possible.

I: What are your students' expectations about this? Do they show any reaction when you use native language?

T: They think that Turkish should be used when they start. As they go further, they want to hear more English but when they are stuck, they tend to use Turkish.

I: If we do not consider the institutional requirements, can you say that L1 can be used as an effective tool in language teaching?

T: In fact I favor English use but 5% to 10% Turkish should also be used.

I: What are your motivations for code switching?

T: The teacher should be assistive in learning.

I: What are the drawbacks of use of L1?

T: We take their opportunity of speaking and listening away.

I: What is your opinion about English-only programs disadvocating use of L1? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?

T: I don't think so but my students tend to look from a political perspective. They ask us if we are trying to assimilate them.

I: Do you think that the post-methods era has justified L1 use?

T: Post method is also a method and yes, I take this message.

I: Does code switching make the teaching process more effective or make you feel guilty?

T: Mostly I use it as a last resort and after I do, I think if I could have explained it without Turkish but then I say, it was an opportunity and I used it.

INT 8

I: Do you speak Turkish in your lessons?

T: Yes.

I: Why do you need to do so?

T: Especially when the students need to understand the topics that have utmost importance like the announcements and sometimes for grammar that needs metalanguage as they don't know the structure even in Turkish and for writing as it requires organizational skills.

I: Are you exposed to any departmental policy about this like 100% English or L1 use favor?

T: It is not compulsory to use L2. There are some situations that compel students to use Turkish but it is emphasized that English should be kept at maximum level.

I: What are your students' expectations about this? Do they show any reaction when you use native language?

T: If it were up to them, they wouldn't complain in 100% Turkish education. Mostly in pre-exercises, in discussions they tend to speak English but after a while they resort to Turkish as they cannot continue their words.

I: If we do not consider the institutional requirements, can you say that L1 can be used as an effective tool in language teaching?

T: It can be spoken, according to me. For example, I feel there is a distance because of cultural differences. In the further steps of the lesson, any joke in Turkish or any figure in Turkish culture warms them up.

I: What are your motivations for code switching?

T: I want to make the things easier.

I: What are the drawbacks of use of L1?

T: You may not always be aware of the dose you need. You may not know where to start and finish speaking Turkish.

I: What is your opinion about English-only programs disadvocating use of L1? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?

T: I don't want to call it "bad". However, it should be done in a more organized way and if the student benefits from it, in this respect, I can say it has a supportive role. However, I don't think that it is applicable. In each institution I've worked, I've seen that Turkish is used.

I: Do you think that the post-methods era has justified L1 use?

T: I guess so because each context is unique and it can be institutional policy. However, there are different students and dynamics in each class and it is up to the student needs. I think that it will affect our teaching method. Some students can go on with 100% English but some cannot. Their departments are not same so in prep classes there are differently dynamics.

I: Does code switching make the teaching process more effective or make you feel guilty?

T: I don't feel guilty because I speak Turkish in English lesson because this is what my students need. Generally, I say that I can give a better answer in this way.

INT 9

I: Do you speak Turkish in your lessons?

T: When it is necessary, yes.

I: When do you feel that you need it?

T: Especially, while studying vocabulary. Suppose that you have a word like "harcirah". You can't explain it in any way in English so you have to say it in Turkish. If not, it will take too much time. If you try to explain it in English and the student cannot correlate with his or her own language, I use its Turkish explanation.

I: Is there any 100% English or native language use policy in your institution?

T: They want it but we can use Turkish when necessary.

I: What are the students' expectations about this?

T: They have typical attitudes toward language use. They think that they learn better when they hear Turkish. However, I'm in favour of English use.

I: Alright. If we do not consider the views of students, do you think that English can be used as an efficient tool?

T: It is dependable. However, if you learn a foreign language, you have to use it more.

I: You say I use it for teaching vocabulary. Do you prefer it in teaching grammar?

T: In fact I do not want to use it. If the student knows easy words at least it is easy to build on it but if not, yes, I have to.

I: Which language do you use for instructions and maintaining discipline?

T: Generally, we do exercises about the book for a few hours. I don't have any problem while doing this. However some instructions may be far to be understood. Sometimes I get angry; I say I don't need any adolescent in my lessons. They don't know what "adolescent" is in English so I give the instruction in Turkish.

I: I see. I guess teacher-student interaction is mostly in English.

T: Yes, as much as possible.

I: What are the negative sides of using native language?

T: The students are to be under the effect of your native language use. They shouldn't feel comfortable about it. Even if you ask Y/N questions, they tend to answer in Turkish

I: It's not compulsory to use English but it is promoted, right?

T: Yes, absolutely.

I: Of course, this approach has pedagogical reasons but some researchers believe that there may also be ideological reasons behind. What I mean is that, native speakers can find job opportunities wherever they go and books written in 100% English can be sold in any country. Have you ever thought about this?

T: In fact, I haven't. However, I don't think that it is so. If we just think ideologically, we tried to teach grammar in Turkish and it didn't work. The students say that they understand, they can write but they cannot speak. We have a mistake here. When we think about the progress of language use for a child, we see that they use letters first, then starts to speak and you teach them how to write later. What we do is vice versa and I think it doesn't work so using 100% of that language is more sound according to me.

I: Ok. What is your opinion about the place of "mother tongue" in the post-methods era? As we say the teachers are not to obey the strict rules of a method, do you think that mother tongue has been assigned a role in language teaching?

T: In fact, it is a difficult question but I don't think that mother tongue has been given a significant role.

I: Does it make you feel guilty when you use Turkish in your lessons or you see it as an advantage to know the native language of the student?

T: Sometimes I feel guilty. For example, I absolutely have to use it with lower levels but when they hear it from me, they feel relaxed and I can't take their attention to the language. As they hear a Turkish word, the student knows that he or she can take it in Turkish if not understood so I can feel guilty and sometimes there are situations that the student cannot correlate with his or her own language and even I have difficulty in explaining. Hence, to know their native language is a great advantage. You save time.

I: Ok. Thank you very much for your contribution.

INT 10

I: Do you speak Turkish in your lessons?

T: No, generally not.

I: What reasons lay behind your approach?

T: Mostly, I think about the level of my student. I use native language because when the student insists on using native language and becomes unsuccessful he or she understands that foreign language should be used. The students can use it actively but personally, I believe that this is true if the student is higher than the starter level. In the starter level, when we try this, if we insist on using body language it may interfere with learning language.

I: Ok. Is there any institutional policy about language use?

T: Absolutely yes. There is a policy promoting 100 % English use so it has been so in the lessons so far. For that reason in the elementary level we have great difficulty in interaction.

I: Ok. What do your students think about your 100 % English use?

T: There are different perspectives, of course. Firstly, they find it meaningless. They don't understand unless something logical to them is said or they think that they cannot achieve the information its fullest form but as time progresses they see that it is not so but generally there is a negative view about it.

I: Do you think that native language can be used as an efficient tool in language teaching?

T: In fact I don't think so but should be used as a supplementary resource.

I: In what parts of teaching can it help you?

T: For the starter levels, I believe that we can use to help them get used to. If not, we lose the student.

I: Would you prefer it for time management?

T: Frankly, I can prefer it personally but I can't because of the institutional policy. Sometimes we cannot finish a five minute long activity in fifteen minutes because of the lack of clarity in instructions.

I: In fact,, I want to learn about your own opinion. Your classroom interaction is in English I guess but are there times that you use Turkish?

T: Sure, there are.

I: What about out of the class?

T: Turkish. In fact, it depends on the situation and time. I cannot say it is always in Turkish.

I: What are the negative sides of native language use according to you?

T: One negative side is that, if you explain something in Turkish even once in the lesson, the students don't try to understand it in English as they expect to hear it in Turkish and it makes the learning ability blunt. It decreases the selective perception.

I: Ok. There are some factors which make us think that we have to use 100 % English. Some researchers think that there are ideological reasons as well as pedagogical ones beneath this decision. Native speakers have the capability of teaching in any country, 100 % English books can be sold anywhere. Do you think that this monolingualism may have some ideological reasons behind?

T: Yes, I have. I absolutely think so. In fact, we weren't taught in a monolingual classroom environment but we could learn and I can teach now. What that means is it can be taught in both ways. There is not just one way to do it. We cannot say that using only target language makes us successful and I absolutely think that it has ideological reasons.

I: When we consider the post methods era, we say that the teacher assigns the appropriate approach according to the needs of students. We cannot expect a teacher to be bound to just a method. Can we consider the use of native language in this respect?

T: Yes, if we are out of a method and we don't consider the institution, it can be used according to me.

I: Ok. Lastly, I want you to think about a situation that you used Turkish in your lesson. Did it make you feel sorry or you thought that it is an advantage to know the native language of the student.

T: Generally I use it as a last resort.

I: Ok. Thank you.

INT 11

I: Do you speak Turkish in your lessons?

T: Yes.

I: When do you need it?

T: While giving instructions, when I think that something is misunderstood when given in English I can speak Turkish. When the instructions are not understood clearly, the lesson may turn into a chaos, I see that they are doing completely different things. I sometimes need it for classroom management. Before an exam or towards the end of the term the students may need encouragement. It is up to the class's level, in beginner and elementary levels I can speak Turkish.

I: What about grammar and vocabulary teaching?

T: Not for vocabulary. I try to use pictures, body language and antonyms and synonyms if it is target vocabulary. If not, if it is abstract and in a text, I give it in Turkish not to get far from the essence of the lesson. In grammar, I use it more. In fact, it is up to the students' level again. In a very interesting way, I use less Turkish in lower levels because I teach easy subjects such as countables, uncountables, there is, there are. It is easy to tell them in English. However, when it is participle, past perfect the frequency of Turkish use increases. Even if the class is very good, while teaching in English, I can turn to Turkish.

I: Is there any institutional policy in the university that you work? 100 % English or supporting Turkish use?

T: for D beginner and C elementary levels 60% Turkish is approved. I also worked in private universities, there they approved 100 % English use. At the highest level you speak English.

I: What do your students expect in the lesson? 100 % English or do they wait for some Turkish?

T: When I start with the classroom rules, they may react like What are we doing? How much English do we speak? 70-80% of the students want to hear just English from me. They don't want to hear Turkish but in the middle of the term we cannot keep our promises and we use approximately 10 % Turkish. As the education is exam orientated, while explaining topics, we use Turkish and nobody complains about it.

I: When we don't consider the institution that you work and your students' expectations, I want to hear your own opinion. Do you think that Turkish can be used as an efficient tool in language teaching?

T: Sure. If both languages can be used in a wise way not as a last resort but in a systematically integrated way it can. If it will provide a better teaching environment, I don't think that there is a drawback. However, I say no to Turkish in upper or advanced levels.

I: Apart from the student reactions, are there any negative sides of using Turkish?

T: Mostly, it limits learning. The teacher's speaking Turkish means getting further from the aim. If we speak Turkish listening and speaking process is retarded. However, it is also in vain to try improving these without using native language or blaming it for the failure.

I: There are views which promote use of 100% English. It may have a pedagogical basis but some researchers also claim that this may have ideological reasons. Native speakers can be employed as English teachers anywhere in the world and 100% English books can be sold without any interference of other language. Do you think there may be ideological reasons for it?

T: No. I haven't ever thought that it may support foreign people. In fact this is a great advantage for them and in our country we may be seen as inferior. It may be annoying but I

also understand. If I were learning a foreign language, I would also prefer a native teacher but I haven't thought about any background like this.

I: Ok. What do you think about the post methods era. As teachers can not be expected to obey strict rules of a method, can we say that mother tongue can be given a role in teaching English.

T: It depends on the students. At first, it makes students feel safe. That's true. They build the information of new language on the old one. It gives the feeling of self confidence. However, that doesn't mean that 100% English is in vain. It also works on some student types. In a wide frame, I believe the efficiency of both. Mother tongue is seen as an obstacle but I don't think so.

I: Ok. If we think about a situation in a class that you spoke Turkish. Did it make you feel guilty or you felt lucky as you know the mother tongue of the students.

T: For classroom management and motivation, it is a great advantage. For other uses, I can say that I do it as a last resort. While giving instructions, it is an advantage as it is time saving. While teaching grammar and vocabulary, it is after my second or third try of using English to check if the topic is understood or not. However, I think it is an advantage to be able to speak mother tongue of the student. At least, we are good models for them. We learned English like them and they can do the same as well so we outweigh native teachers in this perspective.

I: Ok. Thank you for your contribution.

INT 12

I: Do you speak Turkish in your lessons?

T: Yes, I do. Sometimes.

I: When do you need to do so?

T: If I feel that the students don't understand while I'm teaching in English or I guess that they won't understand I start in Turkish.

I: Is there any institutional policy in your workplace about language use?

T: In fact, they don't want our use of Turkish but it's necessary in some situations.

I: What are students' expectations? Does it make your students feel safe when you speak Turkish?

T: Absolutely yes.

I: If we don't consider student views and institutional policy, I wonder your personal view. Do you think that mother tongue can be used as an efficient tool in teaching a foreign language?

T: If not exaggerated, yes.

I: What do you use Turkish for?

T: Especially grammar.

I: Do you prefer it for teaching vocabulary?

T: For vocabulary, I generally give definition in English. If it is still on question, I say it or they use their dictionaries.

I: In which language do you provide the conversation?

T: Mostly English. Instructions are in English

I: What about outside the classroom

T: Turkish.

I: Are there times that you use Turkish during the classroom conversation?

T: Sure, there are. When students want to consult something, as I'm their advisor.

I: There is a prevalent view which promotes 100% English use. It has pedagogical reasons. However, have you ever thought that there may be also ideological reasons behind?

T: No, I don't think so. It's completely pedagogical to expose the students to English as much as possible.

I: What are the disadvantages in using mother tongue?

T: It may oversimplify the process.

I: Does it make the process longer?

T: If I don't exaggerate, I don't think so.

I: In the post methods era, we say that teachers cannot be supposed to obey the strict rules of a method.

T: Sure, yes.

I: Can we say that mother tongue can be integrated into the process in this perspective.

T: Each class has its own dynamics. It may not be possible to use a method or use mother tongue. You should fix it according to the variables.

I: Whatever the institutional requirements, it is the teacher who decides, right?

T: Sure, you should sometimes take initiative.

I: When you use Turkish in your lessons, do you feel guilty or not?

T: I don't feel guilty.

I: So you think it is an advantage.

T: Yes, I do so.

INT 13

I: Do you speak Turkish in your lessons?

T: Yes I do.

I: What do you need to use it for?

T: While teaching grammar, I sometimes prefer Turkish as it helps with time management and provides clear comprehension.

I: Are you exposed to any departmental policy about this like 100% English or L1 use favor?

T: English use as much as possible.

I: What are your students' expectations about this? Do they show any reaction when you use native language?

T: Every student may think in different ways but the ones who favor Turkish outnumber the others.

I: If we do not consider the institutional requirements, can you say that L1 can be used as an effective tool in language teaching?

T: Yes, it is especially important for providing good communication with students.

I: What are your motivations for code switching?

T: I believe that it is very important to communicate in mother tongue.

I: What are the drawbacks of use of L1?

T: When you keep the balance, I haven't seen any disadvantage of it.

I: What is your opinion about English-only programs disadvocating use of L1? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?

T: Yes, it may be so. There may be very good native teachers but this is not because they are native. I think it is partially ideological but not just so.

I: Do you think that the post-methods era has justified L1 use?

T: Sure. I hear so.

I: Does code switching make the teaching process more effective or make you feel guilty?

T: Generally, it makes the process very effective because use of Turkish is inevitable.

INT 14

I: Do you speak Turkish in your lessons?

T: In beginner and elementary levels, I use Turkish.

I: What do you need to use it for?

T: To make the meaning clear for the beginner levels.

I: Are you exposed to any departmental policy about this like 100% English or L1 use favor?

T: Sure. We speak English inside and outside the classroom.

I: What are your students' expectations about this?

T: Their motivation is really high about this. They want me to teach in English.

I: If we do not consider the institutional requirements, can you say that L1 can be used as an effective tool in language teaching?

T: I'm not opposed to the use of mother tongue but in further levels, it may be a disadvantage.

I: What are your motivations for code switching?

T: If the student hasn't been exposed to English or any education like this before, I can prefer it.

I: What are the drawbacks of use of L1?

T: Acquisition can be affected badly as we cannot give the appropriate input.

I: What is your opinion about English-only programs disadvocating use of L1? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?

T: Maybe but language is culture and it can not be learned without it. Maybe it is ideological but I don't think so.

I: Do you think that the post-methods era has justified L1 use?

T: We cannot stick to a single method and if the students understand better when I explain it in Turkish, why shouldn't I use it?

I: Does code switching make the teaching process more effective or make you feel guilty?

T: I use it when necessary so I don't feel guilty.

INT 15

I: Do you speak Turkish in your lessons?

T: I mostly speak Turkish.

I: Are you exposed to any departmental policy about this like 100% English or L1 use favor?

T: They don't mandate it but warn us to speak English as much as possible.

I: What do you need to use it for?

T: While teaching grammar

I: What are your students' expectations about this?

T: They tend to speak Turkish.

I: If we do not consider the institutional requirements, can you say that L1 can be used as an effective tool in language teaching?

T: Mother tongue has to be used.

I: What are your motivations for code switching?

T: I don't believe in the efficiency of 100% English approach.

I: What are the drawbacks of use of L1?

T: If they get used to speaking Turkish, they may insist on it.

I: What is your opinion about English-only programs disadvocating use of L1? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?

T: In fact, it's true. Prestigious language courses have native speakers for even elementary classes and my students who tried the course say that they could never be sure that what they knew was true.

I: Do you think that the post-methods era has justified L1 use?

T: I absolutely think so. If the student needs to hear it in his or her own language, it should be provided.

I: Does code switching make the teaching process more effective or make you feel guilty?

T: It doesn't make me feel unhappy but maintaining the balance is very important.

INT 16

I: Do you speak Turkish in your lessons?

T: I try not to as it is forbidden by my institution.

I: What are your students' views about this?

T: They do not like it, of course, we may have a very tense atmosphere because of this.

I: If we do not consider the institutional requirements, can you say that L1 can be used as an effective tool in language teaching?

T: Up to 20% is no problem I guess but in intermediate and advanced levels I don't think that it's appropriate.

I: Why do you need Turkish under these circumstances?

T: for classroom management

I: For what reason do you prefer Turkish?

T: I use mother tongue for classroom management because my students react to English-only program and as we cannot communicate properly in English, there is the risk of having no tie with your students.

I: What are the drawbacks of use of L1?

T: The students must produce to learn the language.

I: What is your opinion about English-only programs disadvocating use of L1? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?

T: I think it's not ideological and it's not appropriate to use except for beginner level.

I: Do you think that the post-methods era has justified L1 use?

T: Everybody has a different view on eclectic method. Some can say right while the others say no. It depends on our own ideas.

I: Does code switching make the teaching process more effective or make you feel guilty?

T: Sometimes, I try to teach a word. I use the definition, synonyms, visuals and say ok they know it now but in the break, when I explain it in Turkish, the students say is it that simple, Sir? Sometimes we shouldn't feel sorry for it.

INT 17

I: Do you speak Turkish in your lessons?

T: Yes, I do.

I: Is there any institutional policy about this?

T: No, they promote English of course but there is not a rule.

I: What are your students' views about this?

T: They seem to be content with it.

I: Do you think that mother tongue can be used as an efficient tool in language teaching?

T: It's time-cost effective but it cannot be the first tool to use.

I: What are your motivations to use the mother tongue?

T: Time limit and students' lack of motivation.

I: What do you use Turkish for more?

T: If body language, explaining or visuals don't work, I can use for grammar or vocabulary.

I: What are the drawbacks of using mother tongue?

T: Exposure is very important.

I: What is your opinion about English-only programs disadvocating use of L1? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?

T: I have never thought about this. I think it's just in order to provide the exposure.

I: Do you think that the post-methods era has justified L1 use?

T: As we have an eclectic approach, I don't think that first language gives damage.

I: Does code switching make the teaching process more effective or make you feel guilty?

T: I don't offer it as the first tool, so I don't feel guilty.

INT 18

I: Do you speak Turkish in your lessons?

T: I speak in the beginner level.

I: Is there any institutional policy about this?

T: There is no force but English use is advised.

I: What are your students' views about this?

T: It helps the student feel comfortable.

I: Do you think that mother tongue can be used as an efficient tool in language teaching?

T: For beginner level, yes.

I: What are your motivations to use the mother tongue?

T: To help comprehension.

I: What do you use Turkish for more?

T: Generally for teaching grammar

I: What are the drawbacks of using mother tongue?

T: There is no need in upper levels.

I: What is your opinion about English-only programs disadvocating use of L1? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?

T: I don't find it sound. This is so commercial.

I: Do you think that the post-methods era has justified L1 use?

T: Yes, it has justified L1 use.

I: Does code switching make the teaching process more effective or make you feel guilty?

T: While teaching grammar, it's a great advantage. However, I sometimes feel guilty when I say a word's Turkish meaning.

INT 19

I: Do you speak Turkish in your lessons?

T: Maybe 1%.

I: Is there any institutional policy about this?

T: Absolutely yes, we are warned in each meeting about using just English.

I: What are your students' views about this?

T: They are content with it. They want to hear more English even when I say something in Turkish.

I: Do you think that mother tongue can be used as an efficient tool in language teaching?

T: No, I don't think so.

I: What are your motivations to use the mother tongue?

T: I try not to as much as possible.

I: What are the drawbacks of using mother tongue?

T: It slows the process especially for pronunciation.

I: What is your opinion about English-only programs disadvocating use of L1? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?

T: It may be ideological as the US is a great power but this is not the reason but the result I guess.

I: Do you think that the post-methods era has justified L1 use?

T: No, it's as basic as Grammar Translation method.

I: Does code switching make the teaching process more effective or make you feel guilty?

T: In fact, I think it would be better if I didn't know any Turkish.

INT 20

I: Do you speak Turkish in your lessons?

T: Yes, not that much in all levels, but I do.

I: Is there any institutional policy about this?

T: 100 % English is required by my institution but the students' level doesn't let us do so.

I: What are your students' views about this?

T: The students tend to continue their previous attitudes but when a mostly English speaking teacher goes and Turkish speaking one comes, they say they comprehend better.

I: Do you think that mother tongue can be used as an efficient tool in language teaching?

T: Yes. Mother tongue is a very effective tool.

I: What are your motivations to use the mother tongue?

T: The students can not internalize what they learn if they can not relate it to their own language.

I: What are the drawbacks of using mother tongue?

T: It makes the students lazy.

I: What is your opinion about English-only programs disadvocating use of L1? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?

T: Personally, I do not advocate 100% English use. It seems to me that it has no pedagogical ground.

I: Do you think that the post-methods era has justified L1 use?

T: What works in one class may not work in the other so yes, I think it is a need.

I: Does code switching make the teaching process more effective or make you feel guilty?

T: Because of students' level, I have to do this so I don't feel guilty maybe sometimes but not very much.

INT 21

I: Do you speak Turkish in your lessons?

T: In A and B levels we don't speak Turkish in C level as little as possible in D we have to.

I: Is there any institutional policy about this?

T: Yes, it is an institutional rule.

I: What are your students' views about this?

T: Generally I face resistance. When I speak English, they tend to speak Turkish.

I: Do you think that mother tongue can be used as an efficient tool in language teaching?

T: The language to learn should be used in maximum level.

I: What are your motivations to use the mother tongue?

T: D levels can get reserved and do not participate if I only speak English.

I: What are the drawbacks of using mother tongue?

T: With your first word in Turkish, you take the lesson far away from English.

I: What is your opinion about English-only programs disadvocating use of L1? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?

T: Language teaching has a great role in culture planning. In the conferences, even some authors of textbooks say native teachers do not succeed in low levels and Turkish teachers can do it better. I'm sure, it has an ideological part but pedagogic reasons outweigh.

I: Do you think that the post-methods era has justified L1 use?

T: No, I don't think Turkish has a role in teaching English.

I: Does code switching make the teaching process more effective or make you feel guilty?

T: makes me feel guilty.

INT 22

I: Do you speak Turkish in your lessons?

T: I try not to.

I: Is there any institutional policy about this?

T: Yes, it is an institutional rule but there is no sanction for it, I guess.

I: What are your students' views about this?

T: They show resistance to speaking only English.

I: Do you think that mother tongue can be used as an efficient tool in language teaching?

T: In grammar teaching, if students are confused and things get complex, it can be used. I also sometimes use it.

I: What are your motivations to use the mother tongue?

T: The education system in Turkey has brought this defect together and it is too late to change.

I: What do you need it for more?

T: For administrative issues and teaching grammar if I see I couldn't teach.

I: What are the drawbacks of using mother tongue?

T: Language is a humane thing. It shouldn't be learned comparatively.

I: What is your opinion about English-only programs disadvocating use of L1? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?

T: It may be true. However, I would also speak just Korean if I were a Korean teacher.

I: Do you think that the post-methods era has justified L1 use?

T: In our country, it is a need so I can say yes.

I: Does code switching make the teaching process more effective or make you feel guilty?

T: I feel guilty. I feel incapable.

INT 23

I: Do you speak Turkish in your lessons?

T: Yes, sometimes.

I: Is there any institutional policy about this?

T: English is required but it isn't possible as the expectations and needs of students are different.

I: What are your students' views about this?

T: When they feel stranger to the class they want to hear some Turkish.

I: Do you think that mother tongue can be used as an efficient tool in language teaching?

T: Absolutely, it can. It should, in fact. Language is universal and each language has a contribution on the other.

I: What are your motivations to use the mother tongue?

T: When the students seem unmotivated, warning them in Turkish really works and also if the time is limited, it is a gift.

I: What do you need it for more?

T: Classroom management

I: What are the drawbacks of using mother tongue?

T: It may oversimplify the process so the rules should be set clearly without any doubt.

I: What is your opinion about English-only programs disadvocating use of L1? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?

T: This is an industry which has great amount of money. When I have a language to share something with my student, why should I make things so artificial?

I: Do you think that the post-methods era has justified L1 use?

T: Language itself is borne out of need. As L1 is a need, that can be said.

I: Does code switching make the teaching process more effective or make you feel guilty?

T: Sometimes, I feel guilty as the time is limited I may say in Turkish but I believe that if we hadn't been educated with this thought, I don't think we would feel guilty.

INT 24

I: Do you speak Turkish in your lessons?

T: Vey little.

I: Is there any institutional policy about this?

T: There is on the side of English use.

I: What are your students' views about this?

T: When I use 100% English, it causes a tense atmosphere.

I: Do you think that mother tongue can be used as an efficient tool in language teaching?

T: It cannot be the main language but can be effective.

I: What are your motivations to use the mother tongue?

T: With basic learners we have had problems as they haven't heard any word in English before and it helps me save time.

I: What do you need it for more?

T: For grammar, they may not understand the concept so we need Turkish.

I: What are the drawbacks of using mother tongue?

T: The student cannot adapt to the lesson.

I: What is your opinion about English-only programs disadvocating use of L1? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?

T: I haven't thought about this.

I: Do you think that the post-methods era has justified L1 use?

T: After methods, it's true that the teacher is more relaxed. However, I think mother tongue is still a taboo.

I: Does code switching make the teaching process more effective or make you feel guilty?

T: Sometimes, I feel guilty but feedback from the students shows me that they need more mother tongue. They say they really need it for comprehension not for making things easier so I think metalanguage should be used.

INT 25

I: Do you speak Turkish in your lessons?

T: For beginners yes but later I don't.

I: Is there any institutional policy about this?

T: There is a tendency in English use favor.

I: What are your students' views about this?

T: The students generally insist on the use of Turkish.

I: Do you think that mother tongue can be used as an efficient tool in language teaching?

T: I think it shouldn't be used. Maybe it can be used in a minimized way.

I: What are your motivations to use the mother tongue?

T: To assist the beginners

I: What do you need it for more?

T: With even advanced learners, I sometimes use Turkish for grammar topics.

I: What are the drawbacks of using mother tongue?

T: They just have the lessons to practice. If we don't use English, they can not improve their speaking and listening.

I: What is your opinion about English-only programs disadvocating use of L1? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?

T: I haven't thought about any cultural imperialism but we can also modify the subjects but I haven't thought really.

I: Do you think that the post-methods era has justified L1 use?

T: It's up to the teacher to use the mother tongue but after intermediate level I don't think it's up to the teacher.

I: Does code switching make the teaching process more effective or make you feel guilty?

T: I don't feel guilty. In grammar, I tell in Turkish in a more effective way and I save time.

INT 26

I: Do you speak Turkish in your lessons?

T: No, I don't.

I: Is there any institutional policy about this?

T: It's forbidden to use Turkish.

I: What are your students' views about this?

T: The students have got used to so we don't take any reaction.

I: Do you think that mother tongue can be used as an efficient tool in language teaching?

T: No, I don't think so because we can not keep up with the limits.

I: What are the drawbacks of using mother tongue?

T: If we use Turkish, the student expects to hear the correspondent structure in Turkish.

I: What is your opinion about English-only programs disadvocating use of L1? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?

T: In fact, yes. It's not really nice that they have this chance but we cannot sacrifice our students just because of this. I'm sure there are ideological reasons behind.

I: Do you think that the post-methods era has justified L1 use?

T: There may be a need for mother tongue but we are the ones who think it is a need not the post method era.

I: Does code switching make the teaching process more effective or make you feel guilty?

T: As my classes are multinational, it can not make it effective. If there weren't, 1% Turkish would be very lucky of me.

INT 27

I: Do you speak Turkish in your lessons?

T: Very little

I: Is there any institutional policy about this?

T: It's completely forbidden.

I: What are your students' views about this?

T: They are generally against 100% English.

I: Do you think that mother tongue can be used as an efficient tool in language teaching?

T: If all students have the same mother tongue, yes. If my institution let, I would speak.

I: What are your motivations for speaking mother tongue?

T: It becomes more realistic when I explain something in our mother tongue.

I: What do you need to use the mother tongue for more?

T: For grammar and cultural concepts

I: What are the drawbacks of using mother tongue?

T: When students hear something in Turkish, you lose the effort to understand in English.

I: What is your opinion about English-only programs disadvocating use of L1? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?

T: Yes, I think that there is an ideological dimension which makes me feel really unhappy to be in this system.

I: Do you think that the post-methods era has justified L1 use?

T: Yes, there is more research on it now.

I: Does code switching make the teaching process more effective or make you feel guilty?

T: If limited, it's life saving.

INT 28

I: Do you speak Turkish in your lessons?

T: Yes.

I: Is there any institutional policy about this?

T: They promote English of course but I guess they know it's not possible.

I: What are your students' views about this?

T: They like communicating in English but for teaching no they are not capable of learning in 100 % English and it's simply normal, I guess.

I: Do you think that mother tongue can be used as an efficient tool in language teaching?

T: Absolutely yes.

I: What are your motivations for speaking mother tongue?

T: It saves time, helps me teach and helps the student learn in much more painless way. Why shouldn't I speak my mother tongue while teaching something? That doesn't mean that I always speak Turkish with my students.

I: What do you need to use the mother tongue for more?

T: For grammar, I really need it and sometimes just for motivation, I use it.

I: What are the drawbacks of using mother tongue?

T: There is no drawback if you know your limits.

I: What is your opinion about English-only programs disadvocating use of L1? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?

T: Sure there are.

I: Do you think that the post-methods era has justified L1 use?

T: Needs are important and yes mother tongue is a need. They need it more than time loss with repetitions or visuals.

I: Does code switching make the teaching process more effective or make you feel guilty?

T: In beginner levels, it's effective but in further levels it should be minimized.

INT 29

I: Do you speak Turkish in your lessons?

T: Not very much.

I: Is there any institutional policy about this?

T: No, there is no rule about this.

I: What are your students' views about this?

T: If they are desperate, they beg me to speak Turkish.

I: Do you think that mother tongue can be used as an efficient tool in language teaching?

T: Sometimes we really need it.

I: What are your motivations for speaking mother tongue?

T: It makes teaching easier. Giving explanations and persuading the students, these are much easier in your own language.

I: What do you need to use the mother tongue for more?

T: Grammar, some abstract words, warming up, summing up these are what I can remember now.

I: What are the drawbacks of using mother tongue?

T: The students think that they have the right to ask everything in Turkish.

I: What is your opinion about English-only programs disadvocating use of L1? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?

T: No, I don't think that it's ideological.

I: Do you think that the post-methods era has justified L1 use?

T: I don't think that they care about mother tongue

I: Does code switching make the teaching process more effective or make you feel guilty?

T: makes it much more effective

INT 30

I: Do you speak Turkish in your lessons?

T: Yes.

I: Is there any institutional policy about this?

T: In fact they want us to always speak English.

I: What are your students' views about this?

T: Some like 100% English but most of the students don't.

I: Do you think that mother tongue can be used as an efficient tool in language teaching?

T: It's effective but that doesn't mean that we can always resort to it.

I: What are your motivations for speaking mother tongue?

T: My experience has shown me that there are some topics especially for grammar and vocabulary that the students are lucky to know Turkish to correlate because it's very hard to tell in English.

I: What do you need to use the mother tongue for more?

T: Grammar and vocabulary

I: What are the drawbacks of using mother tongue?

T: may be discouraging.

I: What is your opinion about English-only programs disadvocating use of L1? Do you think that there can be ideological reasons behind such as promoting native speakers or selling 100% English textbooks?

T: Why not?

I: Do you think that the post-methods era has justified L1 use?

T: Yes, the methods were too strict. There are many that I laugh at as they seem like utopia.

I: Does code switching make the teaching process more effective or make you feel guilty?

T: If the teacher does it on purpose, not because he or she is a bit lazy, it's effective but I'm sure most teachers speak Turkish in vain without any purpose.

7. CURRICULUM VITAE

Gözde ŞAKIYAN KAYRA

Konaklar Mah. Yenilevent Lojmanları Altuğ Apt. No: 8

Date of Birth: 15.07.1986

Education:

1992-1997 Emirbeyazıt Primary School

1997-2004 Muğla Anadolu High School

2004-2008 Hacettepe University, Faculty of Letters, Department of Translation and Interpretation, Ankara.

2007-2008 Hacettepe University, Faculty of Education, Pedagogical Training on ELT, Ankara.

Seminars Attended and Certificates:

Feb. 26, 2010 Çevre College, A Bridge where all Skills Integrate

April, 1-2, 2011 İstek Schools, Reflections and Innovations in ELT.

May 14, 2011 Bahçeşehir University, A World to Come for Teaching and Learning: Remodeling Perspectives and Trends

Experiences:

2007-2008 School Experience in Kurtuluş High School, Ankara

2008-2009 American Cultural Association, Ankara

2009- Kuleli Military High School

Languages:

English

German