

REPUBLIC OF TURKEY
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INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**THE ATTITUDES OF ENGLISH LANGUAGE TEACHERS TOWARDS FIRST AND
FOREIGN LANGUAGE USE IN ENGLISH CLASSES**

THESIS BY

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MASTER OF ARTS

MERSİN/ JUNE 2014

REPUCLIC OF TURKEY

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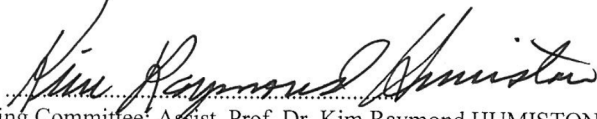
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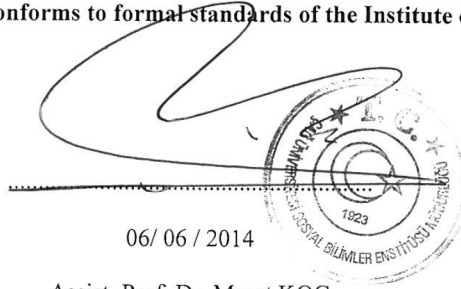


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ACKNOWLEDGEMENTS

I would like to express my deepest appreciation to my supervisor, Assist. Prof. Dr. Erol KAHRAMAN, for his support, guidance, inspiration and patience during this study.

I am grateful to Assist. Prof. Dr. Kim Raymond HUMISTON and Assist. Prof. Dr. Hülya YUMRU for being in the jury and their support and feedback.

I present special thanks to the English language teachers for their participation in this study and to my colleagues in Muş Alparslan University for their assistance and support.

I owe a great debt of gratitude to my parents Ayşe and İbrahim KAPCI for their efforts to raise me and supports they have given me throughout my life.

Finally, I would like to express my deepest gratitude to my wife Ayşe Nur KAPCI for her supports and efforts to make me overcome the difficulties I have had during this period.

06.06.2014

Muhammed Salih KAPCI

ÖZET

İNGİLİZCE ÖĞRETMENLERİNİN İNGİLİZCE DERSLERİNDE ANA DİL VE YABANCI DİL KULLANIMINA YÖNELİK TUTUMLARI

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Tez Danışmanı: Yrd. Doç. Dr. Erol KAHRAMAN

Haziran 2014, 56 Sayfa

İngilizce derslerinde, öğretmenlerin ana dil ve yabancı dil kullanımına yönelik tutumları uzun süredir tartışma konusu olmuştur ve bu alanda farklı sonuçlar ortaya koyan birçok çalışma yürütülmüştür. Ayrıca bu çalışma İngilizce öğretmenlerinin hangi sıklıkta ana dil ve yabancı dil kullandığını araştırmaktadır. En çok hangi durumlarda ana dilin kullanıldığını ortaya koymak ve müfredat ve ana dil kullanımı arasındaki bağlantıyı ortaya çıkarmak bu çalışmanın diğer amaçlarındandır.

Bu çalışma Muş'ta rastgele seçilmiş 19 devlet okulunda yürütülmüştür ve 50 İngilizce öğretmeni bu çalışmaya katılmıştır. Öğretmenlerin tutumlarıyla ilgili bilgiler bir anket ile toplanmıştır. Anket sonuçlarına göre, öğretmenlerin İngilizce derslerinde ana dil kullanımına yönelik olumlu tutumları olduğu anlaşılmaktadır. Öğretmenlerin çoğunluğunun, sıklıkla İngilizce kullanmasına karşın bazen ana dil kullandığı görülmektedir ve yine diğer İngilizce öğretmenlerinin de İngilizce derslerinde ara sıra ana dil kullanmasının gerektiğini düşünmektedirler.

Anahtar Kelimeler: Tutum, Ana dil, Yabancı dil, İngilizce Dersleri.

ABSTRACT

THE ATTITUDES OF ENGLISH LANGUAGE TEACHERS TOWARDS FIRST AND FOREIGN LANGUAGE USE IN ENGLISH CLASSES

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June 2014, 56 Pages

The attitudes of the teachers towards first and foreign language use in English courses have been a matter of discussion for over a long time and a variety of studies having revealed different results have been carried out in this field. Furthermore, this study examines the frequency of the first and the foreign language use of English language teachers. To set forth in which circumstances the first language is commonly used and to illustrate the relation between the curriculum and the first language use are the other objectives of this study.

This study was carried out in 19 state schools chosen randomly in Muş and 50 English language teachers attended to this study. The data regarding the attitudes of the teachers was obtained via a questionnaire. With reference to the outcomes of this study, it is found out that the English language teachers have positive attitudes towards the first language use. In spite of the fact that a great majority of the teachers often use English, it is observed that they sometimes use the first language and they also believe that the other English language teachers should occasionally use the first language during the English lessons.

Keywords: Attitude, First Language, Foreign Language, English Lessons.

ABBREVIATIONS

ESL	:	English as a Second Language
EFL	:	English as a Foreign Language
FL	:	Foreign Language
TL	:	Target Language
L1	:	First Language
L2	:	Second Language
SPSS	:	Statistical Package for Social Sciences
CLT	:	Communicative Language Teaching
WWW	:	World Wide Web

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CHAPTER I

1. INTRODUCTION

1.1. Background of the Study

The political, national, economic, scientific and social activities, concerning the people, are becoming international day by day with the globalization. Giddens (1990, p. 64) explains the globalization as “the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa”. Globalization is a universal term which cannot be explained shortly and clearly from beginning to end. Swedish journalist Thomas Larsson (2001) states that:

Globalization is the process of world shrinkage, of distances getting shorter, things moving closer. It pertains to the increasing ease with which somebody on one side of the world can interact, to mutual benefit, with somebody on the other side of the world (p. 9).

By means of globalization, the countries need to follow the advances in the world to be a world class country. However, not all the countries have the capacity of producing all the things they need in order to continue their existence, that’s why a new term *international trade* arises. Collins Cobuild Advanced Learner’s English Dictionary (2003, p. 1539) defines trade as “the activity of buying, selling or exchanging goods or services between people, firms or countries”. It is clear that the growth of international trade is a basic component of globalization. In consequence of the developments thanks to the globalization, a lingua franca has been required to follow the developments, do business, exchange information, share cultural activities and for industrialization, transportation and investments. Therefore, globalization necessitates the use of a lingua franca in the world.

One of the most important elements of globalization is language. With the globalization, English has gained importance and it has spread through the world. In short, it is spoken now by most of people. Modern English is defined as the first global language spoken by people whose first languages are different. English is an international auxiliary language in the field of communication, science, commerce, aviation, fun and radio (Wikipedia, 2014). Warschauer (2002) relates English to globalization and he claims that globalization over the last thirty years has propelled English from being an international

language—like French, Spanish, Chinese, or Arabic to becoming a truly global one, spoken and used more broadly than probably any other language in the world history.

It seems that if anyone goes anywhere in the world for any reason, s/he can almost meet all his/her needs and continue his/her life easily. If anyone wants to look for a job, go abroad, have an academic career, follow the technological developments, get information about new cultures and places and improve the social relations, s/he must be competent on English language. Thanks to English, it is also easy to access to all information in any institution all over the world especially for the scientific topics. According to Crystal (2003), 85 percent of international organizations in the world make official use of English, at least 85 percent of the world's film market is in English, and more than 65 percent of scientific papers in several important academic fields are published in English.

Some of the countries where English is spoken as the first language are the United Kingdom, the United States, Canada, Australia and New Zealand. It is a fact that in most of the countries in the world, English isn't spoken as a first language even so they are aware of the importance of English for their future because of the reasons mentioned above. In addition to this, the countries attach importance to English language teaching and try to design the most effective curriculum for teaching process. Turkey is one of these countries, in the system of education, teaching of English as a foreign language is very important. English is started to be taught to the students in the second-grade of primary school and it continues to the end of education life including secondary, high school and university. Even in some universities such as METU and Boğaziçi which are the most prestigious ones in Turkey, the medium of instruction is English. According to Zok (2010), in Turkey, English as a foreign language is the most common used language in the process of training after Turkish. Although everyone is aware of the fact that English is important, the main concern is the process of language education in our country. This process is very comprehensive and foreign language teachers should be careful while teaching and they should choose the most appropriate technique for the level of the students.

1.2. Statement of the Problem

The language teachers' use of foreign language or first language in the courses is a significant factor while teaching. There are lots of opinions about the choice of language in the classes however most of the teachers are undecided about the choice. In Turkey, especially in the public schools, the language teachers aren't keen on the use of target

language but in private schools, English language teaching is more important. Therefore, they try to prepare the most convenient curriculum for the lessons and also thanks to language laboratories or other visual materials, they teach the foreign language in a more effective way. For instance, in some private schools, there is an opportunity to communicate with a foreign teacher. They give this chance to the students by offering an employment opportunity to foreign teachers.

Most of the language teachers have different opinions about the language choice. It is a fact that the use of the target language at all times in the courses is impossible. Schweers (1999) indicates that the number of people studying in the second language acquisition has increased and also claims that the first language should be used because it facilitates the foreign language in the classroom. Still the amount of first language and foreign language use, the frequency of first or foreign language use, the reasons for language choices aren't known precisely especially in the public schools. The main concern of this study is to reveal the public schools' language teachers' attitudes towards the language choice affecting the learning process.

1.3. Purpose of the Study and Research Questions

With this study, it is aimed to measure the attitudes of foreign language teachers towards the language choice, the amount and the frequency of the use of first and foreign language in English courses. In addition, the relation between the curriculum and the language choice and the reasons of teachers' first language choice will be examined.

Research Questions:

1. What are the attitudes of English language teachers towards the use of first and foreign language in the courses?
2. How often do the English Language teachers speak in English and Turkish in the courses?
3. In which circumstances do the English Language teachers use first language?
4. What is the relation between the curriculum and language choice?

1.4. Significance of the Study

Today, most of the language teachers aren't certain about the amount of foreign language or first language use in the courses. Actually, the use of English as a foreign language in the courses gives language teachers the opportunity to provide a native-like environment for the foreign language learners. At the same time, by means of the foreign language, students are provided with not only learning but also acquiring it. In this way, the students may have a learning environment such as in a foreign country while they are in their own country where foreign language isn't spoken as the first language.

This study will reflect the teachers' attitudes towards the language choice in the courses. Moreover, thanks to this study, the teachers will learn the amount and the frequency of target or first language use. This will provide the teachers with the chance of comparing the language learning level in Turkey with their language choices.

Additionally, this study will reveal the reasons of teachers' language choice and it will provide a more efficient problem solving process if these reasons are problems for the language teachers. As a consequence, this study will give an inspiration to the language teachers who want to provide the learners with a great environment for an effective teaching process.

1.5. Operational Definitions

Attitude: Collins Cobuild Advanced Learner's English Dictionary (2003) describes attitude as "your attitude to something is the way that you think and feel about it, especially when this shows in the way you behave" (p. 79).

First Language: According to Bloomfield (1933), "A child starts to speak like people around him. The first language is the person's native language learned from birth" (p. 43).

Foreign Language: Longman Dictionary Language Teaching and Applied Linguistics (2002) indicates that a foreign language is not a native language of a community and also it is not used as a medium of instruction in schools.

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

This chapter comprises of four sections including their subsections. The first part offers a literature review on the views of L1 and FL use while the second part informs about the teaching methodologies and the amount of L1 and FL use. Third part gives information about the internal or external factors affecting teachers' language choices and finally, the last part discusses the studies carried out from the point of teacher' attitudes.

2.2. The Use of L1 and FL in the Foreign Language Courses

According to Palmer (1965), the aims of the language teachers are:

- a. To make the students understand the language when spoken rapidly by natives.
- b. To make the students speak the language in the manner of natives.
- c. To make the students understand the language as written by natives.
- d. To make the students write the language in the manner of natives (p. 125).

In spite of the fact that most of the foreign language teachers have the same aim as mentioned above, they differ from each other for the language choices in the courses. While according to some of them, the use of first language and its structures are important, the others pay attention to the use of target language in the courses.

2.2.1. The Views on Mostly L1 Use

Sweet (1964) states that:

The first preparation for the study of a foreign language is the acquisition of a thorough knowledge of the peculiarities of one's own language. We have already seen that the first requisite for acquiring foreign pronunciations is a practical knowledge of the sounds of one's own language. So also the first requisite for understanding the grammatical structure of another language is a thorough knowledge of the grammatical structure of one's own language (p. 194).

Auerbach (1993) evaluates the issue of L1 and FL use from a different viewpoint and the aim of insisting on using just English as a target language in the courses isn't an educational situation; it is related to colonialism opinion of British people. Thanks to the

political English language policy, it will be easy to do business, acculturate and rule the other people from different countries. Therefore, the use of first language is important to prevent from neglecting the cultural, social and ethical values according to him.

Brown (2000) expresses his thoughts about language use in this manner:

The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference. In these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw (p. 224).

Khatai (2011) accepts the relation between first language and foreign language and supports this idea by giving an example of Frenchman's accent while speaking English. According to him, when a Frenchman speaks in English, it can be clearly understood that his English sounds like French. Moreover, he supports the effects of L1 on the other language levels, vocabulary and grammar. Also Rutherford (1987) points to the relation between the knowledge which is already known and which will be learnt. In a chapter, he remarks that "successful learning comes about only when what is to be learned can be meaningfully related to something that is already known" (p. 16). Butzkamm (2003) attaches importance to the use of first language and according to him, thanks to the first language, the people learn to think, learn to communicate and acquire an intuitive understanding of grammar. He accepts the first language as a door not only to its own grammar, but also to all grammars in as much as awaken the potential for universal grammar which lies within all of us. Besides, he holds that the first language is the most basic key giving us the fastest, most exact and complete means of accessing to a foreign language.

Chin and Wigglesworth (2007) support the use of native language even if it may be accepted as a tool in teaching process and they accept that the students will be more successful with the use of L1 than that which can be succeed in the use of target language. They also take this opinion much further and claim that the activities made clearer via native language promote the rational level of the students. Şevik (2007) supports the use of L1 in the courses by stating the main reasons and the most effective ways such as while teaching complex grammar points, understanding some words and expressions better and teaching meaning. He maintains "When the beginner level students are at stake, it is almost practically impossible to ban mother tongue as mother tongue facilitates and helps understanding and learning" (p. 101). Other researcher Van Lier (1995) also promotes the use of L1 for

comprehensible teaching and he affirms that one of the most important elements to provide a more meaningful teaching is that L1 use is inevitable and the topics in target language will be clearer with the help of students' first language.

When we think from the point of the students regarding the use of L1, some researchers again promote it. Auerbach (1993) suggests that if the teachers begin with the L1, this will provide the students a feeling of trust allowing them to state themselves. Therefore, the learners will be eager to use English. Hopkins (1988) draws attention to L1 and FL use by making a mention of a problem which the students may encounter in the period of training. He indicates that if the students are enforced to ignore his/her native language, s/he may feel identity confusion. Norman (2008, p. 692) touches on this subject and emphasizes a common problem about the students' use of L1. According to him, "Foreign Language Students are often unresponsive, inattentive and unwilling to speak in class". On the contrary, when he sometimes used L1 in the classes with the same students, the students started to take part in the lessons. The students commonly ask their teachers use of first language on the purpose of translating vocabulary and teaching grammar subjects. According to Rolin-Lanziti and Brownlie (2002), the use of first language while teaching grammar and vocabulary eases and expedites the learning process with regard to the students.

Moore (2002) tries to correct a wrong perception most of the people have and he states that the use of first language doesn't mean passing over the target language. On the contrary, it furthers the communication between the students and teachers and it gives courage to the students while learning and to the teachers while teaching. Low and Nelson (2003) draw attention to cognitive process and they state that it is possible to learn by reflecting (cognitive). Blyth (1995) correlates the cognitive process with target language use and he claims that the use of target language has positive effects on learning process because it revives the cognitive process which is necessary for learning a new language.

2.2.2. The Views on Mostly FL Use

Language choice in the courses is a difficult issue for the foreign language teachers and there are lots of different viewpoints related to it. While some researchers support usually L1 use, the others promote the use of target language mostly. According to Duff & Polio (1990), the students are required to practice commonly in FL and by this means they will just acquire the target language. In other words, it will be difficult to make the students learn a new language outside the FL classrooms. With *The Input Hypothesis*, Krashen (1982) also

puts forward the necessity of TL use in the courses. This hypothesis tries to explain the process of acquiring a new language and he asserts that language learning occurs only when the students are exposed to target language input in the courses.

According to Cole (1998), the use of L1 is in consequent if the instructions for the activities are fairly given to the students for the speaking activities. He also maintains that the talent to be able to describe a word in FL is important and unless it takes too much time, it is worth spending time on it for an effective learning process. As Cole indicates, Çelik (2008, p. 79) also draws attention to speaking activities and he maintains “communication related tasks such as debates, role-plays and presentations should be carried out in the target language” and he indicates this will give the students the chance of doing exercise in FL. Like speaking, listening skill is also important for language learning and Nunan (1997) describes listening as “Cindirella skill” in target language learning. According to him, it is very important to use FL by giving input in FL via listening practices.

Macaro (2005) objects to L1 use commonly in classes and states there is a direct proportion between the students’ competence in target language and the teachers’ teaching mostly in target language. In other words, the more the teachers use target language in the courses, the more the students are successful in target language. Chamber (1991) indicates that the students may be made use FL for the basic statements like apologies, pleading and asking for permission and help in the classes for much exposure to TL. Hudelson and Faltis (1994, p. 464) reinforce the relation between the use mostly of target language and acquiring a new language by stating that “learners may react more positively to the new language if they experience acceptance and valuing of the native language”.

Unlike the opinions supporting the idea of using commonly first language, Cook (2001) promotes the use of both minimal first and maximal target language in the courses by clarifying that the students cannot be banned to use first language. But at the same time, he makes the amount of both languages clear by stating that the more the students are exposed to target language, the more they acquire the target language easily. Consequently, it will be better to make the students usually exposed to target language. An activity such as role play is one of the ways to make the students much more exposed to the target language and also the students can experience real life situations via this activity. Nevertheless, if the teachers use mostly first language for role-play activities, the students cannot make the use of these

activities and thus, the activities prepared for improving the students' speaking ability don't serve a purpose (McDonald, 1993).

2.2.3. The Views on Both L1 and FL Use Together

There are three options for the foreign language teachers about language choice in the courses: Using only first language, using only target language and using both of them by balancing between the first and foreign language. Then, is it possible to achieve the balance? According to Atkinson (1993), it is possible to refer to a correct balance and he maintains that "The L1 can be a valuable resources if it is used at appropriate times and appropriate ways" (p. 2). Some researchers note several appropriate ways of using L1 in FL courses. Auerbach (1993) promotes the following circumstances for using L1: classroom management, presenting rules that govern grammar, language analysis, discussing cross-cultural issues, giving instructions or prompts explaining errors and checking for comprehension. Additionally, Atkinson (1987) supports similar occasions for the use of L1 such as eliciting language, giving instructions, discussions of classroom methodology, presentation and reinforcement of language, testing and checking comprehension.

Khatai (2011) holds that there have been disputes about pluses and minuses of using the first language in the foreign language classes. Moreover, Khatai (2011) maintains that:

Several hundred years ago bilingual teaching was the 'norm', with the students learning through translation. The use of L1 to study FL was almost universal and readily accepted, in part because language teaching placed on emphasis on the written word above the spoken word. In the 19th Century, this trend slowly reversed itself (towards a monolingual approach), in part due to a shift towards an emphasis on the spoken word. After the innovation of communicative language teaching (CLT), there was very little use of mother tongue in English classroom (p. 43-44).

Harmer (2008) expresses that disregard of the students' L1 use is useless since they most probably use their L1 anyway. Exclusion of L1 may cause the students feel discouraged because the students occasionally need the use of L1. The use of L1 or FL changes as occasions require. To illustrate, for an oral activity L1 doesn't serve the purpose while for a reading activity the use of L1 is acceptable to a certain extent.

Şevik (2007) impressively expresses this language choice with a comparison. According to him, the target language is impressed and improved by the first language. He illustrates this idea by drawing a parallel between the first language and a baby. Keeping away the first language from the target language courses is impossible just as a baby in arms can never be kept away from his/her mother. According to Nation (1990), to ignore the first language completely means accepting it as a second-rate language and bringing down the first language may cause harmful psychological effects on the students. Nunan and Lamb (1996), in a study they carried out, determine that it is unthinkable to ban the first language in the classrooms especially for the beginners and they state that the approaches supporting only the target language use in the classes should be discussed. Çelebi (2006) indicates that foreign language learning primarily necessitates qualified first language training and in this way target language learning and training will be comprehensible.

When we consider the use of L1 or FL in foreign language courses, it is clear that both of the uses have effects on teaching-learning process more or less and it isn't possible to neglect first or target language. Especially for the learners, it is significant to make the learning process comprehensible. The students, particularly the beginners at foreign language definitely need L1 in the courses for occasions such as receiving instruction, grammar rules, reading activities, establishing rules for the learning process in the courses etc. The most rational method for the sake of the students and the teachers is to use L1 and FL together in the courses. However, it is very important to balance between them. In other words, the teachers need to use L1 not to make the students discouraged and to make the teaching process clear. Also the students need TL input especially for the oral activities. As L1 and TL are necessary to use in the courses, the teachers should be careful for language choices and the amount of use while teaching.

2.3. Teaching Methodology

When the teaching methods are considered, the amount of first and foreign language use differs from each other. Richards and Rodgers (1995) express the amount of first language use in regard to teaching methods by this means: While in The Grammar Translation Method, the first language is intensively used, in Total Physical Response, The Direct Method, The Oral Approach, The Audiolingual Method and The National Approach, the mother tongue is never used. Finally, in Communicative Language Teaching and Community Language

teaching, the first language should be used rationally and limitedly. Gillis (2007, p. 4) states that:

The twentieth century was a period of frequent change for language teaching methodology. The popularity of different language teaching methods waxed and waned as theory and opinions from the fields of education, behavioral psychology, and sociology combined with other forces of each era to shape the mindsets of teacher educators. Along with the movement from the form-based grammar-translation language teaching method, which featured the teaching of grammar points and rules, to the meaning-based focus of communicative language teaching, there was also a shift in attitudes concerning teacher use of the students' first language.

Most of the teaching methods mentioned above appeared or changed one way or another in 20th century and among them, the grammar translation method is the one replaced by the communicative language teaching as Gillis expresses. The methods of the grammar translation and communicative language teaching will be examined due to their direct relations with the use of L1 (the grammar translation method) intensively or FL (communicative language teaching) intensively.

2.3.1. The Grammar Translation Method and Language Choice

Larson-Freeman (2004, p. 11) clarifies The Grammar Translation Method as:

The Grammar-Translation Method is not new. It has had different names, but it has been used by language teachers for many years. Earlier in this century, this method was used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that, through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better. Finally, it was thought that foreign language learning would help students grow intellectually; it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway.

The other researcher Pablo (2011) describes the main aim of The Grammar Translation method as to study grammar in details and to translate the sentences into the native language. What is the role of the students' native language in this method? According

to Larson-Freeman (2004), the sentences in target language are translated into the first language and the language mostly used in the courses is the students' native language. Moreover, Larson-Freeman illustrates this method by giving some steps for a lesson plan he observed in a class. In one of the steps, the students translate each sentence into the native language and this ability is enough for the students to be called as successful in the foreign language courses.

When we think of the place of the first language and target language in the courses, the teachers don't need to be competent in speaking target language because they will not commonly use it. Lindsay and Knight (2006) state that in order to teach target language to the students efficiently, they don't have to be able to speak the target language flawlessly. The most important thing in the courses is to make clear the topics especially the grammar parts in their native language according to them. Another researcher Çelik (2008) articulates his opinions about this method and he states the place of the native language is very important owing to the fact that all the sentences in target language are translated into the students' first language. Since the main objective of this method is to teach the grammar properly, it is understandable that the use of target language is ignored to a certain extent. In other words, the students don't need to run themselves into the ground by spending time with the target language because all the texts in it will be translated.

Another researcher Calkins (1986) puts forward a different approach for the grammar teaching. The teachers take the easy way out by using first language in the courses because, in order to teach grammar, first language is enough by using students' background information in their first language.

2.3.2. Communicative Language Teaching and Language Choice

Harmer (2008) states that "The Communicative Approach or Communicative Language Teaching (CLT) is the name which was given to a set of beliefs which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach" (p. 84). He maintains that to be able to communicate in target language is more crucial than grammar and vocabulary for the "what to teach" aspects of this method due to the fact that the main objective is to make the students use language forms accurately for different circumstances. In addition to this, for the "how to teach" aspect of this method, much more exposure to the target language is important for the students' development in target language.

He summarizes the processes and aims of communicative and non-communicative activities with a figure (p. 85).

Figure 1: The Communicative Continuum

Non-Communicative Activities	Communicative Activities
• no communicative desire	• a desire to communicate
• no communicative purpose	• a communicative purpose
• form not content	• content not form
• one language item only	• variety of language
• teacher intervention	• no teacher intervention
• materials control	• no materials control

Larson-Freeman (2004, p. 121) describes Communicative Language Teaching briefly as “It aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication”. He clarifies the role of the students’ native language as:

Judicious use of the students’ native language is permitted in CLT. However, whenever possible, the target language should be used not only during communicative activities, but also for explaining the activities to the students or in assigning homework. The students learn from these classroom management exchanges, too, and realize that the target language is a vehicle for communication, not just an object to be studied (p. 132).

Miles (2004) suggests several reasons for the necessity of a lingua franca in the world correlating with colonialism, migration and an increase in the fields of research. There has been little use of first language in the courses by means of Communicative Language Teaching. Two other researchers, Stern and Macaro also assert that with this method, the target language has gained importance while the first language use has been contemned in the foreign language courses. According to Macaro (2001), the students can succeed in communicative competence only via using target language and in that vein Stern (1991) observes how the first language has decreased in value with Communicative Language Teaching.

When we take these two methods into consideration, it is obvious that The Grammar Translation Method is traditional since it is a field just being interested in grammar rather than communicative competence which is necessary to hold on to life in the developing and globalizing world. Nevertheless, Communicative Language Teaching is more related to communicative competence which is one of the most important indicators showing proficiency in a language that is to say it necessitates commonly the use of target language in the courses. The aim of the language teachers should be to make them acquire the new language and rather than grammar, to teach in all skills especially speaking and listening which will be achieved thanks to the communicative approach in other words, mostly FL use and minimal L1 use.

2.4. Factors Affecting Teachers' Language Choice

There are several internal or external elements affecting the teachers' language choice in the courses. Gillis (2007, p. 3) states that "The teachers' language use choices reflect the interaction of a number of underlying factors concerning their understanding of the role that the students' first (L1) and foreign language (FL) should play in the classroom".

2.4.1. Teacher-Based Factors

Teachers' language choice differs from each other because of various internal factors such as teachers' self-confidence and proficiency in target language and their opinions for language choice.

2.4.1.1. Teachers' Self-Confidence in Target Language

Clement, Dornyei and Noels (1994) lead the way for the idea of effects of self-confidence on language choice and prospering teaching. They connect the teachers' self-confidence with the competence in TL and this involves the use of maximal TL use. That is to say, if a teacher is confident of FL, s/he will have enough qualifications resulting in the use of target language in the courses rather than first language. Similarly, Gillis (2007) insistently points to the effects of language proficiency and self-confidence on language choice. In his study, he concluded that most of the teachers who are more qualified and competent with target language and improve themselves in target language with the help of ESL conferences and academic studies are more careful about the use of minimal L1 use in classes.

According to Çelik (2008), the non-native speaker teachers are insufficient for teaching foreign language one way or another if they aren't competent in target language and it is a main topic which has been discussed by the researchers. While Gillis (2007) attaches importance to the self-confidence and target language proficiency by claiming that these factors affect the teachers' language choice in courses, Duff and Polio (1990) indicates that teachers' proficiency in target language doesn't oblige the teachers to use mostly target language in the courses. In a study they carried out with 13 native FL teachers, they didn't reveal a relationship between the teachers' self-confidence or proficiency in target language and the amount of L1 or FL use in the courses. Macaro (2001) is also one of the researchers supporting the idea that there is no relationship between the target language or first language use and the teachers' proficiency in target language and he confirms this opinion with a study he conducted with six non-native teachers. A teacher competent in target language may not choose it in spite of his/her proficiency in target language.

2.4.1.2. Teachers' Opinions

Huerta-Macias and Kephart (2009, p. 87) present the teachers' beliefs focusing on the amount of use L1 or FL in classes as below:

Some instructors argue that the target language (TL) should be used as close to 100% of the time as possible in adult ESL classes. They comment on their feelings of guilt or even failure when they reflect on classes where the students' native language was used. This is often followed by a firm resolve not to allow student to "revert" to the native language anymore. The resolve is sometimes accompanied by a system of demerits for students who lapse into L1 and rewards for those who use only English or the target language in class.

Chiang (2003) describes the teacher beliefs in his doctoral dissertation as prior learning or teaching experiences, teacher training, personality factors and experiences learnt from observations. That is to say, teachers' beliefs stand for teachers' pedagogic beliefs and the process of making applicable them while teaching. In what aspects do the teacher beliefs affect the language choice? Khanal (2004), in his study in Nepal, clarifies that teaching process can be put into practice via reasonable use of mother tongue in classes and the teachers think that they are obliged to use students' first language, Nepali in the courses to make the students understand easily complex and difficult phrases and expressions.

Harbord (1992) points out that many ELT teachers made an effort to form a language classroom where target language was usually spoken. However, they haven't succeeded because of the students' failure in classes and they have needed to change their opinions about the language choice. In a study surveying 176 experienced bilingual education teachers, Flores (2001) concludes that teacher beliefs are exactly affected by teaching experience and these beliefs figure the teachers' behavior and their language choice in the courses.

Language choice is a comprehensive topic and prone to change due to various factors. Self-confidence is the first step for the teachers to evaluate themselves as competent in target language. Inherently, the teachers competent in target language strive for using the target language to create the most suitable learning environment exposing the students to use it at the same time. While teachers' self-confidence and proficiency level in target language affect positively the use of mostly target language, their beliefs of reasonable learning process for the students compel them to use first language while teaching.

2.4.2. Inadvertent Reasons

Along with the teacher-based factors mentioned above influencing the language choice of teachers, there are also other elements teachers cannot make any change or intervene in such as curriculum and the students' needs.

2.4.2.1. Curriculum

Curriculum is a term frequently used in teaching process and it is directly related to the each step of education. Kelly (2009) identifies curriculum as:

The term 'curriculum' can be used for many different kinds of programme of teaching and instruction. Indeed, as we shall see, quite often this leads to a limited concept of the curriculum, defined in terms of what teaching and instruction is to be offered and sometimes also what its purposes, its objectives, are (p. 7).

According to Kephart and Huerta-Macias (2009), the curriculums for target language courses differ from each other based on the aims of the classes. English teaching for special purposes such as a communication skill or becoming a citizenship necessitate mostly use of target language to make the students acquire the target language and curriculums are prepared with this aim exposing the teachers to use target language generally. Richards (1984) evaluates the curriculums for language teaching as narrow-scoped because they focus on merely content and input by excepting for the needs of the students, assessment and

communicative abilities. This facilitates the foreign language teachers' work allowing the teachers use first language mostly.

There is an opinion accepted by English teachers that grammar is the most important element for foreign language teaching and the students are exposed to grammar in most of the courses. Grammar is in the center of curriculum leading teachers to use first language usually rather than target language. Whereas, there are some skills which should be acquired by the students such as language skills, existential and common communicative skills as well as grammar rules (Şavlı and Kalavat, 2014). They state that for this aim, the curriculum should be prepared communicative skill centered and the use of target language will be increased by this way.

2.4.2.2. Students' Needs

The most important elements of teaching process are the students and each step of this process should be prepared according to their needs. The students have different opinions about the use of first or target language in the courses. In the study Şavlı and Kalavat (2014) carried out, the students present that they will learn and comprehend the topics easily if the foreign language teachers use first language in the courses and also this will overcome the prejudice the students have for English lessons.

In another study carried out by Şevik (2007), the students set forward some reasons for the use of first language in the courses such as teaching of complicated grammar topics, reinforcing some words and expressions. First language saves time and contributes to the learning and understanding process; besides, the students insist on the idea of using first language in the classroom.

Khati (2011) concludes from his study that the students aren't keen on using the target language because they have pronunciation problems in the target language, English. Also they are worried about the use of target language in the classroom in the event that the other students may reflect on their speaking. Çubukçu (2008, p. 152) states that the teachers firstly should notice the reasons for anxiety and demolish them, and also he puts forward some solutions for the teachers:

- help students maintain relatively high but accurate self efficacy beliefs.
- provide students with challenging academic tasks that most students can reach.

- foster the belief that competence is a changeable, controllable aspect of development, (i.e., If teachers give low ability students easy tasks, high efficacy beliefs will be unlikely to develop).
- promote students' domain specific self efficacy beliefs rather than global self esteem. (Although global self esteem is important, it is more important for students' learning that they accurate feedback about their performance.)

It can be concluded that both the curriculum prepared for foreign languages and the students' needs direct the teachers to use commonly first language in the classroom. When we think of the curriculum, it is very important to pay attention to the needs and levels of the students and the aims are determiner elements, too. For example, the lesson aimed at the students' acquisition of target language should involve a great deal of communicative activities to create a real life environment for the students and it necessitates the use of target language rather than first language. Most of the students are of the opinion that the first language definitely makes the foreign language process easier and they think that they will not learn if the teachers don't use first language in the classroom. This is just a bias; if the teachers can manage to shatter this and persuade the students about the positive effects of target language use, the learning will be more meaningful.

2.5. Studies carried out on the First and the Foreign Language Use

Sarıçoban (2010) conducted his study in Ufuk University with the instructors teaching English in prep. classes. He applied a questionnaire and the results showed that 81% of the participants had positive attitudes towards the use of first language in English classes. In another study conducted by Şevik (2007), 70% of the teachers having participated in the study supported the use of first language during the lessons. Also, 80% of them stated that they used the first language for the grammar subjects and 70% of them used the first language to make the topics and instructions more clear. The other researcher, Khati (2011), in his study with the teachers explained the reasons for which the teachers used first language, and to give instruction, to make difficult phrases clear and to explain new words were the most common reasons accepted by the teachers.

Kim and Elder (2005) examined the studies of 7 native teachers from different countries and concluded that the rate of L1 use during the lessons changes between 12% and 77%. Timor (2012) carried out a study with randomly selected 112 English language teachers in İsrail and 65% of them proposed the use of mother tongue in the courses.

Pablo (2007) had an interview for his study with 8 teachers to reveal their attitudes towards the use of first and target language use and all the teachers indicated that the first language should be used during the lessons. Sharma (2006) carried out a study to reveal the reasons of first language use with the teachers and he got almost the same results like Khati. To make clear difficult concepts, grammar rules and new words were the most selected alternatives by the teachers for the use of first language.

Huerta-Macias and Kephart (2009) conducted a study with 64 adult ESL instructors and most of them (84%) represented that they used the first language of the students for the aims of translating words, giving instructions and chatting before or after school.

There are several studies on this topic and almost all of the studies have the same results although the rates may be different from each other. Most of the teachers support the use of mother tongue more or less during the lessons for nearly the same reasons; to teach grammar rules and new words, to give instructions and to make clear the concepts.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

The information about the methodology of the study is given in this chapter and it consists of five parts: Setting, participants, instruments, data collection procedure and data analysis.

3.2. Setting

The survey was conducted at 19 different randomly selected public schools in Muş. This study aims to present how much the first language (Turkish) or target language (English) is used in the public schools from 2nd grade to 12th grade. When we think of the opportunities in public schools, it can be concluded that the students don't have lots of opportunities facilitating the teaching and learning for both the teachers and the students such as language laboratories, auditory and visual equipments. Zewary (2007) in his thesis takes note of audio-visual education and states that:

Teachers may need to use visuals to provide authentic material (e.g. sample of target language lifestyle, behavior, and places) about the target language to facilitate language practice so that learners experience contextualized situations. Multiple exposures to a variety of situations through visual assist learners to store examples of real-life language use (p. 1).

3.3. Participants

The participants for this study are 50 teachers all of whom teach in the public schools including primary, secondary and high schools. Before applying the questionnaire, the researcher asked some questions to the teachers in order to learn whether they had formal language teacher training and only the teachers who graduated from English Language Teaching Department were chosen for the study. Because, especially in the east part of Turkey, there is an assignment problem for the foreign language teachers and it is enough for a substitute teacher to be able to work as an English teacher if s/he has a language certificate which can be received after a short term education. Thus, in order to make the study more reliable and realistic, postgraduate teachers were chosen.

3.4. Instrument

In this study, quantitative research method was used and a questionnaire was carried out to pick up quantitative data. The questionnaire of Gillis (2007) was taken from his thesis entitled *Using the learners' first language in the second language classrooms: Beliefs and practices of Quebec secondary-level ESL teachers* and it was applied in English to the English language teachers with a few changes. The questionnaire can be found in Appendix A.

A questionnaire is one of the most effective ways of collecting data from a community. When all the data collection instruments are taken into consideration, O' Maley and Chamot (1990) announce that it is very easy and convenient to gather data with the help of a questionnaire.

The teachers' questionnaires are composed of 17 items and survey the teachers' attitudes towards the use of first or foreign language in the courses and consist of Likert-scale items from strongly agree to strongly disagree excluding the items of 12 and 13 which survey the frequency of teachers' first and foreign language use with 4 items from never to a lot of. While the items in the questionnaire from 1 to 11 measure the teachers' attitudes towards the use of first or target language use, 12th and 13th items measure the frequency of teachers' first and target language use. 14th item measures the reasons of the teachers' first language use and lastly, the items from 15 to 17 measure the relation between the curriculum and language choice in the courses.

3.5. Data Collection Procedure

The permission to conduct the questionnaire was obtained from Governorship of Muş on 2nd April, 2014 (Appendix B). In order to obtain the data from the schools, the researcher himself went to the public schools and distributed the questionnaires to the English language teachers between the dates of 7th and 10th April, 2014. The teachers were asked to fill out the questionnaires in break times and it took about for 10 minutes for each teacher.

3.6. Data Analysis

The data collected from the public schools in Muş was analyzed by using Statistical Packages for Social Sciences. To analyze the data obtained from the questionnaires excluding the items of 13 and 14, main descriptive statistics ranging from 1.00 to 5.00 were used. While

the points between 1.00 and 1.80 indicate the teachers' strong agreement, the points between 1.81 and 2.60 indicate the teachers' agreement. The points between 2.61 and 3.40 indicate the teachers' indecision and the points between 3.41 and 4.20 indicate the teachers' disagreement. Finally, the points between 4.21 and 5.00 indicate the teachers' strong disagreement. For the items of 12 and 13, descriptive statistics showing the frequency of first or foreign language use ranged from 1.00 to 4.00. The points between 1.00 and 1.75 show that the teachers frequently use first or foreign language and the points between 1.76 and 2.50 show that the use of first or foreign language take place occasionally. The points from 2.51 and 3.25 show that the teachers rarely use first or foreign language while the points between 3.26 and 4.00 show that the use of mother or foreign language never takes place.

CHAPTER IV

4. RESULTS

4.1. Introduction

This study was conducted particularly to find out the attitudes of foreign language teachers towards the use of first and target language in the courses. In addition to this, frequency of teachers' first and target language use in the courses and the reasons for the first language use were investigated. Finally, the relation between the curriculum presented by Ministry of National Education and language choice was explained.

4.2. Results of Questionnaire

The results of the items were given after being classified separately under the title of research questions and also, for the first research question, two subheadings were added to analyze it comprehensively.

Research Question 1: What are the attitudes of English language teachers towards the use of first and foreign language in the courses?

4.2.1. Teachers' Beliefs and Opinions on English Language Proficiency

Table 1. Teachers' beliefs and opinions about language use

		SA	A	UN	D	SD	MEAN	STD
Q1	F	25	24	1				
	Percentage	50,0	48,0	2,0			1,52	0,544
Q2	F	3	11	8	17	11	3,44	1,232
	Percentage	6,0	22,0	16,0	34,0	22,0		
Q5	F	4	11	8	18	9	3,34	1,239
	Percentage	8,0	22,0	16,0	36,0	18,0		
Q10	F	1	4	5	19	21	4,10	1,015
	Percentage	2,0	8,0	10,0	38,0	42,0		
Q11	F		8	3	18	21	4,04	1,068
	Percentage		16,0	6,0	36,0	42,0		

Before explaining the analysis of the teachers' attitudes towards the language choice, to clarify the beliefs and the opinions of the teachers related to foreign language proficiency will be better. The items of 1, 2, 5, 10 and 11 were applied to reveal the teachers' beliefs. Teachers' self-confidence is very efficient on their language choices. In other words, the more the teachers feel self-confident, the more they use English conveniently. The results in table 1 show that the teachers feel self-confident in the classroom while using English during the lessons (Q1). Also, they are not afraid they may make a mistake or the students may ask a question which they cannot answer (Q10-11). However, a surprising result, almost 30% of the teachers agree that they feel anxious while speaking English in front of the other language teachers and native speakers (Q2-5). It can be concluded that in spite of the fact that these teachers are self-confident when they use English in the classroom in front of the students, almost 50% of them don't want to speak in English with a foreign language teacher or native speaker because of the possibilities of making a mistake and being asked a question about which they don't have any information.

4.2.2. Teachers' Attitudes towards the First and Foreign Language Use

Table 2. Teachers' attitudes towards the language choice

		SA	A	UN	D	SD	MEAN	STD
Q3	F	25	21		3	1		
	Percentage	50,0	42,0		6,0	2,0	1,68	0,913
Q4	F	10	26	5	8	1	2,28	1,031
	Percentage	20,0	52,0	10,0	16,0	2,0		
Q6	F	11	26	5	8		2,20	0,969
	Percentage	22,0	52,0	10,0	16,0			
Q7	F	22	27	1			1,58	0,538
	Percentage	44,0	54,0	2,0				
Q8	F	18	25	3	4		1,86	0,857
	Percentage	36,0	50,0	6,0	8,0			
Q9	F	1	26	8	12	3	2,80	1,030
	Percentage	2,0	52,0	16,0	24,0	6,0		

The primary aim of this study is to reveal the foreign language teachers' attitudes towards the use of first and foreign language use. The items of 3, 4, 6, 7, 8 and 9 present the

teachers' attitudes towards the use of first and foreign language use. The results of these items were analyzed in Table 2. The results of 6th item present that 74% of the teachers believe that they should speak English at all times in classes. In addition, 94% of the teachers accept that they should speak in English at all times in classes but sometimes they use Turkish (Q3). It can be concluded that the teachers have an idea of as far as possible maximal TL use during the lessons. 98% of the participants believe that there are situations for which they should use Turkish in the courses (Q7). Most of the teachers agree that they should speak Turkish and English in the courses (Q4). It can be understood from the results that despite the fact that most of the teachers believe in the requirement of the use of target language during the lessons, the use of first language is essential and it is still used. Teachers' reflections about the other foreign language teachers in Turkey vary and while 54% of the teachers agree that EFL teachers who use Turkish in class delay language learning process, 30% disagree with this idea (Q9). Just to clarify, half of the teachers think that the students will learn later than expected if the teachers use Turkish during the lessons. Nevertheless, most of them consider that EFL teachers in Turkey should use some Turkish in classes (Q8). These two items' results may seem conflicting at the first glance but it is clearly realized that most of the teachers consider that it is necessary to use the first language during the lessons although 54% of them think that the use of the first language delay the foreign language learning process.

Research Question 2: How often do the English language teachers speak in English and Turkish in the courses?

4.2.3. The Frequency of the First and Foreign Language Use

Table 3. The percentage of the frequency of L1 and FL use by teachers

		A lot of	Some	Very Little	Never	MEAN	STD
Q12	F	22	26	2		1,60	0,571
	Percentage	44,0	52,0	4,0			
Q13	F	13	28	9		1,92	0,665
	Percentage	26,0	56,0	18,0			

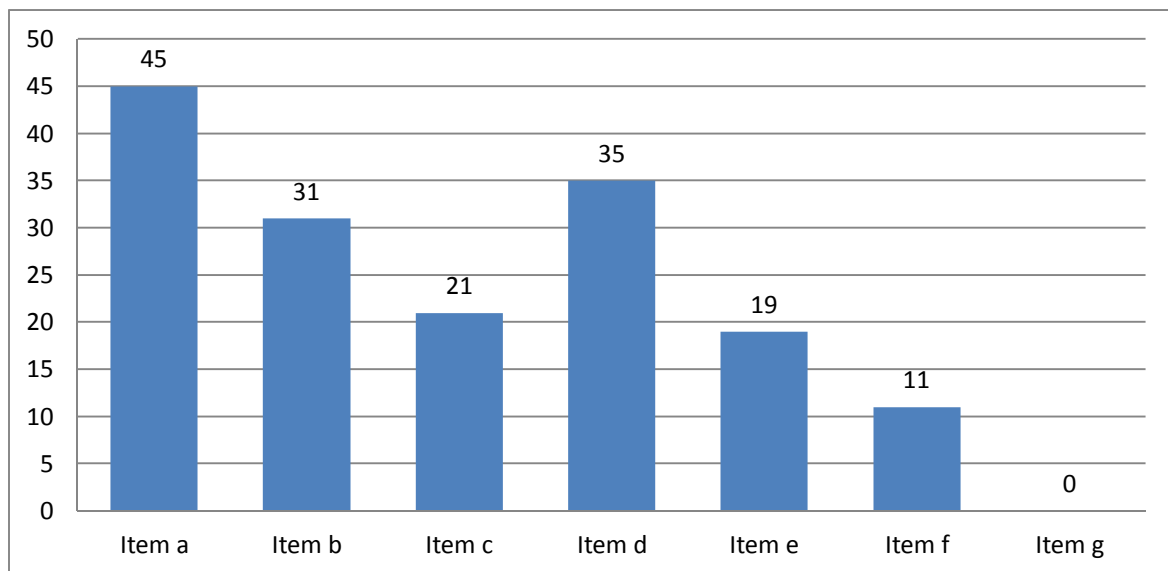
The other main aim of this study is to present the frequency of first and target language use during the lessons. Teachers' first and target language use frequency was analyzed with the items of 12 and 13 and the results were given in Table 3. With the item of

12, the teachers clarify the frequency of target language (English) use in the courses with the choices of “a lot of, some, very little and never”. While 44% of the teachers use a lot of English, 52% of them use some English in the lessons. The alternative of “very little” use of English is chosen by just two teachers while none of them choose the alternative of “never” use. This shows that most of the teachers support mostly or frequently use of target language (English) during the lessons. When we look at the frequency of first language (Turkish) use during the lessons, the rates are lower than the rates of foreign language use. 26% of the teachers support to use a lot of first language and nearly half of them use some Turkish in the lessons. It is an evidence for the claim that the teachers use mostly English in the lessons; however, they don’t ignore the use of students’ first language. It can be concluded that the place of mother tongue in English lessons is important and it is indispensable. Also, the thought of the maximal use of foreign language and minimal use of first language is supported by the teachers.

Research Question 3: In which circumstances do the English language teachers use first language?

4.2.4. The Reasons for the Use of the First Language

Figure 2. The frequency of the reasons for the first language use



In this part, the teachers chose more than one appropriate alternative for the circumstances they use first language. There are seven subheadings under Q14 in the questionnaire;

- a. to explain words or complicated phrases
- b. to make students feel more comfortable
- c. to talk about test and assignments
- d. to talk about grammar
- e. to build relationship with my students
- f. to deal with time pressures
- g. This does not apply to me because I don't speak Turkish in class.

Teachers present various reasons for using first language (Turkish) during the lesson. It is clear from the Figure 4 that the teachers commonly use Turkish in order to explain words or complicated phrases (90%), to talk about grammar (70%) and to make students feel more comfortable (62%). It can be understood that the teachers usually use the first language with the aim of clarifying the complicated idioms. This is because of the fact that it is difficult for the teachers to teach these concepts to the students in English. If the students are complicated with several unfamiliar idioms, the first language facilitates the teachers' and the students' work. Also, while teaching grammar, most of the teachers use first language and it can be concluded that the use of first language make easier the process of teaching and learning the grammar rules. 62% of the teachers use Turkish to relieve the students' minds in the event that the students may be confused so much. The rates of the other items excluding the last one are close to each other and almost 20% of the teachers use first language in order to talk about test and assignments, to build relationships with their students and to deal with time pressure. The last statement wasn't selected by the teachers and it is an evidence for the use of Turkish by all the target language teachers more or less.

Research Question 4: What is the relation between the curriculum and language choice?

4.2.5. The relation between the Curriculum and the Language Choice

Table 4. The application of the curriculum in the lessons

		SA	A	UN	D	SD	MEAN	STD
Q15	F	1	4	6	18	21		
	Percentage	2,0	8,0	12,0	36,0	42,0	4,08	1,027
Q16	F	25	20	3	2		1,64	0,776
	Percentage	50,0	40,0	6,0	4,0			
Q17	F	5	10	10	20	5	3,20	1,178
	Percentage	10,0	20,0	20,0	40,0	10,0		

When the Table 4 is analyzed, it can be told that curriculums have some deficiencies. 78% of the teachers are opposed to the idea that they should do nothing but only apply the curriculum (Q15). Also, %90 of them think that they can do something more than the curriculum (Q16). This also supports the first item (Q15) and the results are coherent. These two items show that during the lessons, some other extra activities should be done rather than applying only the curriculum. In the last item (Q17), half of the teachers disagree that there is no expression in the curriculum that they should speak in English in class. Moreover, they have the intention of doing something more than the curriculum.

CHAPTER V

5. CONCLUSION

5.1. Summary

For a long time, the attitudes of TL teachers towards the use of first and foreign language, the circumstances for which the teachers need the use of first language and the frequency of first and foreign language use have been matters of debate. In this study, it was aimed to find out the foreign language teachers' attitudes towards the use of first and foreign language during the lessons and to clarify the reasonable reasons for the use of first language. 50 randomly selected English language teachers from different 19 public schools in Muş participated in this study and a questionnaire was conducted.

Four research questions were asked in this study and the first question researched the attitudes of foreign language teachers towards the use of first and foreign language use while the second one explored the frequency of foreign language teachers' first and foreign language use during the lessons. The third research question aimed to find out the teachers' reasons for the first language use and lastly the place of curriculum for language choice was analyzed.

The main purpose of this study was to measure the English language teachers' attitudes towards the use of first and target language use and the results demonstrate that the teachers don't ignore the use of first language during the lessons although they support the maximal use of target language for more comprehensive learning process. They reflect that the use of first language is inevitable but at the same time, they put forward limited use of first language with their frequency rates of L1 use. Also, the results show that the foreign language teachers don't have a proficiency problem while speaking in English in front of the students excluding the native speakers and other English language teachers. In fact, they state that they feel more self-confident while speaking in English during the lessons. Actually, not only the students but also the teachers will benefit from the use of target language.

The other purpose of this study is to analyze the frequency of first and target language use of teachers in the classroom. The results obtain that the teachers are opposed to the opinion of never using of the first language. Although some of them use a lot of Turkish in the courses, nearly half of them mostly use English. It can be concluded that the use of mostly

target language during the lessons is an effective way of teaching a foreign language because it exposes the students to the target language.

Another aim of this study is to explain the circumstances for which the teachers use first language. According to the results, the teachers usually choose the first language to explain the complicated phrases and grammar rules. While teaching a foreign language, it is very important to establish an environment from the known to the unknown and by this way, the process get easier for both the teachers and the students. By the way, when we think of the Grammar Translation Method, it is very common to use the first language but it will be better when it is used for just explaining the grammar rules. Also, the teachers frequently use the first language to make the students feel more comfortable. From the point of the students, being bored, behaving shy and expressing themselves are the main problems they have during the lessons and from the results, it can be concluded that the teachers are aware of these kinds of problems and they sometimes use the first language.

The last purpose of this study is to show the place of curriculum for language choice. When the results are taken into consideration, it can be understood that a great majority of the teachers participating in this study believe that they don't have to just apply the curriculum and they can do something rather than the curriculum while teaching English. It can be commented that the teachers have an important role rather than the curriculum and it is not right to blame only the curriculum for the low use of target language. Because the teachers disconcertingly think that they can do whatever they want during the lessons apart from the curriculum. Also, this surprising rate can be commented as the deficiencies of the curriculum. 30% of the participants support this with the idea that there is no expression in the curriculum that they should speak English in class. It is clear with the surprising rates of the teachers' opinions that the curriculums need some regulations.

5.2. Discussion

Considering the results of this study, it can be concluded that both the mother tongue and the target language uses are inevitable for a more effective language learning process. However, it has vital importance to expose the students to the maximal use of the target language so that the students acquire the language in a native-like environment. The mother tongue should only be used while teaching grammar, complicated phrases and vocabulary in order not to confuse the students and to make them feel comfortable in the lessons.

Şevik (2007) considers that the limited and reasonable use of first language is needed during the lessons and he states that contrary to what is believed, the use mother tongue doesn't delay the learning process and further, it has a facilitating effect on learning process. Another researcher Kern (1994) supports the use of first language by explaining the advantages of solving the problem of mind convergence. It is clear from the results of this study that most of the teachers use first language during the lessons and also they believe that the other language teachers reasonably should use the first language in the courses. The study conducted by Sariçoban (2010) in a university promotes this study and the results are close to each other. He concluded from his study that the use of L1 in English classes is convenient and have positive effects on the students.

While Auerbach (1993) supports the use of L1 in English classes since it provides the students the sense of self-confidence, Hopkins (1988) promotes the use of first language for the reasons that if the students are forced to use only target language during the lessons, they may feel identity confusion. The other researcher, confirming the results of this study, Eldridge (1996) explains the necessity of the first language with the opinion that to ban the use of first language is not a solution for a more efficient learning; on the contrary, it should be in the pedagogical aims.

When the results of this study are thought, the most recognized reasons by the teachers for the use of first language are in order to explain words or complicated phrases, to talk about grammar and to make the students feel more comfortable. Şavlı and Kalafat (2014) feature the use of first language and in their study they reveal similar reasons like in this study such as using L1 for making the students motivated, feel comfortable and teaching complicated phrases if the students don't have extensive vocabulary knowledge. Stern (1992) considers that the use of the first language is significant especially while teaching grammar, and indicates that the teachers are sometimes in need of using the first language to make the students understand a grammar concept better. The other researchers supporting the use of first language use during the lessons and explaining the reasons of first language use like in this study are Rolin-Lanziti and Brownlie (2002). According to them, the teachers commonly use the first language in order to translate the words in target language into first language and associate grammar concepts in L1 with TL.

This study shows that the teachers need some changes in the curriculum for foreign language teaching and most of them think that they don't have to apply only the curriculum

and this shows that more effective strategies should be added to the curriculum. Işık (2008) criticizes the present curriculums and he pronounces that if a curriculum is designed with regard to data obtained by analyzing the society, it will succeed and serve a purpose. In other words, the success of foreign language teaching depends on taking cognizance of the society.

5.3. Limitations

Despite the fact that lots of efforts have been exerted to carry out a perfect study, there are some limitations in this study. Firstly, this study is conducted only in some state schools in Muş and the results cannot be generalized when the number of participants is taken into consideration. Moreover, in this study just a questionnaire is used and if the other data collection tools such as interviews and observations are used, it can give more detailed information about the results of this study.

5.4. Implications and Suggestion for the Further Research

When the results of this study are examined, it is clear that most of the teachers have positive attitudes for the use of first language during the lessons with the opinion of maximal use of target language. It has been revealed that the teachers use first language in some special cases such as teaching of grammar and new phrases, making the students feel comfortable in the classroom and relating the known with the unknown.

It has been found that the teachers have no problem while speaking in English in the classroom and also most of them feel more self-confident. Moreover, they try to organize a more efficient lesson process with the maximal (lots of) use of target language and minimal (sometimes) use of first language. Also, in this study, it is concluded that the curriculum doesn't restrain the teachers from using the target language and most of them think that they can do some other things rather than applying only the curriculum. This creates a need of more effective and comprehensible curriculum.

Actually, the language choice in lessons is a problem which has been debated for a long time in our country and for the further studies, the teachers from different regions can participate in them and also the students' needs can be revealed to create more reasonable reasons for the use of first language.

This study presents that although the teachers feel self-confident when they speak in English in front of the students, they do not feel self-confident when they speak in English in

front of native speakers and other language teachers. The reasons for this can be revealed in further studies.

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7. APPENDICES

7.1. APPENDIX 1: Teachers' Questionnaire

English Teacher's Attitudes towards the Use of L1 and FL in the courses

I would like to ask you to help me by answering the following questions concerning the language choice of the EFL teachers in the classroom in Turkey. The survey is conducted by Muhammed Salih KAPCI, an instructor in Muş Alparslan University - graduate student in Çağ University- English Language Teaching Department. This is not a test so there is no "right" or "wrong" answers and you don't even have to write your names on it. I am interested in your personal opinion. Please answer sincerely as only this will guarantee the success of the investigation. Thank you very much for your help.

Please complete the following statements:

1. I am confident when I use English in class.

Strongly agree Agree Undecided Disagree Strongly Disagree

2. I feel anxious while speaking English in front of other language teachers.

Strongly agree Agree Undecided Disagree Strongly Disagree

3. I believe that I should speak English at all times in class but sometimes I use Turkish.

Strongly agree Agree Undecid Disagree Strongly Disagree

4. I believe that I should speak Turkish and English in class.

Strongly agree Agree Undecided Disagree Strongly Disagree

5. I feel anxious while speaking to native speakers of English.

Strongly agree Agree Undecided Disagree Strongly Disagree

6. I believe that I should speak English at all times in class.

Strongly agree Agree Undecided Disagree Strongly Disagree

7. I believe there are situations for which I should use Turkish in class.

Strongly agree Agree Undecided Disagree Strongly Disagree

8. EFL teachers in Turkey (in the elementary, secondary and high schools) should use some Turkish in class.

Strongly agree Agree Undecided Disagree Strongly Disagree

9. EFL teachers who use Turkish in class delay language learning process.

Strongly agree Agree Undecided Disagree Strongly Disagree

10. I worry that students will ask me how to say something that I don't know in English.

Strongly agree Agree Undecided Disagree Strongly Disagree

17. There is no expression in the curriculum that I should speak English in class. This prevents me using the target language in the class.

Strongly agree

Agree

Undecided

Disagree

Strongly Disagree

7.2. APPENDIX 2: Official Permission from the Governorship of Muş



T.C.
MUŞ VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 47339225/20/1356450
Konu: Anket Çalışma İzni

02/04/2014

VALİLİK MAKAMINA

İlimiz Alparslan Üniversitesi Uluslararası Biriminde görevli Okutman Muhammed Salih KAPCI'nın ilimiz ortaöğretim okullarındaki İngilizce öğretmenlerinin, İngilizce derslerinde Türkçe ve İngilizce kullanımına yönelik tutumlarının incelenmesi amacıyla hazırlanan "Öğretmenlerin İngilizce Derslerinde Anadil ve Yabancı Dil Kullanımına Yönelik Tutumları" konulu anket çalışmasının ilimiz ortaöğretim okullarında yapılması Muş Alparslan Üniversitesi Rektörlüğü'nün görüşü olup, ilgili anket çalışmasının yapılması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde; Olurlarınıza arz ederim.

M. Cüneyt ÖNER
İl Millî Eğitim Müdür V.

OLUR
02/04/2014

Hüseyin GÖKTÜRK
Vali a.
Vali Yardımcısı

7.3. APPENDIX 3: Official Permission from the Directorate for National Education of Muş



T.C.
MUŞ VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : 47339225/100/1384505
Konu: Anket Çalışma İzni

03/04/2014

MUŞ ALPARSLAN ÜNİVERSİTESİ REKTÖRLÜĞÜNE
Genel Sekreterlik

İlgi : 24.03.2014 tarih ve 142-266 sayılı yazınız.

İlgi yazı gereği Üniversiteniz Uluslararası İlişkiler Biriminde görevli Okutman Muhammed Salih KAPCI'nın ilimiz ortaöğretim okullarındaki İngilizce öğretmenlerinin, İngilizce derslerinde Türkçe ve İngilizce kullanımına yönelik tutumlarının incelenmesi amacıyla hazırladığı “Öğretmenlerin İngilizce Derslerinde Anadil ve Yabancı Dil Kullanımına Yönelik Tutumları” konulu anket çalışmasının yapılması ile ilgili 02.04.2014 tarih ve 1356450 sayılı Valilik Onayı ekte gönderilmiştir.

Gereğini arz ederim.

M. Cüneyt ÖNER
İl Milli Eğitim Müdür V.

Ek:
1 Makam Onayı

Elektronik İmza
Tarih: 04/04/2014

İmza

Bu belge, 5070 sayılı Elektronik İmza Kanununun 5 inci maddesi gereğince güvenli elektronik imza ile imzalanmıştır