PERCEPTIONS ON USING L1 IN LANGUAGE CLASSROOMS: A CASE
STUDY IN A TURKISH PRIVATE UNIVERSITY

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Approval of the Graduate School of Social Sciences

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ABSTRACT

PERCEPTIONS ON USING L1 IN LANGUAGE CLASSROOMS: A CASE STUDY IN A TURKISH PRIVATE UNIVERSITY

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The purpose of this study is to reveal the perceptions of teachers, learners, teacher trainers and administrators on teachers' use of L1 in a preparatory school of a private university in Ankara. Firstly, teachers' perceptions were revealed in terms of the amount of L1 they use, reasons for their L1 use, maximizing L2 use and the relationship between L1 use and learner success. Then, the learner perceptions related to the amount of L1 used by teachers and reasons for teachers' L1 use were examined with regard to their teachers' L1 use. Finally, teacher trainers' and administrators' perceptions on teachers' L1 use were analysed. Perceptions of each group were compared to disclose any possible mismatches between them.

The results of the study indicated that teachers had negative perceptions in using L1 in their classroom and highlighted a minimum use of it; however,

because of some problems related to the curriculum and the testing system of the preparatory school, they employ it as a last resort. Moreover, these problems seemed to have an influence on the amount of L1 they use in the classroom. As for the learner perceptions, it was found that they favour it in the classroom and view it as a means to reach their aims, which is passing the exam. On the other hand, teacher trainers and administrators advocated that L1 should be abandoned in the classroom pointing out the English-only policy of the preparatory school. Some mismatches were detected between the groups and it was concluded that they should be removed for a more effective language teaching and learning environment.

Keywords: teacher perceptions, learner perceptions, L1 use, maximizing L2

ÖZ

DİL SINIFLARINDA ANADİL KULLANIMI İLE İLGİLİ ALGILAR: TÜRKİYE'DEKİ ÖZEL BİR ÜNİVERSİTEDE DURUM ÇALIŞMASI

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Bu araştırmanın amacı, Ankara'da bulunan biz özel üniversitenin hazırlık okulundaki öğretmenler, öğrenciler, öğretmen eğitmenleri ve yöneticilerin, öğretmenlerin anadil kullanımı ile ilgili algılarını ortaya çıkarmaktır. İlk olarak, kullandıkları anadil miktarı açısından öğretmenlerin algıları, anadil kullanmalarının nedenleri, ikinci dil kullanımının en üst düzeye çıkarılması ve anadil kullanımı ile öğrenci başarısı arasındaki ilişki ortaya konmuştur. Daha sonra, öğretmenlerin anadil kullanımı ile ilgili olarak, kullanılan anadil miktarı ve anadil kullanımının nedenleri ile ilgili öğrencilerin algıları incelenmiştir. Son olarak, öğretmenlerin anadil kullanımı ile ilgili öğretmen eğitmenlerinin ve okul

yöneticilerinin algıları analiz edilmiştir. Olası uyumsuzlukları ortaya koymak amacıyla her bir grubun algıları karşılaştırılmıştır.

Araştırmanın sonuçları, öğretmenlerin, sınıfta anadil kullanımı ile ilgili olumsuz algıya sahip olduklarını, anadilin en az düzeyde kullanılması gerektiğini vurguladıklarını, fakat hazırlık okulunun müfredatından ve sınav sisteminden kaynaklanan bazı problemler nedeniyle anadil kullanımına son çare olarak başvurduklarını ortaya koymuştur. Öğrenci algılarına bakıldığında, öğrencilerin sınıfta anadil kullanımını onayladıkları ve bu durumu kendi amaçlarına (sınavı geçmek) ulaşmanın bir yöntemi olarak gördükleri ortaya çıkmıştır. Diğer yandan, öğretmen eğitmenleri ve yöneticiler anadil kullanımından kaçınılması gerektiğini savunmakta ve hazırlık okulunun sadece İngilizce kullanımını öngören politikasını vurgulamaktadır. Gruplar arasında bazı uyumsuzluklar belirlenmiş ve daha etkili bir öğretme ve öğrenme ortamının sağlanması için bu uyumsuzlukların ortadan kaldırılması gerektiği sonucuna ulaşılmıştır.

Anahtar kelimeler: öğretmen algıları, öğrenci algıları, anadil kullanımı, ikinci dil kullanımının en süt seviyeye çıkarılması

To My Beloved Husband and My Wonderful Baby Girl

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

FIGURES

CHAPTER I

INTRODUCTION

1.1 Background to the study

Throughout the history, people learned different languages for many different reasons. Before the sixteenth century, people tried to learn Latin and Greek and then French and Italian became popular as a result of the political changes in Europe (Richards & Rodgers, 2001). With the advancement in technology, industry and business English rapidly spread and became dominant both overseas and at home and finally, it has become the medium of communication in international contexts. Therefore, the attempts for the best way to teach English started and thus, this led to the emergence of many language teaching approaches and methods which have different assumptions.

In the scope of these attempts, a conference was held in Makere University in Uganda in 1961 and 'Makere report' was declared. Five tenets that emerged in the conference were mentioned in it and they have become the cornerstones of the ELT world (Phillison, 1992):

1. English is best taught monolingually.
2. The ideal teacher of English is a native speaker.
3. The earlier English is taught, the better the results.
4. The more English is taught, the better the results.
5. If other languages are used too much, standards of English will drop.

(p.185)

The first and the last tenets could be considered as the reasons for the fondness of English only. Though Phillipson (1992) called these tenets 'five fallacies', they were taken as the truth and became the principles of ideal language teaching. In 1990s, as a part of the efforts for developing a national curriculum for Modern Languages, the government agencies decided to control teacher practices in the classroom and posed the idea that 'the natural use of the target language for virtually all communication is a sure sign of a good modern languages course' (Department of Education and Science, 1990: p. 58). This attitude continued by the OFSTED (1993) and the inspectorate claimed that for all aspects of the lesson, target language should insistently be used by the teachers. This being the case, a monolingual approach to language learning was appreciated in methodology and the methods which not only emphasize the target language but also forbid the first language (L1) of the learners were favoured by the institutions, administrators, teacher trainers and teachers. Those who support a monolingual approach to language learning and teaching believe that the target language should be the sole medium of interaction in the classroom. They reject the use of L1 and emphasize the exposure to foreign language and advocate the extensive use of the target language (Chambers, 1991; Duff & Polio, 1990; Turnbull, 2001). The metaphor: 'foreign language teachers build islands that are in constant danger of being flooded by the sea of the mother tongue. They have to fight back this sea, build dams against it, stem its tide' dominated the ELT world (p.30) and therefore, L1

was regarded as an 'evasive manoeuvre' which could only be used in emergencies (Butzkamm, 2003: 29).

However, some others defined the avoidance of L1 in language classrooms as a political issue and regarded these attempts as 'language myths of Europeans' (Pennycook, 1994, p.121). Moreover, West (1962) argued that this avoidance towards L1 rooted from the native language teacher who did not know the learners mother tongue. Since they could not understand their learners' L1 they created such a theory that imposes monolingualism. Thus, this led to another approach to language teaching, which was the bilingual approach. Followers of the bilingual approach claim that L1 is a useful resource that can be used in language education. They believe using L1 may facilitate second language (L2) learning and defend its judicious and cautious use in language classrooms (Cook, 2001; Kharma&Hajjaj, 1989; Macaro, 2005; Edstrom, 2006). They advocate the potential benefits of L1 use. Many other scholars give a role to L1 in foreign language classrooms (Anton and DiCamilla, 1999; Atkinson, 1997; Auerbach, 1993; Belz, 2003; Cook, 2001; Nation, 2003). According to Miles (2004), the attempts to reject the Monolingual Approach have focused on three points: it is impractical, native teachers are not necessarily the best teachers and exposure alone is not sufficient since there may be other variables that effect language learning. Moreover, it is argued that excluding learners' language in the classroom can create a tension between the learners and the teacher and constitutes a barrier between them (Patchler& Field, 2001). In contrast, by means of a bilingual

approach, those barriers could be removed and the tension can be reduced. Patchler and Field (2001) also boosted the idea that enforcing the use of the target language all the time may result in low performance both on the part of the teachers and learners.

The language teaching methods emerged up to now possess either of these approaches. For instance, grammar translation method, which is considered as an old-fashioned method, aims at learning the language through translation and makes maximum use of L1. Implications of this method resulted in failure on the part of the learners since they were unable to speak the target language even after studying it for a long time (Kavaliauskiené, 2009). On the other, the Direct Method which became popular later on completely avoids using L1 and emphasizes the target language use. Later on, Communicative Language Teaching that embraced the tenets declared in the Makere Report was appreciated by the whole language teaching community and it permitted judicious use of the mother tongue of the learners yet advocated that target language should be used in any activity in the classroom from communicative activities to giving instructions and assigning homework (Larsen-Freeman, 1986). In addition, Task-based Approach highlighted a maximum use of the target language without banning using L1 of the learners. New Concurrent Method, in which the teacher switches from one language to another for important concepts according to particular rules (Jacobson, 1990, cited in Cook, 2001) and Community Language Learning, in which students talk to each other in L2 and use L1 as a mediating tool (Curran,

1976, cited in Cook, 2001) were other language teaching methods that benefited from L1 as resource for learning L2.

The history of language teaching methodologies reveals that using L1 in L2 classrooms is a controversial issue in the field of English Language Teaching (ELT). This debate has also its place in language teaching settings in Turkey. Most of the Turkish institutions offering English Language programs have an English-only policy. Some of them strictly enforce the teachers and the learners to use the target language as the sole medium of communication whereas the others have looser policies towards the target language use and accept an optimal amount of L1 in their classrooms. Moreover, some teachers would argue that learners should be exposed to the foreign language as much as possible in the classroom since it is the only place where they receive the input. Others, on the other hand, claim English only classrooms force the learners to communicate in that language which may make the learners feel threatened and suggest that cautious use of L1 in foreign language classroom may be an undervalued resource and may be a mediating tool for language learning. Yet, how teachers perceive aforementioned discussion and how they apply them to their classrooms is another important aspect of this debate. Their perceptions and beliefs can serve as a powerful tool to make decisions about when, why and how to use L1 in language teaching. Thus, teacher perceptions should be taken into consideration in using L1 as should in any field of language teaching. Freeman and Johnson (1998) reported:

> … teacher educators have come to recognize that teachers are not
> empty vessels waiting to be filled with theoretical and pedagogical

skills; they are individuals who enter teacher education programs with prior experiences, personal values and beliefs that inform their knowledge about teaching and shape what they do in their classrooms.

(p. 401)

Therefore, teachers' previous knowledge, beliefs and perceptions should not be ignored in language teaching and the best efforts should be made to reveal their beliefs, attitudes and perceptions.

1.2 Purpose of the study

The purpose of this study is to reveal the perceptions of the teachers, learners, administrators and teacher trainers on L1 use by the teachers in a private university preparatory school in Ankara, Turkey. Exploring occasions in which L1 is used and underlying reasons behind L1 use are also in the scope of this study. A possible mismatch between the parties will also be explored. The teachers' perceptions and their classroom practices will be compared in order to check if their perceptions are reflected in their performances.

1.3 Research Questions

The study aims at answering following research questions:

1. What are the teachers' perceptions on using L1 in language classrooms?

    a. How often do they use L1?

    b. How can they maximize target language use if they use it frequently?

    c. When do they use L1 and why?

d. Do they think the classes in which L2 is frequently used are more successful?

e. Do teachers' perceptions change according to learners' levels? (Elementary (A) -Intermediate (B) -Upper Intermediate(C))?

f. Do teachers' educational degrees affect their perceptions (BA-MA)?

g. Is there a difference between the perceptions of novice and experienced teachers?

h. Is there a difference between the teachers' perceptions on using L1 and their classroom practices?

2. What are the learners' perceptions on using L1 in language classrooms?

a. Do their perceptions change according to their level?

b. Is there a mismatch between the perceptions of learners and teachers?

3. What are the teacher trainers' perceptions on using L1 in language classrooms?

a. Is there a mismatch between the perceptions of teacher trainers and teachers?

4. What are the administration's perceptions on using L1 in language classrooms?

a. Is there a mismatch between the perceptions of administrators and teachers?

1.4 Significance of the study

Though there have been many discussions both for and against using L1 in language classrooms, there has been little research about the perceptions of

students, teachers, teacher trainers (Ferrer, 2011) and administrators. Therefore, the study will contribute to researchers who desire to study the perceptions on the use of L1 in language classroom and it will function as a reference study for them. Moreover, revealing teacher perceptions will also be the indicator of teachers' classroom practices; therefore, teachers will have a chance to self-analyse their own teaching and reflect on it, which will also improve the quality of the program offered.

The preparatory school where the present study was carried out has an English-only policy and seeks a standardized system. Through this study, teachers' classroom practices will be discussed in terms of L1 use; thus, it will be possible for the teacher trainers to prepare guidelines for the maximum use of L2, and this will provide equal opportunities for the learners in terms of exposure to L2.

In addition, since the effects of L1 use will be assessed in the present study, the administrators, curriculum developers and teacher trainers will re-evaluate the program they are offering and make the necessary changes which will also contribute learner success.

1.5 Definition of Terms

L1: The term L1 is used for the first language of the learner and used interchangeably with the mother tongue and native language. Starting from chapter 3 L1 refers to Turkish.

L2: This study does not aim to differentiate between a second language and foreign language; therefore, as in many other studies that investigate L1 use in language classrooms L2 is used for any language taught. Thus, L2, foreign language and target language are used interchangeably. Moreover, beginning with Chapter 3 of this research study, L2 refers to English.

English-only: The tern English-only is used to describe medium of instruction in the classroom. In those classes, the whole lesson is carried out in English from classroom management to presentation of the subject matter. No other language is employed other than English.

Perceptions: Perceptions refer to individuals' beliefs, attitudes and opinions about a particular subject. Because of the close relationship between those terms, in this present study, they are used interchangeably.

CHAPTER II

REVIEW OF LITERATURE

L1 use has received a growing emphasis recently, and many teachers and researchers have been discussing its methodological value. Researchers are divided on the issue of adopting L1 in language classrooms. Some of them believe that using L1 in teaching L2 is an obstacle for language learning therefore it should be abandoned at all coasts and they insist on English-only classrooms. Auerbach (1993) lists the reasons for this insistence. Firstly, the more the learners hear English, and are exposed to it, the sooner they will learn and internalize the language. Secondly, there have been some studies of children who have become bilingual through immersion programs. Finally, the existence of the view that since Grammar Translation Method has been widely disapproved and found ineffective, the idea of excluding L1completely in the classroom has been fully recognized.

On the other hand, some other researchers do not agree with these ideas and they do not consider the first reason Auberbach (1993) presents, which is one of the tenets from the 'Makere Report', as a reason for L1 avoidance. In contrast, they believe that the more L1 is used the higher the proficiency level of the learners becomes (Swain &Lapkin, 2000). They also view the mother tongue as

an important key to language learning and according to them, it provides the learners and the teachers with a 'tool which gives us the fastest, surest, most precise, and most complete means of accessing a foreign language' (Butzkamm, 2003: p.31). Moreover, as for the third reason, it is stated that 'teaching bilingually does not mean a return to the Grammar Translation Method, but rather a standpoint which accepts that the thinking, feeling, and artistic life of a person is very much rooted in their mother tongue' (Piasecka 1986: p. 97). Therefore, putting forward these counter-arguments, they seek a principled and systematic way of using L1 in the language classrooms. In this scope, this chapter aims to present the views and studies on this hot issue in a detailed way.

2.1 Rationale for English only

Using the target language extensively and avoiding L1 in language teaching is a time-honoured view. In addition, L1 use is 'a taboo because it is thought to impede the learner's linear and incremental progress toward the rule-governed attainment of the idealized L2 norm' (Belz, 2003). Therefore, L2 only classrooms are favoured all over world and since English language is regarded as 'lingua franca', discussions patrolled around English-only classrooms. There have been many reasons stated for English only classrooms. Since L1 is available all the time, it is easier for teachers and learners to avoid using L2 (Butzkamm, 2003) and this results in too much reliance on L1 limiting the exposure to L2.

Cook (2001) also mentions some arguments taken for granted for a long time. First of all, L2 should be taught in the way that L1 is learned as most language teaching methods suggest. A second argument is that L1 and L2 should be kept separately and there should not be any links between the two languages while learning L2 since there may be some problems in learning L2 that are related to L1 which are mentioned by some transfer theories. The final argument focuses on the exposure to L2. The more the learners encounter L2, the better they learn it. Since L1 use is always seen as negative and it is not something to be encouraged but to be avoided, the ideal classroom is always portrayed as L2 only. Duff and Polio (1990) also focus on exposure to L2 in foreign language learning context and they argue:

> In FL learning contexts, because little opportunity exists for exposure to the L2 outside the classroom, the quantity of L2 input is especially important, as it provides a necessary but insufficient condition for language acquisition. (p. 154)

Polio and Duff (1994) continue to highlight the exposure to target language and argue that the classroom is often the learners' sole source of language input. Turnbull (2001) considers exposure to target language input and motivation as a rationale for the maximum use of target language just like the previous arguments that suggest the amount of the target language the learners are exposed to makes a difference in their language learning performance. He claims that when the learners hear excessive use of L1 from their teachers, they forget about the target language and tend to use more L1. Turnbull (2001) links maximum use of target

language to high learner motivation. He states that when he used the target language most of the time, his learners thanked him at the end of the term because they realized that the target language could actually be used for real communication purposes though they were resistant to it at the beginning. Therefore, the maximum use of the target language for motivational reasons leads to enjoyment and success in language learning. MacDonald (1993) also proposes that when teachers rely too much on L1, it may lead to demotivation on the part of the learners since interaction in the target language is hindered.

All these tenets, assumptions and arguments about L1 use have affected many teachers and learners for a long time and thus, 'this anti-L1 attitude was clearly a mainstream element in twentieth-century language teaching methodology' (Cook, 2001, p.405). However, the recent methods are not so strict about the avoidance of L1. Communicative Language Teaching and Task-based Learning do not have any procedures that abandon L1 in the classroom but they just emphasize how to minimize its use (Cook, 2001). Communicative approach gives a brief mention of the mother tongue in the classroom. In addition Task Based Language Learning suggests not banning L1 but encouraging attempts to use the target language (Willis, 1996). Because of this tolerance towards using L1, teachers avoid task-based activities as it is very difficult to design them solely in L2. They are also reluctant for such activities since they require group work and believe that learners will use an excessive amount of L1 (Swain &Lapkin, 2000). Thus, most of the classroom tasks become highly standardized, repetitive and not

challenging and involve presentation, practice, production (PPP) which allows the teacher to stick to L2 (Macaro, 2005).However, Holliday (1994) claim that language learners can use their mother tongue while dealing with a task in groups and this process is still communicative if they put forward hypotheses about the language. Another method that values L1 in language classrooms is Natural Approach (Terrell, 1977). It suggests that if the learners are allowed to respond in L1 to any stimuli in L2, they will rapidly become proficient in listening comprehension since they only concentrate on comprehension. Natural Approach offers three guidelines that could reinforce L2 acquisition and one of them is permitting the learners to respond in any way they like in the initial stages of learning. This can be their L1 or L2 or a mixture of both. According to Terrell (1977), using L1 facilitates the process of acquisition unlike the belief that it retards this process. By making use of both languages, communication can start from the very first day of the language instruction.

2.2 Views supporting using L1

Using L1 in the classroom should not be perceived as an old-fashioned view to language learning. Cook (2002: p. 419) claims that 'bringing the L1 back from exile may lead not only to the improvement of existing teaching methods but also to innovations in methodology'. This is also a common opinion of many teachers. In a survey carried out by the BBC Teaching English website, 1715 language teachers voted on the use of mother tongue. The result revealed that 52%

of them sometimes used the mother tongue whereas 24% of them abandoned it. Therefore, it can be concluded that many teachers make use of the L1 in their classroom to be able to teach in a way that all the learners could benefit.

Recently, there has been a tendency to support L1 use in the classroom unlike the aforementioned rationale behind L2-only classrooms. Butzkamm (2003) put forth that we learned to think, communicate and intuit understanding of grammar in our L1 and this is a great resource that could be benefited from in foreign language learning. Because of this reason, he concluded that foreign language methodology should be reviewed and rethought and presented a theory on using mother tongue (MT) that was broken down into ten maxims (p. 31):

1) The FL learner must build upon existing skills and knowledge acquired in and through the MT.
2) Ersatz-techniques for meaning-conveyance function less well than the MT and can even be harmful.
3) MT aids make it easier to conduct whole lessons in the foreign language. Pupils gain in confidence and, paradoxically, become less dependent on their MT.
4) MT aids can promote more authentic, message orientated communication than might be found in lessons where they are avoided.
5) MT techniques allow teachers to use richer, more authentic texts sooner. This means more comprehensible input and faster acquisition
6) Bilingual techniques allow teachers to bypass the grammatical progression of textbooks.
7) We need to associate the new with the old. To exclude MT links would deprive us of the richest source for building cross-linguistic networks. No quarantine for MT cognates and related words.
8) It is not possible to avoid interference, but it can be greatly reduced.
9) Paradoxically, the counter-productive, haphazard use of the mother tongue may be an unwanted side-effect of the doctrine of monolingualism.
10) All newly-acquired FL items have to sink roots in our minds which are eventually deep enough for the items to function independently of the MT.

Some researchers link L1 use with high language performance and consequently, some teachers and researchers started to discuss incorporating learners' L1 as a tool for learning which may lead to a decline in the popularity of English-only policy (Miles, 2004). In 2001 an electronic discussion was carried out in TESL-L and teachers exchanged their ideas about using L1 (Belz, 2003). Although some of the posts emphasized that L1 use impeded L2 learning and advocated a complete ban on using L1 in the classroom giving some reasons that were methodological, moral, economic and research-based, a considerable number of them accepted a limited use of L1 on condition that it should not be encouraged. Teachers engaged in the discussion mentioned the possible uses of L1 for classroom management and emotional support for the learners and gave it a role in language teaching contexts. There are many views in favour of using the learners' mother tongue to maximize learning in L2. They consider L1 as a cognitive tool that can enhance the completion of L2 tasks (Antón&DiCamilla, 1999; Storch& Wigglesworth, 2003; Swain &Lapkin, 2000).Furthermore, the notion that the language of thought even for the most advanced L2 learner is his/her L1 has been accepted by many theorists (Macaro, 2005).

There is also an affective aspect of using L1 as Aurbech (1993) states:

Its use reduces anxiety and enhances the affective environment for learning, takes into account socio-cultural factors, facilitates incorporation of learners' life experiences, and allows for learner-centred curriculum development. (p. 19)

Copland and Neokleous (1999) highlighted the affective reasons behind using L1 as well and claimed that it enhanced a stress-free learning environment.

16

Therefore, avoiding the mother tongue may be a reason for a stressful learning environment for the learners who desire a sense of security in language learning experience (Kavaliauskienė, 2009). In other words, when L1 is used, learners feel a sense of security and they get a chance to validate their experiences and they are able to express themselves. After all, they are willing to take risks with English (Aurbech, 1993) and as a result any barrier to learning is removed. The mother tongue allows the learners to express what they really want to express (Bolitho, 1983 cited in Atkinson, 1989) and thus, the motivation of the learners is affected positively. Moreover, from a socio-cognitive perspective, L1 plays an important role in carrying out a task. Especially with the learners with the same L1 background and a low proficiency level in language learning, L1 is considered as a powerful semiotic tool that provides mediation between the learners and it enables them to work effectively (Anton &Dicamilla, 1999; Mattioli, 2004). It helps the learners 'to understand and make sense of the requirements and content of the task; to focus attention on language form, vocabulary use, and overall organization; and to establish the tone and nature of their collaboration' (Swain &Lapkin, 2000: 268). Consequently, if they are not allowed to use their L1, they will have difficulty in completing the task and even they will fail to complete it. Storch and Wigglesworth (2003) claimed that using L1 may help the learners to gain control of the task. The learners already have an "expertise" in a language mainly in their L1 and this may be an underexplored resource that they can make use of while they are learning L2. A transfer of previous language learning

experience to a new one will certainly help the learners. When the learners are allowed to use their L1 to discuss a given task, they can adapt themselves to the task (Brooks &Donato, 1994). Villamil and DeGuerrero (1996) also focused on the importance of L1 in carrying out tasks and concluded that L1 is a crucial tool 'for making meaning of the text, retrieving language from memory, exploring and expanding content, guiding learners' action through the task and maintaining dialogue' (p.60).Nation (2003) considered L1 as a useful tool as well and he even claimed that 'it is foolish to arbitrarily exclude this proven and efficient means of communicating meaning' (p. 5). Since it was an effective and quick way of getting the meaning and content necessary for a task in L2 and he supported its use where needed but warned against overusing it. Therefore, insisting on avoiding L1 means denying a crucial cognitive tool that is very helpful in carrying out complex tasks (Swain &Lapkin, 2000). These positive views on using L1 appreciated by most teachers as in most of the studies carried out to examine L1 use, a majority of them reported against excluding the L1 altogether although they believed that the predominant language in the classroom should be L2 (Macaro, 2005).

Although there have been many views that support L1 use in carrying out tasks, there are some drawbacks included. Excessive use of L1 decreases the communicative value of the tasks. Moreover, it should be taken into consideration that not only the product but also the process of learning is important. Learners may complete the task but they may make sub-optimal use of L2 (Carless, 2007).

Learners' effort to deal with the language during the task contributes to their language learning as well, thus, they should be encouraged to use L2 as much as possible in class.

L1 use is also supported for its value in clarification of meaning in the language classroom. Butzkamm (2003) reported that there were more misunderstandings in classes than the teachers thought which was proved by the studies in which meaning checks were used at the end of the lesson. For instance, it was found that learners misunderstood the word "sky" in the sentence: "Look at the sky, it is going to rain" which was given with a picture. They thought the word "sky" means "dark cloud" since the picture includes one. Until they started forming their own sentences this misunderstanding would not be realised by the teacher. To overcome such misunderstandings, short utterances in L1 could be used to aid the learners to express themselves in L2. Thus, a conclusion in favour of L1 use was drawn that is unless a clarification was provided in the L1, the learners would not be able to develop confidence in foreign language expressions.

The issue of exposure is also discussed by many researchers. The tenet that suggested the more target language was used, the better the results was considered as a hypothesis and needed to be verified. After all, the large quantity of input did not guarantee the take-up of the language by the learners (Macaro, 2005).Macaro (2005) also stated that there is no direct relationship between teachers' use of L1 and the learners' use of it. In other words, teachers' excessive and exclusive use of the target language does not lead to an increase in the learners' use of it. Harper

and Jong (2004) considered this issue as a misconception and claimed that teachers regarded mere exposure to target language as a sufficient condition for language learning. However, there are some other necessary conditions that teachers can make use of such as the similarities between the processes of learning L1 and L2. Nevertheless, they also should be cautious about it since there are also some differences between those and they may limit the effect of the input presented (Harper & Jong, 2004).

2.3 Reasons for using L1

There have been various studies to describe and classify the reasons for using L1. It has many roles to play in language teaching (Atkinson, 1989) and different uses of it are commonly discussed. Auerbach (1993) reports that negotiation of the syllabus and the lesson; record keeping; classroom management; scene setting; language analysis; presentation of rules governing grammar, phonology, morphology, and spelling; discussion of cross-cultural issues; instructions or prompts; explanation of errors; and assessment of comprehension are some occasions suitable for using L1. Atkinson (1987) also suggests some uses of L1 in the EFL classroom: eliciting language, checking comprehension, giving complex instructions to basic levels, co-operating in groups, explaining classroom methodology at basic levels, using translation to highlight a recently taught language item, checking for sense, translation items in testing, developing circumlocution strategies such as when students have no idea

about how to say something in L2, having them think of some other ways to say the same thing in L1 which might be easier to translate. In addition, Swain and Lapkin (2000) propose three occasions where L1 is used in the classroom: to move a task along and manage it, to focus on vocabulary and grammatical items and to enhance the interpersonal interaction between the learners while carrying out a task. They claim that by means of these uses, L1 may be a useful tool to facilitate L2 learning, however; its use should be carefully managed. Similar to the aforementioned functions, Polio and Duff (1994) reported eight categories for L1 use: classroom administrative vocabulary, grammar instruction, classroom management, empathy/solidarity, practising English, unknown vocabulary/translation, lack of comprehension, and an interactive effect in which students' use of the L1 prompts their instructor to use it. Among these, classroom administrative vocabulary was found to be the most common use. There are two reasons indicated for this result. First, for an upcoming exam, L1 is used to ensure that information is conveyed by the learners. Another reason is that there may not be an equivalent of a single word in the target language as a result of the difference between the educational systems of two languages. However, Polio and Duff (1994) do not accept these excuses and argue that if a learner does not understand one thing in the target language and do believe it is something important, s/he will certainly ask for clarification and thus this will result in genuine communication in the classroom. Anton and DiCamilla (1998) suggest some other uses of L1 such as enlisting and maintaining interest in the task and

developing strategies and approaches to manage a task given. Since the language necessary for task management is restricted by the phrases written within the classroom walls and learners' notebooks, it is not surprising that L1 is used for managing a task (Macaro, 2005). Edstrom's (2006) findings also coincide with the previous research indicating that L1 is used for grammar instruction, for classroom management, and to compensate for a lack of comprehension. She also reports that L1 is used to establish rapport and create a positive environment. Polio and Duff (1994) accept the existence of L1 to create empathy and establish a rapport as well since it may create a comfortable and enjoyable classroom atmosphere. However; they also warn against this use of L1 as 'it prevents students from receiving input they might be exposed to in 'real life' social situations outside the classroom'(p.322). Copland and Neokleous (1999) identified three uses of L1 in a Cypriot context, which are translation, question and answer (for comprehension), and explaining/revising grammar.

Cook (2001) thinks that L1 can be deliberately and systematically used in the classroom and considers L1 use from two different perspectives: teachers and learners. Teachers use L1 to convey and check meaning of words and sentences, to explain grammar, to organize the classroom, to maintain discipline, to gain contact with individual students, and to test the learners. However, Chaudron (1985) contradicts with his statement arguing that in a typical foreign language classroom, not only the instruction and the drills but also disciplinary and management operations should be carried out in the target language since the

amount of target language the learners are exposed to may have an effect on their language performance. Ellis (1984) also highlights the importance of using the target language even in classroom management and says:

> … teachers sometimes prefer to use the pupils' Ll to explain and organize a task and to manage behaviour in the belief that this will facilitate the medium- centred [language-related] goals of the lesson. In so doing, however, they deprive the learners of valuable input in the L2. (p. 133)

Likewise, Polio and Duff (1994) believe the critical role of using the target language while managing the classroom and state that many classroom instructions can be taught in the target language and they could be understood from the context. Moreover, this could lead to a more authentic and natural communication in the classroom. Nation (2003) also emphasized the importance of carrying out classroom management in L2 regarding it as a way of maximizing L2 use in the classroom especially with the learners who had little chance to encounter and use L2 outside the classroom. Moreover, if it was done in an organized and consistent way, classroom management could 'be a very affective opportunity for learning through meaning focused input' (p.2).

Macaro (2005) lists the following areas in which the teachers use L1 which are similar to previous findings:

> 1. Building personal relationship with learners (the pastoral role that teachers take on requires high levels of discourse sophistication);
> 2. Giving complex procedural instructions for carrying out an activity;
> 3. Controlling pupils' behaviour;
> 4. Translating and checking understanding in order to speed things up because of time pressures (e.g. exams);
> 5. Teaching grammar explicitly. (p.69)

The proficiency level of the learners is another reason for the use of mother tongue by the teachers. Teachers tend to use more L1 with the learners who are less proficient since they have difficulty in comprehension and they become easily stressed. When they cannot understand the exact equivalence of the words and phrases, they do not feel comfortable and get frustrated (Macaro, 2005).

Beside all these excusable reasons for L1 use, Edstrom (2006) states one more reason that can be regarded as an honest confession. She states that in her study in which she tried to explain uses of L1 in the classroom through analysis of her own teaching, she found out that sometimes just because of her laziness she used L1. This is a very striking finding that an attempt to save time and energy is a concern for many teachers. Teachers can cover more materials through the use of L1 yet the learners miss the useful opportunities to hear and use the target language. (Polio & Duff, 1994).Depriving the learners of hearing the language input may affect their overall language performance. Turnbull (2001) also reports some feelings of teachers who find it tempting to use L1 to save time when they are exhausted. This function of L1 use is inexcusable and it is pedagogically wrong; therefore, it is important to identify such kind of L1 use through a thoughtful, honest, self-analysis and fix it with a strategic lesson planning (Edstrom, 2006). This process will certainly enhance language learning. Discussing what teachers do in the classroom and what language they speak will improve the quality of language instruction (Polio & Duff, 1994).

The age of the language learners is another issue that determines the L1 use. It was argued that L1 could serve as a valuable tool while teaching older learners (Harper & Jong, 2004). Since they already had a linguistic and cognitive system, it would be a failure not to take advantage of this source.

In addition to teachers' use of L1, learners also make use of it within classroom activities to help each other and through exploiting L1 they master the meanings of L2, according to Cook (2001). Since this is an opportunity for them to share their knowledge (Edstrom, 2006), they learn from each other. Therefore, they use L1 to make L2 input more salient (Turnbull, 2001). In addition to these, students also make use of L1 through translation as a part of the main learning activity. The term translation here is regarded as a teaching technique rather than as a goal of language teaching and claimed to be a unique attribute of L2 learners just like code-switching. Although it is considered 'uncommunicative, boring, pointless, difficult and irrelevant' (Kavaliauskiené, 2009:2) by some people which may be because of its association with the Grammar Translation Method, it is recognized as 'the fifth skill' (Ross, 2000:63) and widely used by language learners as a beneficial strategy that contributes to the language learning process. Translation reveals the similarities and differences between L1 and L2 and as a result, learners develop a kind of consciousness towards language learning. Such a comparison by means of translation could be seen as a resource to improve L2 learning (Kavaliauskiené, 2009). According to Ross (2006) translation develops accuracy, clarity and flexibility in learning. Thus, for most learners, it is a part of

their learning style and its value should not be undermined (Atkinson, 1989). Rolin-Ianziti and Brownlie (2002) also consider translation and code-switching as tools contributing to the learners' comprehension claiming that they may draw attention to unknown vocabulary and increase vocabulary uptake. Translation is considered as a valuable language skill and excluding it from the L2 classroom removes the possibility of developing such a skill by the learners (Macaro, 2005). However, Wong-Fillmore (1985, cited in Duff and Polio, 1990) argues that translation deteriorates the process of figuring out what the other party is saying which is an integral part of language learning and causes ignorance towards the target language on the part of the learners since they always anticipate a translation. Using it uncritically may result in confusing and inaccurate information (Kavaliauskiené, 2009) which may lead to failure. It is also regarded as undesirable and a waste of time because of the notion that language learners should be exposed to the target language as much as possible (Kavaliauskiené, 2009). Consequently, to prevent the learners from engaging in such a process, some national agencies forbid L1 in the classroom (Department of Education for Northern Ireland, 1985). Yet, it is inevitable for teachers to banish translation since it is a natural process and the learners make use of it whether or not the teacher allows (Butzkamm, 2003). Translation was also regarded as an affective need for the learners since it could be used a as strategy for maintaining interest and motivation (Copland &Neokleous, 1999).Therefore, cautious use of

26

translation by teachers as a teaching technique could be applicable in language classrooms.

When learners' language use is considered from a socio-linguistic perspective learners use L1 for social interaction whereas they prefer to use L2 for academic topics in immersion classrooms. The reason behind this is the learners' lack of necessary L2 knowledge for social interaction (Tarone&Swain, 1995).

Nation (2003) considers L1 use depending on the task. He poses the idea that in vocabulary learning tasks, using L1 has a crucial role and using word cards with their L1 translation is very effective. He also states that L1 can be beneficial in meaning focused tasks. If the task is beyond the capacity of the learners, a discussion involving a small amount of L1 could help alleviate the problems to be encountered during the task. Finally, in fluency development tasks, L1 can play a small but important role. In such tasks, by means of using L1, 'learners become truly familiar with L2 input, such as newspaper articles, TV news reports, short factual texts, that is then used as the basis for L2 fluency tasks' (p.5).

Research has shown that L2 learners refer to their L1 consistently in writing (Wang & Wen, 2002) and they use it for various reasons. Lay (1982) found that L2 learners in his case study reverted to their L1 'to get a strong impression and association of ideas for the essay' (p.406). On the other hand, Cummings (1989, cited in Wang & Wen, 2002) investigated 23 Francophone learners and revealed that they used their L1 to find the correct word and to assess it, to compare cross-linguistic equivalents, and to reason about linguistic choices

in L2. The results of another study indicated that learners made use of their L1 to generate ideas, search for topics, develop concepts and organize information while composing (Uzawa& Cumming). Roca et al. (1999) pointed out the extensive use of L1 in the process of composing a text in L2 and reported that learners in the study reverted to their L1 to 'expand, elaborate and rehearse ideas' (p.25) and also they produced their first draft in L1.

Kern (1994) investigated the learners' use of L1 in a more specific context which was a reading comprehension task and found that for the learners language of thought was their L1 and they used it to reduce working memory constraints, avoid losing track of the meaning of the text, consolidate meaning in long term memory, convert the input into more familiar terms and clarify the syntactic roles of certain lexical items. Thus, in this way L1 helped them to process the reading text. Butzkamm (2003) also attributed to the value of L1 in reading and claimed that a careful use of L1 in reading could contribute to learners' comprehension in difficult texts. Moreover, he also suggested they read their favourite book in the foreign language after they read it in their L1 so that they could tackle difficult text easier.

L1 has also its place in listening comprehension. If the listening text includes a considerable amount of new language, this may cause anxiety on the part of the learners, thus referring to L1 in the pre-listening stage could help lower this feeling (Macaro, 2005).

Many researchers argue that learners use L1 because they are not proficient or they are less proficient (Anton &Dicamilla, 1999; Nation, 2003). In addition, some teachers described L1 use as 'the easy way out' because the learners lack the necessary knowledge (Belz, 2003). However, considering the learners as slow and less proficient because of their L1 use and attributing their language choice to their language ability is a contradictory issue. Defining the learners' language performance as deficient just because they use their mother tongue is a limited hypothesis and it should be further discussed. In an attempt to legitimize the first and/or multiple language use in foreign language education, Belz (2003) investigated if the learners used their L1 primarily for the circumstances in which they could not express themselves in their L2. It has been found that the learners made use of their L1 for 'meaning creation, identity transitioning, and metalinguistic play' and these helped them get more pleasure from the learning process and indicated a deeper aspect of language learning.

The debate started by Cook (2001) that emphasizes maximizing the target language and minimizing L1 was continued by Turnbull (2001) who argued that maximizing the target language has a positive effect on learners' language proficiency since in his study he found a positive relationship between the teachers' language use and learners' language performance. Learners who were exposed to target language more scored higher in the achievement tests. On the other hand, he advocated that there was a place for teachers to use L1 in the classroom; however, there might also be some pitfalls when the teachers made

excessive use of it. The learners deprived of valuable language input would fail to

perform better in their language learning experience. Atkinson (1989) also

elaborates on the possible dangers of overusing L1:

1. The teacher and /or the students begin to feel that they have not 'really' understood any item of language until it has been translated.
2. The teacher and /or the students fail to observe distinctions between equivalence of form, semantic equivalence, and pragmatic features, and thus oversimplify to the point of using crude and inaccurate translation.
3. Students speak to the teacher in the mother tongue as a matter of course, even when they are quite capable of expressing what they mean.
4. Students fail to realize that during many activities in the classroom it is crucial that they use only English (L2) (p.246).

2.4 Related Studies

The facilitative role of using L1 has been discussed in many research

studies. Schweers (1999) investigated the necessary and facilitating role of first

language in the second and foreign language classrooms in Puerto Rico. He

recorded some lessons to find out how frequently and for what purposes Spanish

is used in English classrooms. He also gave a questionnaire to the teachers and the

students in the department. The results of the study showed that although almost

all of the learners liked their teachers to use only English, they preferred their

teachers to use Spanish to help them feel more comfortable and confident, to

check their comprehension, and to define new vocabulary. Moreover, it was

reported that the students believe the use of Spanish helps them to learn English.

When Schweers (1999) analysed the recordings of four different teachers, he

found out that two teachers never used their mother tongue during the lessons whereas the third one used it to illustrate points she was making about English by making a comparison between L1 and L2. The fourth teacher who was the most mature and experienced of all used the most Spanish in her teaching which may be regarded as an interesting result. Moreover, the teacher responses gave some reasons for using L1. The teachers in the study used L1 to establish a rapport with the learners. They also think that 'students can identify better with a teacher who speaks to them in their own language, thereby letting them know that you respect and value their native language' (p.9). In this study, neither the teachers nor the students saw a use for the L1 in testing whereas Atkinson (1987) suggested using L1 may be useful in testing mastery of forms and meanings through translation items. Schweers (1999) concluded that recognizing and welcoming learners' own language could be a way of getting rid of negative attitudes towards English and inserting L1 into the lessons had a positive impact on the classroom dynamic by providing the learners with a sense of security. It can be inferred from this study that L1 can be used as a tool to remove the barriers to learning and help the learners develop positive feelings about language learning. Carless (2007:333) also stated that teachers in his study accepted L1 use for learners' attention, interest and involvement and it helped the learners 'to express meaning, identity, or humour'.

Miles (2004) attempted to investigate if use of L1 facilitates L2 learning. In the first part of the study he examined three English Language classrooms with

31

Japanese learners. In the first class, the teacher used L1 to convey meaning, to clarify the new vocabulary and grammar and to explain instructions. L1 was used as a tool for teaching and learning. In the second classroom, L1 was not allowed and rules of the Monolingual Approach were strictly enforced. In the third class, students were permitted to use L1 whereas the teacher was unable to use it. A pre-test and a post-test were given at the beginning and at the end of the semester and the progress of these three classes were compared. Oral exam results supported the idea that L1 use could help the learners learn and improve since the classroom in which L1 use was permitted progressed more. However, the written part of the exam was not supportive of the argument. The learners reported that they felt very confident in the target language as a result of the relaxed atmosphere in the classroom. Having conversations with the teacher in L1 helped them get to know their teacher better and trust her, thus they felt more comfortable and relaxed while using the target language. Conversely, the learners in the English-only classroom told how insecure they felt which contributed to their slow progress in speaking. In the second part of the study, he elaborated on the same argument through a different experiment. In one classroom four lessons were carried out. In two of them an English-only policy was applied and in other of them L1 was used for conveying meaning, clarifying the new vocabulary and grammar and explaining instructions. Pre-tests and post-tests were given at the beginning and at the end of the week and the improvements of the learners were compared. The results showed that in both lessons where L1 was used, there was a considerable

amount of progress compared to one of the English-only lessons. Therefore, Miles (2004) concluded that using L1 did not hinder learning, in contrast it facilitates it. However, the single system hypothesis claims the opposite, that is, the more the learners are exposed to the L1 the bigger will be its influence on the L2. Flege et al. (1997) tested this hypothesis and found that the amount of L1 used in the class has an effect on the learners' L2 pronunciation. Though this is not a reliable result, since there may be some other variables such as motivation, proficiency level etc. that affect the learners' pronunciation, and further research is needed to draw a conclusion.

Perceptions on L1 use is also studied in literature. Prodromou (2002) carried out research that aimed at revealing learner perceptions on L1 use at three levels – beginner, intermediate, and advanced. Most of the learners at beginner and intermediate level stated that L1 should be used in the language classrooms not only by the learners but also by the teacher. However, at advanced level a few learners were in favour of this view. On the whole, the study indicated 300 students in the study had a negative opinion on L1 use and they believed the more advanced they became the less L1 they would use.

Another study that investigated the learners' thoughts about teachers' L1 use revealed that L1 should be used in the classroom to explain difficult concepts, introduce new material, define new vocabulary, and explain the link between L1 and L2. They were dissatisfied with the minimal use of L1 in the classroom in an ESP setting (Januleviciene&Kavaliauskiené, 2004).

Ferrer (2011) aimed at revealing perceptions of learners, teachers, and teacher trainers on teachers' using L1 when the learners had difficulty saying or expressing something in L2. In other words, the benefits of translation as a way of scaffolding or adding were questioned. Both questionnaires and interviews were employed. The learners were asked whether they found it beneficial when they were provided with an L2 translation of what they wanted to say in L1. The majority of the learners responded positively to L1 use in that situation whereas most of the teachers disagreed with the idea being more sceptical and in favour of searching for alternative L2 only approaches. Learner responses varied among beginner, intermediate and advanced levels. Beginner and intermediate levels stated a more positive attitude but at the advanced level they preferred an L2 only approach in the classroom which was similar to Prodromou's finding. On the other hand, teacher trainers favoured L1 use in that case but warned against excessive use which might result in relying too much on translation rather than working out the meaning from the context. Ferrer (2011) summarized his study claiming judicious use of L1 was a helpful technique that could equip learners with explicit knowledge of L2 and methodology in the classroom should be reconsidered in terms of this aspect.

Learners' L1 use is another topic of interest in language teaching and it has been studied by many researchers. For instance, in a study in an ESP context, it was concluded that learners depend on their mother tongue and make use of it and its amount was related to learners' proficiency level and also linguistic situations

(Kavaliauskiené, 2009). Task complexity and difficulty is another variable that affects the amount of L1 used. Anton and Dicamilla (1999) examined the socio-cognitive functions of L1 use by learners in the collaborative dialogue 'in which the speakers are engaged in problem solving and knowledge building' (Swain, 2000) through a writing task. The results of the study showed that L1 performs three important roles in achieving meaning-based language tasks through the construction of affective collaborative dialogue: construction of scaffolded help, establishment of intersubjectivity that is a shared perspective on the task, and use of private talk. It was reported that using L1 enhanced L2 acquisition to take place and it provided a mutual bond between the learners to solve a particular problem. Besides, while students were trying to figure out which linguistic form to use and why they used it, they used L1 for metalinguistic purposes. They also used their native language as a tool to evaluate and understand the meaning of a test. The analysis of the collaborative task the learners carried out indicated that L1 helped the learners create a social space in which they provided one another with help and thus they gained a shared perspective in the completion of the task. This mutual agreement on the decisions for task completion is an important social function of using L1. Finally, they concluded that using L1 in collaborative interaction was a means to create a social and cognitive space in which learners were able to help each other throughout the task as well as being a device to generate content and to reflect on the material they produced. Therefore, language teachers should modify their tendencies to avoid L1 completely among learners

considering its important role in learner interaction in group activities. However, this provocative study was later criticized by Weels (1999) because of its explicit valuing of the use of L1. It was also reported that the data in that study appeared to have been collected in a quasi-experimental situation in which the use of L1 was positively encouraged which would lead to completely neglecting oral use of L2, which was an undesirable and unacceptable situation both on the part of the learners and the teachers. Nevertheless, having a preparation in L1 before a written task in L2 was proven to be beneficial in some other studies. In addition, Carless (2007) reported that difficult tasks, task topics that the learners were unfamiliar with, and less time for planning trigger L1 use. Likewise, similar findings were made which advocated the contribution of L1 use to the understanding and completion of a task (Knightly, 1996, cited in Nation, 2003; Cohen, 1994).

Storch and Wigglesworth (2003) tried to find out if L1 is used by the learners as a mediating tool to complete complex tasks and focused on the amount L1 was used, the functions the L1 served and the attitudes the learner has towards using L1 in an L2 setting. The learners engaged in the tasks were audiotaped. It was reported that there was a minimal use of L1 during the task performance. The learners used their L1 for task management, task clarification, vocabulary and meaning and grammar which are very similar to the findings of Swain and Lapkin (2000). The data gathered showed that the learners were reluctant to use their L1 since they thought using L1 would slow down the task and they believed L1 use

36

should be minimal to maximize the use of the target language in the language classroom. This shows that when the learners are not strictly forbidden to use L1 it yields positive results, that is, a high amount of target language use. Moreover, since language is the principal semiotic system that mediates our thinking, prohibiting L1 use in the collaborative tasks that the learners need to interact removes two powerful tools that will be helpful in learning a second language: L1 and effective collaboration (Anton &Dicamilla, 1999).

Levine (2003) reported the results of an Internet-based questionnaire study on student and instructor beliefs and attitudes about target language use, L1 use and anxiety. A negative relationship between the target language use and anxiety was found. The results also indicated that the amount of the target language varied according to the constellation of interlocutors and communicative contexts. Teachers stated that they used the target language 80%-100% of the time while they were talking to the learners. Their perceptions were identical to the learners'. On the other hand, both groups stated the learners used the target language 40%-60% of the time when they spoke to their teachers. Finally in learner to learner interaction, the two groups differed in their views that teachers reported less L2 use than the learners. It was also revealed that target language was used more for theme-topic based communication but used less for communication for grammar, tests, quizzes and assignments. However, the results of this study should be approached cautiously, because of some limitations that may endanger the reliability of the results. As this was an Internet-based questionnaire study, the

group of participants may not be representative of the whole sample. The respondents not only had access to the Internet but also were willing to fill in the questionnaires, therefore participation was limited because of the aforementioned requirements. Besides, there could be other variables that affect anxiety, which should be further investigated.

As well as the constellation of interlocutors and communicative contexts as in Levine's (2003) study, the amount of L1 use in foreign language classrooms may depend on some other variables though. Rolin-Ianziti and Brownlie (2002), for instance, analysed the effect of activity type on the amount of the L1 used during the lessons. For the study, learners were audio-taped for five class hours in which a unit that covered listening comprehension, vocabulary and grammar was taught. The results of the study indicated that in the grammar activity L1 amount was higher when compared to the listening activity which yielded the conclusion that controlling the activity type had an influence on the amount of L1 used. They also found that translation and contrasting L1 and L2 were two facilitative strategies for language learning.

Task type may also determine different uses of L1 in the classroom. Swain and Lapkin (2000) found that learners who are engaged in a dictogloss task needed to use L1 to comprehend the story given whereas the learners who carried out a jigsaw task did not need to use it since the pictures provided for interpretation were enough for them. That is, some tasks required more L1 use with less proficient learners. Thus, they concluded that 'different task types may

generally provide greater or lesser needs for different uses of the L1' (p.266-267). Highlighting the effect of task type on L1 use, Carless (2007) stated that more open-ended tasks resulted in an increased amount of L1. Duff and Polio (1990), on the other hand, investigated factors that are related to the amount of L1 and L2 use in foreign language classrooms taught by native speakers. The results indicated that in the classes they studied, target language use ranges from 10 % to 100% and the amount of L1 use was influenced by the teachers' proficiency in the learners' L1. In other words, when the teacher can speak the learners' language well, they tend to use more L1. Secondly, it was found that the similarities and differences between L1 and L2 affected the amount of L1 and L2 used. Teachers tended to use less L2 when grammatical items did not have cognates in L1 (Polio & Duff, 1994). In other words, when two languages are too different from each other, L1 use is higher. They also determined some other variables that may be influencing L1 and L2 use such as language type, departmental policy/guidelines, lesson content, materials and formal teacher training. On the other hand, the lesson objective did not seem to play a role in determining the amount of L1 and L2 use whereas the tasks and instructional means to fulfil the objective determined the amount.

All these findings that shed light on L1 use in the classroom does not mean that learners should be encouraged to use their L1 in the language learning classroom which is the only place they are exposed to the target language. Turnbull (2001) believes that teachers should maximize their own target language

use since their learners do not often encounter the target language outside the classroom. However this does not mean avoidance of L1 at all costs since it is argued that it contributes to language development of the learners' and both languages should exist together in the classroom. One of the teachers in Polio and Duff (1994) reports that it would be great to use only the target language in a foreign language classroom but it is impossible as learners in a foreign language classroom are culturally and linguistically deprived. The classroom is their only atmosphere that they encounter the target language. Thus, L1 and the target language can exist in the classroom together and facilitate language learning. Edstrom (2006: p.277) believes learners' 'extensive L1 knowledge complements their growing L2 knowledge'. Stern (1992) thinks that both languages can complement each other at different stages of the learning process. Furthermore, Turnbull (2001) also believes that they can exist simultaneously. Therefore, Storch and Wigglesworth (2003) suggest that the teachers should not forbid the use of L1 since it "may be a normal psychological process that allows learners to initiate and sustain verbal interaction". Therefore, teachers can let the learners use their L1 in optimal amount and this amount can be decided on together with the teacher and the learners. However, its use should not be encouraged but it should be seen as a support rather than a substitute (Swain &Lapkin, 2000). Kavaliauskiené (2009) suggests learners' previous experiences, their level, the level of the course and the stage of the individual lesson should be considered to have a balanced use of L1. Auerbach (1993) proposes that students can discuss

when to use and not use L1 and the advantages and disadvantages of it or they can express their opinions as a reflection. Then the teacher contributes to this process with his/her opinions. Chung (1992) also suggests that when the learners take part in this decision making process, they become more careful with the use of target language and use it more. In this way the learners become more autonomous and they have control over their own learning process. Cook (2002), on the other hand, advises them to consider language teaching methods which handle L1 as a language teaching resource and mentions the possibility of giving the chance to make use of L1 so that they could feel more comfortable with their classroom practice. Those methods that make use of the mother tongue could be very effective since it reduces the amount of the time necessary for achieving a specific aim (Atkinson, 1989). According to Edstrom (2006), some opportunities for teachers should be created so that they can examine their context and make realistic conclusions for L1 use instead of mandating L2 use. Most of the teachers in the aforementioned studies have a sense that the target language use excessively is crucial but they have difficulty in how to do so. Considering all these views that regard L1 as a means of effective communication, 'a framework that identifies when reference to the L1 can be a valuable tool and when it is simply used as an easy option' (Macaro, 2001:545). Such a principled framework can help teachers use L1 as a communicative tool.

Different from Cook and Turnbull who emphasize the importance of maximizing the target language or L2 use, Duff and Polio (1990) focus on the question how to maximize it and propose following suggestions (p. 163):

1. Make input comprehensible through verbal modifications.
2. Make input comprehensible through nonverbal means.
3. Have classes video-taped for self-evaluation.
4. Establish an L2-only policy for the teacher from the start.
5. Establish a brief period when teacher and students can use L1 to clarify material from a lesson
6. Let the students speak L1 when necessary.
7. Stress that all language need not be comprehended.
8. Explicitly teach and then use grammatical terms in the L2.
9. Provide supplementary grammatical material in L1.

These suggestions may help teachers and administrators to control the language use in the classroom and constitute a systematic way of using L1. In another study, Polio and Duff (1994) make some other suggestions for maximizing target language use. Although comprehension plays a great role in language learning, the learners should be told they do not need to comprehend every single word. On the other hand, if they have to comprehend it but they cannot, it is teacher's duty to repeat or paraphrase so that students will have more chance to hear and learn the item in the target language. Furthermore, teachers can provide more exposure to the target language through some modifications in their teaching techniques and can use more constructive communication strategies. Teacher trainers could teach teachers how to do so. The administrators can create opportunities to expand the use of the target language by modifying methodologies, materials and the curricula. A balanced approach which gives a role for the

42

L1 but also realizes the importance of maximizing L2 is needed. According to Nation (2003), L1 is used by the learners as a result of their low proficiency in L2, shyness in using the L2 or a lack of interest in learning the L2. To overcome these obstacles to using L2, the following solutions which cover some affective, cognitive and resource approaches were proposed to maximize it in the classroom:

1. Choose manageable tasks that are within the learners' proficiency.
2. Prepare learners for tasks by pre-teaching the language items and skills needed.
3. Use staged and graded tasks that bring learners up to the level required.
4. Get learners to pretend to be English speakers.
5. Make the L2 an unavoidable part of the task. Retelling activities, strip stories, completion activities, and role plays all require the use of the L2.
6. Repeat tasks to make them easier.
7. Inform learners of the learning goals of each task so that they can see how using the L2 will help them achieve a clear short-term learning goal.
8. Discuss with the learners the value of using the L2 in class.
9. Get learners to discuss the reasons why they avoid using the L2 and get them to suggest solutions to encourage L2 use.
10. Set up a monitoring system to remind learners to use the L2.
11. Use non-threatening tasks. (p.6)

There have been also some other attempts to balance L1 use and explain the optimal use of it. For instance, Calman and Daniel (1998, cited in Turnbull, 2001) accepted L1 in 5% of the class time in Grade 5 and 8 classes in an urban setting in Canada but their observations of the teaching practices showed that only 42% of Grade 5 teachers and 17% of Grade 8 teachers were using L1 less than the accepted level. On the other hand, Shapson, Kaufman and Durward (1978, cited in

Turnbull, 2001) found 25% was an acceptable level for L1 use in a study of elementary French classes in Canada; however, they discovered that only 26% of the teachers use L1 less than 25% of the class time. These show that what works in theory may not work in practice. Every institution and every teacher has their own language teaching beliefs and strategies and dictating some amounts may not be accepted by all parties. Furthermore, defining a universally appropriate quantity or amount of L1 use by teachers may not be realistic since it depends on underlying functions or purposes (Edstrom, 2006). Considering this empirical evidence, Turnbull (2001) concludes that this kind of licensing teachers' L1 use may result in excessive use of it and thus may affect the learners' language performance negatively. He proposes that using official guidelines and some support from the teacher educators would facilitate the maximum use of the target language and help the teachers make principled decisions about using the L1. Duff and Polio (1990) also encouraged the use of guidelines that emphasize the use of the target language. They report that in foreign language departments where the amount of L1 to be used is not ever mentioned by the supervisors, teachers tend to use it excessively whereas, in some other departments that have a strict policy on using the target language, its use is minimal. In contrast, Edstrom (2006) claims that such guidelines that give a percentage for acceptable L1 use are problematic and they imply that all uses of L1 are justifiable. Teacher trainers can help teachers through pre-service and in-service training and inform them about the advantages and drawbacks of using L1. Duff and Polio (1990) also report that

teacher training makes a difference in minimal use of L1, since in their study, teachers who had training used more target language in their classrooms. Teachers' attitudes are important in this sense since their attitudes and perceptions may be an indicator of their classroom practice. Mitchell (1998, cited in Turnbull, 2001) carried out a study that investigated teacher attitudes towards using target language in the classroom. The teachers in the study stated that they were stressed when they used only target language in the classroom. It was reported that teachers found it inappropriate to use the target language when they are giving instructions, teaching grammar and disciplining the class and it would be better to use L1 in those particular occasions. Then, Chambers (1991) commented that teachers who have such kind of an attitude towards L1 use may be overusing L1 in their classroom verifying the argument that perceptions may reflect teachers' classroom practices. Edstrom (2006) analysed a teacher's language use throughout a semester and tried to find out her perceptions about L1 use and compared them with her actual L1 use. She also compared the teacher and the learner perceptions. She found that her beliefs and perceptions were not reflected in her teaching. In other words, though she thought that she used L2 excessively, it was not the case and she made use of L1 on many occasions.

Although some people are disturbed by the idea that avoiding L1 means good teaching (Edstrom, 2006), using L1 always brings the feeling of guilt on the part of the teachers. They tend to avoid confessing their L1 use since it is regarded as 'a taboo subject, a source of embarrassment' (Prodromou, 2002:6). When they

use L1 they cannot stop the feeling of guilt since they feel they did not obey the principles of good teaching. The reason for this uncomfortable feeling may be a result of not being aware of the conditions, reasons and results of using L1. Copland and Neokleous (1993) examined when teachers use L2, why they do so and how they feel about the practice. The teachers in the study did not seem aware of the amount of L1 they used and under which circumstances they used it. They tended to under-report their L1 practices in the classroom which may result from the 'guilt' they felt since all the teachers in the study defended maximum use of the target language and were critical about the amount of L1 used. Their desires for the maximum use of L2 in the classroom contradicted with their classroom practice and its realities. According to Copland and Neokleous (1993) teachers who regarded L1 as a hindrance to L2 learning rather than as a resource for learning should be introduced to findings in academic books and journals which indicated the value of L1 through teacher conferences and debates held locally. Moreover, they should be given the chance to carry out classroom research so that L1 could become a part of a practical pedagogy. Polio and Duff (1994) reported a similar case and claimed that there was a lack of awareness on the part of the teachers since they disregarded how, when and to what extent they used the target language. They encourage the learners to use the L2 but they did not do so themselves. This is a very common problem and it is possible to overcome it through reflecting on one's own teaching. It will also help in raising consciousness among teachers whose linguistic behaviour contradicts with their

actual classroom teaching. Freeman (1989) suggests those teachers becoming aware of their own practices to be able to transfer their knowledge and skills to the learners, with the help of a simple recording of their own teaching.

When the ESL setting is considered, using L1 gains a different dimension and some political concerns are on the stage. Insisting on English only classrooms originates in the political agenda of the dominant groups and is a means to reinforce the existence of power relations. Auerbach (1993) asserts that besides being a pedagogical one, the matter of using or not using L1 is a political issue. Edstrom (2006) considers the classroom as a multilingual community and in imposing monolingual norms on this community is not welcome and defends a multilingual approach to language teaching. Phillipson (1992) says monolingualism rejects the experiences of other languages and excludes the child's experience of a previously acquired language. This also brings the exclusion of cultural properties besides imposing the new language and culture. These constitute a barrier to learning a second language. Using the mother tongue is also related to learner identity. Schweers (1999) also agrees with this idea saying that if L1 use is undermined in the classroom the learners may feel that his/her identity is threatened. Besides, a ban on L1 use means denying one's identity (Belz, 2003). As a result, cultural bias may be encountered. Thus, teachers should respect the learners L1 and they should not make them think their L1 is inferior to English (Nation, 2003). On the other hand, if L1 is used, affective barriers to language acquisition are reduced and a more rapid progress is achieved.

In addition, language and culture shock are alleviated (Auerbach, 1993). Tucker (1980, cited in Auebach, 1993) states although immersion programs can enhance language development for learners from dominant language groups. Bilingual instruction seems to be more effective for language minority learners with less social status languages. Through bilingual education they would feel their identity is valued and they would be more eager to learn the target language. Thus, L1 use is not only effective but also necessary in the ESL setting (Auerbach, 1993). Cook (2007 online) summarizes the aforementioned issues in his plenary session in an IATEFL Conference in Aberdeen saying:

> 'The most important statement was the fact that English teachers tend to take a monolingual approach thus neglecting the importance of translation in the process of teaching English. The ESL classroom cannot follow the motto "One nation, one people, one language", a somewhat overrated statement since it implies that a classroom is a state. Quite contrary to that, the L1, i.e. the mother tongue of the students, should by all means be acknowledged. The importance is highlighted even more by the fact that the students' culture is part of their language and by neglecting their language, the teacher, in a monolingual classroom, neglects their culture which leads to the danger of neglecting their identity as well. What is more, there is no valid database that could confirm the standpoint that the monolingual approach in teaching is the best one. The disregard of the students' mother tongue can in fact de-motivate the students and be counterproductive. Therefore, there is neither a scientific nor a pedagogic reason to exclude L1 from the teaching process. There are probably more reasons, utilitarian and political, to make the use of L1 quite valuable in the process of teaching English. The former reason implies that the students would be motivated to think more about appropriate equivalents in their own languages and the latter one, of course, emphasizes the importance of cultural diversities and tolerance among nations'.

There have been many cases in which L1 proved to be a useful tool instead of being an obstacle that impedes L2 learning in different language skills. For

instance, L1 is considered as a 'fairly common strategy among L2 writers' (Krapels, 1991: p.49). It serves as a facilitating source for the learners. Shamash (1990) used an approach to writing that uses the L1 of the learners. The learners wrote about their lives in L1 or a mixture of both L1 and L2 and then they translated it into L2. He reported that when they started writing in their L1, they had a sense of security and they had a chance to share their experiences and express themselves. Moreover, a study by Osburne and Harss-Covaleski (1991) concluded that writing first in the L1 and then translating it into the L2 did not yield a different result both qualitatively and quantitatively. Osburne (1985) carried out another study in which the learners write on an assigned topic in their native language and they compared the language systems of the native and foreign languages. The results of the study showed that 'the attention given to native language writing skills build confidence and de-emphasizes the writing process, with which many students from traditional school systems are uncomfortable' (p.1). Carrying out writing task preparation in L1 or L2 may lead to different results. Lally (2000) reported that learners who prepared the task in L1 scored higher in organization and global impression. This facilitative role of using L1 was also verified in another study by Lameta-Tufuga (1994) who investigated the effects of L1 use in a discussion about a writing task before they start writing. In this way, they have a chance to understand the content of the task. The results showed that the all of the learners in the study engaged in the task actively and activated their related schemata in L2. In this case L1 had a supportive function

for gaining control of relevant L2 vocabulary. Auerbach (1993) mentions another study that suggested learners' writing skills were enhanced if they were allowed to explore their ideas in L1.

Wang and Wen (2002) presented a thorough study that examined the use of L1 in the process of composing a written text. They found a considerable amount of L1 in this process and they used it to control their writing process and to consider the content and organization of their product. On the other hand, they used more L2 while they were constructing sentences and responding to the tasks. Moreover, they also revealed that the type of the writing task or the prompts given for each task could be a determiner in the amount of L1 used since the learners in the study tended to use more L1 when they were given a 12-word prompt and 12 pictures. However, in another task, when they were given a 60-word passage which they needed to read several times to understand what they should do, they used less L1. This meant that using pictures in the task may encourage the use of L1. Thus, this finding has an important teaching implication, that is, teachers who want their learners to use less L1 in writing tasks should consider this. Another result of the study was that the more proficient the learners were, the less L1 was used. Less proficient L2 writers tended to write the text in L1 first and then translated it into L2 whereas more proficient ones directly wrote it in L2. The researchers concluded that 'L1 is more likely to occur in process-controlling, idea-generating, and idea organizing activities than in text-generating activities' and they proposed a model for an L2 composing process. Although this study is a

detailed one and contributes to the literature a lot in terms of L1 use in the writing process it has some limitations and the results may not be that reliable. For instance, all the learners were required to carry out the writing task in a limited time, therefore, the time for planning and going over their product was also limited which may influence the amount of L1 used.

Although native language can serve as a valuable resource to develop L2 writing skills, some researchers are judicious about its use claiming that L1 and L2 writing processes are different (Ferris & Hedgecock, 1998; Silva, 1993). Wang and Wen (2002) argued:

> One important difference between L1 and L2 writing is that L2 writers have more than one language at their disposal; that is they may use both L1 and L2 for cognitive operations when they are composing in the L2.

According to Silva (1993), the main difference between L1 and L2 writing is that L1 learners have a sense about what sounds correct or best when they read their own writing. Besides, L1 and L2 learners have different understandings of paraphrase and citation conventions.

L1 in reading proficiency was also a concern for researchers. Lee and Schallert (1997) investigated the relative contribution of L1 reading ability to L2 reading performance. The results showed that L2 proficiency had a more important role in L2 reading than the L1 reading ability. On the other hand, these same researchers claimed that when the learners reached a certain level in L2, then they could make use of other knowledge and experiences such as their L1 knowledge.

Grammar is another skill where the contribution of L1 is discussed. Ferrer (2011) investigated the learner, teacher and teacher educator perceptions on the benefits of cross-linguistic grammatical comparisons. It was found that the learners, especially the ones at low levels made use of their L1 to compare with the target language. He argued that when the learners were trained to compare and contrast both languages, they would gain a high level of grammatical competence accompanied by communicative competence. All in all, the study indicated that cross-linguistic comparison was a beneficial technique for the teachers to deal with the grammatical aspects of the language when used systematically and judiciously. In this study the participants were Spanish people in an ELT context so the cross-linguistic comparison between Spanish and English was in question. These two languages have similarities. However, the findings of this study would differ in another context in which grammar aspects of L1 and L2 are totally different. Therefore, the results should be approached critically.

Surprisingly, L1 use was proved to be beneficial for oral proficiency as well. Behan and Turnbull (1997) examined four groups of learners' all of which were instructed to use the target language while they were getting prepared for an oral presentation in the target language. Two of the groups were monitored and warned against L1 use when they slipped into it whereas the others were not monitored. Interestingly, the performance of the non-monitored group was better than the other group. The researchers concluded that 'L1 use can both support and

enhance L2 development, functioning simultaneously as an effective tool for dealing with cognitively demanding content' (p. 41).

CHAPTER III

METHOD

In this chapter, the overall research design of the study is presented. The research design, data collection instruments and procedures, participants included in the study, and the analysis of the data are explained in a detailed way.

3.1 Overall Design of the study

In the present study, two types of data collection methods -qualitative and quantitative- were employed. The reason is that the latter allows the researcher to establish a relationship between variables, but it is often weak when it comes to exploring the reason for those relationships among variables while the former one can be used to explain the factors underlying the broad relationships that are established (Punch 2005). Mixing these two types of data collection methods would allow improving the credibility and the reliability of the results. If just one method is used in collecting data, the truth may not be reflected to the results (Cohen et al., 2007). Therefore, mixing methods and triangulating the data through them are very critical in research studies.

As for data collection tools, a questionnaire is one of the data collection instruments in the study. Brown (2001: p.6) describes questionnaires as 'any

written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers'. They give precise and clear quantitative data and they may also provide the researcher with the qualitative data by the addition of open-ended questions. Questionnaires can include not only behavioural questions which aim to find out respondents' actions and habits but also attitudinal questions which explore the attitudes, beliefs, views, and perceptions of the respondents. In his book entitled *Questionnaires in Second Language Research,* Dörnyei (2003) presents the advantages of using questionnaires in research studies in terms of researcher time, effort and financial sources. He also emphasizes the advantage of using them with a variety of people in very different situations and for investigating very different topics.

However, using questionnaires as the only source of information may not help the researcher get the reliable data needed; thus, it should be supported with other research methods. Wray and Bloomer (2006) stated that questionnaires are best used in association with other methods of data elicitation (e.g., interview, observation, etc.) to gain a full picture of the data and because of this; they do not operate as a substitute for transcription and analysis but rather complement it.

In the current study, questionnaires are supported with interviews and observations which allow the researcher to find out more specific information. As well as being one of the most powerful ways we have of understanding others, using interviews is a very good way of accessing people's perceptions, meaning

and definitions of situations and constructions of reality (Punch, 2005). Moreover, they also allow the researcher to infer attitudes on a particular topic.

In addition to the questionnaires and interviews, observations which could be a good indicator of teachers' classroom practices were carried out for the sake of data triangulation. The Observation helps reveal the relationship between teachers' perceptions and their teaching practice. In this research, this protocol contributed to the validity and the reliability of the study.

As for the participants, learners, teachers, teacher trainers and administrators were involved in the study. Questionnaires that included Likert-scale items and open-ended questions were administered to the learners and the teachers to gather both qualitative and quantitative data which will be discussed in the following sections. Semi-structured interview protocol was carried out with the teachers, teacher trainers and administrators to gain insight in their perceptions. Finally, observations were carried out to identify any possible mismatch between teachers' perceptions and their classroom practice.

3.2 Setting

The study was carried out in a preparatory school of a private university in Ankara. The mission of the school is to prepare its students to function in their chosen fields not only within Turkey's national boundaries but also in the international arena. Therefore, the university decided that using English as the language of instruction would be the best way to provide them with a competitive

advantage in the market. The school claims that the learners master the four skills –reading, writing, listening and speaking when they complete their studies in the preparatory school.

At the beginning of each academic year, learners who started the university take two English language exams: the Proficiency Examination and the Placement Examination. The learners who are successful in the Proficiency Examination start their department studies whereas the others take the Placement Examination and the results of this exam determine the level of the learners: Beginner, Intermediate or Upper Intermediate. Proficiency Examination is a multiple choice test which consists of reading, use of English, vocabulary sections. There is also a writing section included.

The preparatory school has a course system in which a learner who is not successful at one level is required to repeat the same level. The academic year consists of three terms lasting for 10-12 weeks. The learners receive 28 hours of instruction every week. Evaluation of achievement tests, a project work, quizzes, writing and speaking determine the level success grade for each learner. Students in all courses at any one level sit the same quizzes and achievement tests to achieve the standard and keep to the curriculum objectives of the Preparatory School. The learners need to score 60 on a hundred scale to pass each level. All the tests are produced and administered by a group of experienced instructors in testing. Achievement tests consist of listening, reading, use of English, vocabulary, and writing sections. Listening section is usually in the form of true-

false questions. Use of English section includes some cloze tests, rewrite and paragraph completion. In addition, vocabulary section has some 'fill in the gaps questions' and cloze tests.

The preparatory school has an English-only policy and requires their teachers to use a monolingual approach in their classroom. However, it has been observed that teachers utilize L1 while they are teaching and the administrators warn the teachers against L1 use in their classes.

The school also utilizes a student development and counselling centre which aims to help students with their psychological, educational and social development, to enable students to realize their potential and to provide guidance on their academic studies. This centre organizes seminars on adaptation to university way of life, effective learning techniques, how to get rid of exam anxiety etc. as well as carrying out one-to-one counselling sessions with the learners who have personal and academic problems.

3.3 Participants

As mentioned previously, learners, teachers, teacher trainers and administrators of a preparatory school in Ankara, Turkey participated in the present study. In this section, demographic characteristics of 302 learners and 55 teachers who participated in the present study were also included. Moreover, some information about the teacher trainers and administrators who participated in the study was also involved.

3.3.1 Learners

The study included 302 learners from three different levels. The levels of the learners were determined by the Placement Examination at the beginning of the academic year. All of them were having their first year at the preparatory school. In others words, no repeat learners were included. The learners were chosen randomly in order to overcome the effects of any variable such as success or gender that might have influence on the outcomes of the study. The sample for the female learners consisted of 129 learners (42.6% of the total number of the learners) and male sample constituted of 172 learners (56.8%) (One of the learners did not state his/her gender which was missing data-.3%). As illustrated in Table 2, while 67.7% of the students participating in the study were in C level, 29.0% of the participants were in B level. The percentage of the learners in A level was 7.6 (Table 3.1).

Table 3.1 Student Distribution According to Levels

Levels	F	%s
C (Elementary)	190	67.7
B (Intermediate)	88	29.0
A (Upper-Intermediate)	23	7.6
Missing	1	.3
Total	302	100

As for their language learning experience, 71 of the learners (23.4%) were zero beginners and this was their first year at the preparatory school. Only 30 of the learners (9.9%) affirmed that they have been learning English for one to three

years. Thirty five of the participants (11.6%) reported that they have got 4-6 years of experience in learning English. Eighty-five of the learners (28.1%) declared that they had been learning English for seven to nine years. Finally, 77 of them (25.4%) stated that they had been learning it for 10 and more years (Table 3.2).

Table 3.2 Distribution of Language Learning Experience

Lang. Learning Experience	F	%s
Less than 1 year	71	23.4
1-3 years	30	9.9
4-6 years	35	11.6
7-9 years	85	28.1
10 and more years	77	25.4
Missing	4	1.7
Total	302	100

3.3.2 Teachers

A sample of 55 teachers (Male= 13 / Female= 42) participated in the study. They were all non-native speakers of English. While choosing the sample for teacher participants, convenience sampling was selected. The teachers who were available during the implementations of the questionnaires were included the study. In addition, while determining the sample for classroom observations, teachers who had easy accessibility were chosen. The teachers in the preparatory school teach 16-18 hours per week. They follow the course book *Face to Face* in three of the levels and do not take part in material and test preparation. All

teachers attend a pre-service training offered by the preparatory school at the beginning of their first year at university.

Table 4 illustrated the experience of the teachers at the preparatory school and the teachers who had less than five years of experience were considered as novice teachers. Therefore, the number of the experienced English language teachers was 40 (69.8%) while this number was 15 (27.9%) for novice teachers (Table 3.3).

Table 3.3 Teachers' Language Teaching Experience

Teaching Experience	F	%s
1-4 years	15	27.9
5-10 years	35	67.4
11-15 years	3	11.6
16 and more	2	2.3
Total	55	100

Moreover, 32 of the participants held only a BA degree while 16 of them completed their Master's degree. Fifteen of them were still registered to a Master's program and two of the participants were studying in a PhD program (Table 3.4).

Table 3.4 Frequencies for the Degrees Teachers Hold

Degree	F
BA	32
MA	16
PHD	2
Missing	5
Total	55

Participants were mostly graduates of a Foreign Language Education Department. The departments from which the participants graduated were as in the following table:

Table 3.5 Departments from Which the Participants Graduated

Departments	F
Foreign Language Education	36
English Literature	9
American Culture and Literature	5
Linguistics	1
Business Studies	1
Missing	3
Total	55

3.3.3 The Teacher Trainers

The preparatory school employs two teacher trainers, who carry out announced and unannounced classroom observations throughout the year to provide feedback to guide the teachers and help them restructure their lessons.

They are also responsible for preparing pre-service and in-service training sessions. The training unit defines the scope of these training programs as demonstrating more effective techniques and strategies that the trainers want the teachers to use in their classes by giving model lessons themselves and presenting theoretical and practical seminars or workshops as a result of action research.

They are both graduates of English Language and Literature departments. One of them holds an MA degree in the same department, while the other one has an MA degree in English language teaching.

3.3.4 The Administrators

The director and the academic coordinator of the preparatory school participated in the current study. The director is an English Philology graduate and has been the head of the school for 15 years. On the other hand, the academic coordinator graduated from an English Language and Literature department and has been responsible for the academic issues for three years. The administrators have weekly meetings with group heads who are to announce the decisions taken by the administrators to the teachers.

3.4 Data Collection Instruments

As mentioned previously questionnaires were utilized to collect data for the study. Furthermore, interviews and classroom observations were carried out

for data triangulation and also to increase the reliability of the results of the questionnaires.

3.4.1 Survey Questionnaire

Since a questionnaire that perfectly fit the subject and the context of this study did not exist, two questionnaires were developed to be used as data collection instruments. Both questionnaires were designed in Turkish so that the participants could freely express themselves. In preparing the questionnaires, the techniques that were highlighted by Dörnyei (2003) were used. Firstly, a few items were borrowed from Schweers's (1999) questionnaire and some of them were designed in the light of related literature. Moreover, a discussion group was formed and colleagues had a discussion on teachers' L1 use. In addition, a video recording of a class hour was analysed to elicit some other information that would be used in the questionnaires. Finally, a class discussion was carried out with the learners and relevant notes were taken, which would be a valuable source in the design of the learner questionnaire. As a result, making use of these data collected from the learners and the teachers, two questionnaires were developed –a learner questionnaire and a teacher questionnaire.

The learner questionnaire consisted of two parts and the first of which gathered some demographic data. In the second part, there were three sections. In the first section the learners were asked to answer Likert-scale items to reveal their perceptions on teachers' L1 use with regard to reading, writing, speaking,

vocabulary, grammar teaching, motivation and classroom management. In the second section, they responded to the items to indicate their teachers' classroom practice regarding L1 use. This section also included two multiple choice items which investigated amount of L1 used by the teachers. Finally in the last section, they were required to answer an open-ended question which would enable the researcher to get some qualitative data.

The teacher questionnaire also had two parts and the first one was used to collect some demographic information. The second part had three sections. The first section was the same as the learners' since it aimed at revealing perceptions on teachers' using L1. The second section was also similar to the learners' questionnaire, but the only difference was that the statements started with the subject pronoun "*I*" whereas in the learners' it was "*My teacher*". The reason was that the teachers considered their own classroom practice in terms of L1 use. The last two items of the section aimed to reveal the amount of L1 used by the teachers throughout the year by means of multiple choice items as in the learner questionnaire. In the final section, the teachers provided some answers to an open-ended question so that some possible uses of L1 could be further discussed.

3.4.2 Pilot Testing of the Survey Questionnaire

After the construction of the questionnaire, an initial piloting was utilized. Firstly, the questionnaire was filled in and checked by four colleagues as suggested by Dörnyei (2003) and secondly, an expert checked the items regarding

the clarity of the language and related items were re-written or revised. Moreover, a testing expert also went over the questionnaire and some ambiguities were removed. Finally, an academician examined the items in terms of their sufficiency in answering the aforementioned research questions. As a result of this process, some necessary changes related to format, wording and unclear items were made depending on the feedback received. In other words, the final form of the questionnaire was revised and some statements were extracted and some were reformulated in the light of the comments and feedback by the experts. This process contributed to the validity of the instrument and therefore, content and face validity were secured.

Following the initial piloting, a final piloting was carried out. The learner questionnaire was given to 199 learners and any statement unclear to the learners were noted and reported to the researcher by the instructors administering the questionnaire. In addition, the teacher questionnaire was distributed to 50 instructors, and they were asked to fill in the questionnaire and comment on the clarity of it. Considering all the feedback by the learners and the teachers, a final revision of the statements were made, that is, some items were eliminated and some were rewritten regarding clarity issues. For the overall reliability, coefficient Alpha was calculated for both questionnaires. Cronbach alpha for the 34-item learner questionnaire was computed as .80 and it was .86 for the 35-item teacher questionnaire.

Dörnyei (2003) asserts that factor analysis aims to find common underlying dimensions in a measurement tool. Moreover, it also enables to eliminate the items that are not very effective. In this sense, factor analysis was conducted for both questionnaires which were written under two dimensions: perceptions on teacher's L1 use and their classroom practice. In learner questionnaire, 31 Likert-scale items were evaluated and nine components with eigenvalues over one were extracted. It was observed that two items were scattered in the rotated component matrix; therefore, they were excluded from the questionnaire. After eliminating these items, the number of the components was reduced to six. , Although there were six components with eigenvalues over 1, it was observed that after the second component the values are to close and there is a significant difference between the first two component and the others. Moreover, since the variance these two components covered was 60.52%, it was concluded that the questionnaire had two dimensions as it was hypothesised. The final version of the learner questionnaire consisted of 31 items in addition to an open-ended question (Appendix A).

When the same procedure was followed for the teacher questionnaire, it was found that there were ten underlying dimensions. It was revealed that one of the items was scattered in the rotated component matrix and thus it was eliminated. Moreover, it was observed that another item had very low factor loads and therefore, both items were excluded from the questionnaire. When the percentage of variance was analysed for each component, it was found that two of

them were significant since the variance covered by both was 62.26%. Similar to the learner questionnaire, the significant difference between the eigenvalues of the first two components and the rest led to the conclusion that the teacher questionnaire also consisted of two underlying components which are perceptions of teacher's L1 use and their classroom practice as it was aimed. The final version of the teacher questionnaire included 31 items and also an open-ended question (Appendix B).

On the whole, this process contributed to examining the construct validity of the questionnaires and it was concluded that the construct validity of the questionnaires was also secured as well as the face and content validities as mentioned before.

The reliability coefficients for the items under the dimensions and also overall reliability of the questionnaires were high (Table 2). The reliability statistics showed that the process of factor analysis also influenced the internal consistency of the items and improved the overall reliability of the instrument.

Table 3.6 Reliability Statistics of the Questionnaires

		Number of Items	*Cronbach Alpha Coefficient*
Learner	Perception	19	.85
	Classroom Practice	12	.75
Overall		31	.82
Teacher	Perception	19	.86
	Classroom Practice	13	.79
Overall		32	.87

3.4.3 Classroom Observations

According to Wray and Bloomer (2006), observation provides the researcher with non-elicited behaviour that will allow a more holistic view of the language use in a particular context. Therefore, to gain more insight in teachers' language use in the classroom observations were utilized. Observations can be direct (Bartels, 2005) which means the researcher is present during the observation. An alternative to direct observation is audio or video recording in the absence of the researcher (Wray & Bloomer, 2006). For the current study, the latter technique was chosen in order to observe the lessons which coincided. Six (Male=3 / Female=3) teachers were observed during two class hours (100 minutes) and they covered a module from the course book *Face to Face - Intermediate*. The teachers were chosen randomly and were not informed about the topic of the research in order not to influence their classroom routines. Moreover, interviews were carried out and recorded one week after the classroom observations. On the other hand, the module covered was determined according to the criterion, that it should include most of the skills. The current module highlighted vocabulary items related to weather, a reading text on global warming, and a listening text. It also presented passive voice in grammar section.

3.4.4 Interview Protocol

Interviews are very helpful in revealing teachers' insider perspectives (Bartels, 2005). Moreover, they allow the researcher to elicit their perceptions and

beliefs regarding a particular topic. Thus, semi-structured face to face interviews and video-recordings were conducted to collect some qualitative data. In semi-structured interviews, some base questions are asked by the researcher but depending on the situation, the researcher also has some other optional questions, which may or may not be used (Mertler, 2006). The interview protocol was carried out in Turkish with teachers whose classes were observed two weeks after the observations to remove the interference of their teaching to their perceptions (Appendix C). Teacher trainers and the administrators were also interviewed in Turkish to be able to compare their perceptions on teachers' using L1 in language classrooms (Appendix D). In addition, data gathered from the interviews with the teachers were compared with their teaching observed to investigate a possible mismatch in their beliefs and teaching.

CHAPTER IV

DATA ANAYSIS AND INTERPRETATION OF THE RESULTS

4.1 Data Analysis

The data gathered was analysed both qualitatively and quantitatively. The quantitative data was analyzed through the computer program SPSS 15.0 and qualitative data was analyzed through *coding into themes*.

In the first part of the questionnaires, which provides some demographic data, descriptive statistics were used. Analysing the data with descriptive statistics provides the researcher with clear results by means of tables and charts. Using frequencies is also helpful to have a better understanding of the participants in the study. Since a difference between the two groups is expected, i.e. teachers-learners, novice-experienced teachers, the second and the third sections were analysed through independent samples and one sample t-tests as well as the descriptive statistics for mean calculation.

On the other hand, data from the open-ended items in the questionnaires and transcribed interview data were analysed qualitatively. The textual data was read several times and the answers were coded. Then, these codes were labelled and categorised according to word and sentence frequencies. Punch (2005:p.201) states that 'coding is the concrete activity of labelling data, which gets the data

analysis under way and which continues throughout the analysis'. Moreover, it lets the researcher understand how to discuss his/her findings by means of categorization.

The data from the interviews with teachers, teacher trainers and administrators were transcribed and *content analysis* was carried out. The textual data was read several times and the answers were labelled and categorised through *coding* that 'is the concrete activity of labelling data, which gets the data analysis under way and which continues throughout the analysis'(Punch, 2005). This process lets the researcher understand how to discuss the findings by means of categorization.

In the same vein, the recordings of the observations were transcribed and analysed and coded for the amount of L1 use and the reasons for using L1 to be compared to interview data in the next step on an observation checklist (Appendix F) which was designed for this particular study.

4.2 Interpretation of the Results

In this section, perceptions of teachers, learners, trainers and administrators on teachers' use of L1 were presented thoroughly and the results were interpreted and discussed under the light of related literature. The possible mismatches between the parties were also revealed and some suggestions were proposed.

4.2.1. Teacher Perceptions on their L1 Use

Teacher perceptions on their L1 use was one of the most important aspects of this study. To be able to discuss this aspect, both qualitative and quantitative data was analysed. As previously mentioned, qualitative data was gathered through the teacher questionnaire which consisted of Likert-scale items. On the other hand, the quantitative data gathered open-ended question in the questionnaire and from the interviews and observations was also used to shed light on the perceptions of the teachers participated in the study.

Teachers' perceptions on their L1 use were revealed through the data collected from the first part of the teacher questionnaire. It was found that the mean score of the first part of the questionnaire which revealed the teachers' perceptions on their L1 use was 3,05. Although this score is slightly above the test value three, the difference between them was not statistically significant. Therefore, it could be concluded that teachers' perceptions are neutral. On the other hand, the qualitative data showed that teachers mostly had negative perceptions with regard to using L1 while teaching English, but because of the setting they were in they feel obliged to use it for some concerns to be discussed later on. Moreover, the interview data also indicated that they felt guilty when they used Turkish in the classroom, since they believed that they were depriving the learners from the exposure to the target language which was highlighted as an important variable in language teaching. Therefore, as in the previous studies (Prodromou, 2002; Copland &Neokleous, 1993) in which the teachers reported a

sense of guilt; the teachers in this setting also went through such a feeling when they used L1.

4.2.1.1 The Amount of L1 in the Classroom and Reasons for Teachers' L1 Use

As illustrated by Figure 1, most of the teachers (F=36) declared that they use one to ten minutes of Turkish in their 50-minute lessons. On the other hand, 14 teachers stated that they speak 11-29 minutes of Turkish in their lessons. Four teachers used Turkish for 21-30 minutes in their lesson which may be considered as a high amount. It is interesting that none of the teacher claimed not to use Turkish; therefore, this shows that teachers adopt Turkish in their lessons for variety of reasons.
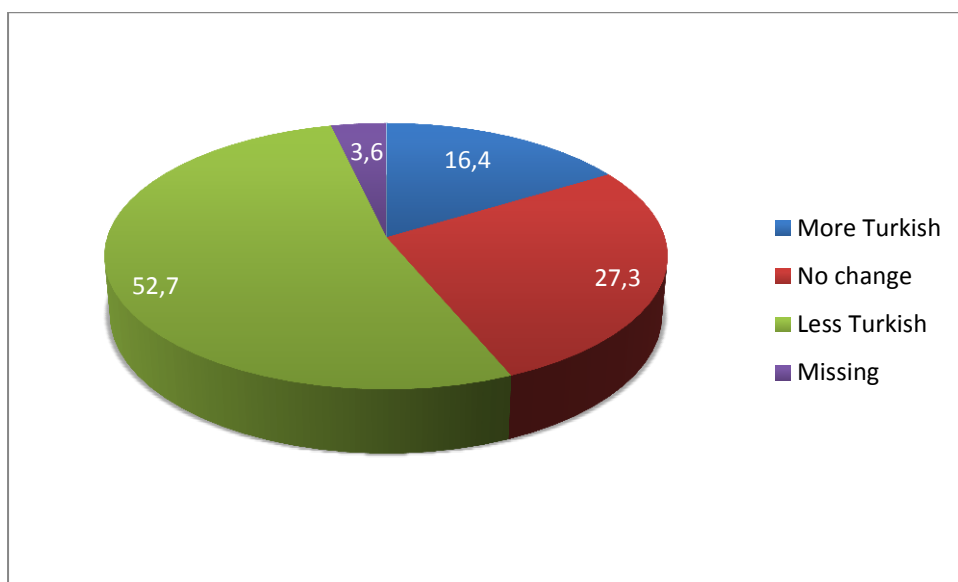
Figure 1. Frequencies for L1 Use in a Class Hour

When the results related to teachers' L1 use throughout the year were analysed (Figure 2), it was revealed that 27.3% of the teachers reported that there was no change in the amount of their L1 use. On the other hand, more than half of the teachers (52.7%) tended to use less Turkish at the beginning of the year and towards the end they decreased the amount of Turkish they used whereas 16.4% of the teachers stated vice versa. That is, they started using more Turkish by the term passes.
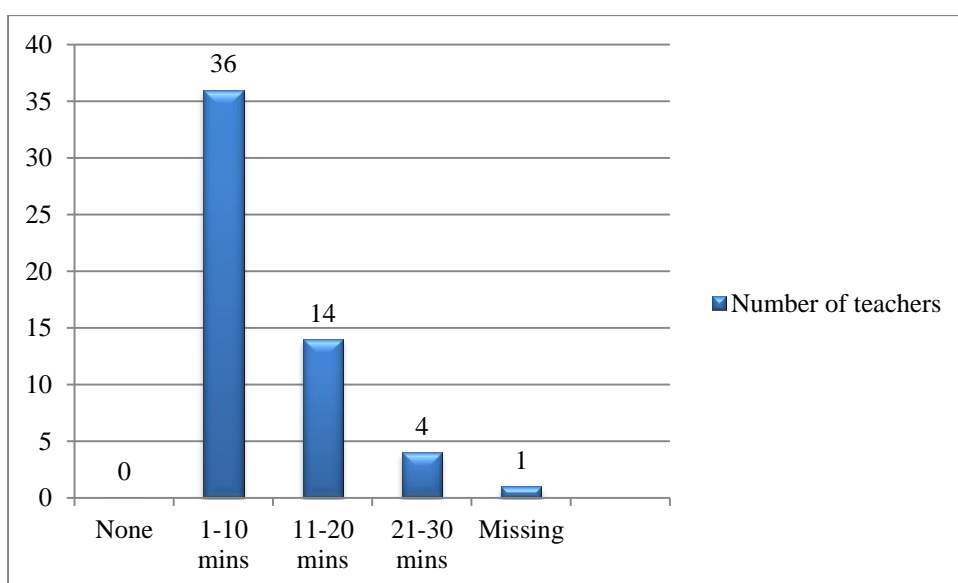
Figure 2. Percentages for the Amount of Turkish Throughout the Term

In a usual phase of teaching, it is expected that as the learners' levels improve, the amount of language input increases accordingly which was not the case in this setting by 16.4% of the teachers, which could be regarded as a considerable amount. The teachers related this to time constraints and learner proficiency:

"Err…at the beginning of the term, I usually speak in English in the classroom. The reason is that I want to show them that they can speak English like their teacher do at the end of the term and… I also want them to take this serious. However, after the lessons started, and loads of grammar points and …vocabulary items are queued…they start looking blankly at me…then, I start shifting to Turkish with time concerns. If I fall behind the program, the learners will not be ready for the exam…"

They mostly stated that they tended to use more L1 in elementary levels. However, they made a distinction between an ideal teaching environment and their own teaching context.

Firstly, according to them, learner profile which mostly consisted of false and slow learners was one of the factors that increased the amount of L1 used by the teachers. Hence, teacher opinions about this issue supported previous findings that consider L1 as a powerful semiotic tool that provides mediation between the learners who have a low proficiency level in language learning and enables them to work effectively (Anton &Dicamilla, 1999; Mattioli, 2004).

Secondly, the curriculum offered by the preparatory school focuses too much on grammar and vocabulary. Similarly, the proficiency exam mostly tests structure. Thus, these were considered as other variables that affect the amount of L1. Therefore, the teachers claimed that the exam type caused a *washback* effect in the classrooms and grammar and vocabulary received the most emphasis:

"The school program focuses on grammar. Exam is on grammar. As a result, the learners seek ways of how to learn it very quickly. Then, Turkish is the remedy."

Accordingly, because of this emphasis on grammar and vocabulary, production skills such as speaking were of secondary importance. This is considered as another influence on the high amount of L1 use:

"The exam is the main reason for using Turkish. Grammar is the focus so we use Turkish while teaching it. If we had speaking in the exam, it wouldn't be like this."

As discussed above, because of the loaded program and the exam type, teachers stated that they focused more on grammar and vocabulary in the classroom. Moreover, since they had time limitation, they referred to Turkish from time to time when the learners had difficulty in understanding a topic presented in English first mostly in these two sub-skills:

"Although I know that Turkish shouldn't be used, I believe it is practical and time-saving so I make use of it."

As for the reasons for L1 use, it was indicated by the teachers that they adopt Turkish for *teaching grammar*. They believed when they used L1 in grammar teaching, learners had a better understanding of the topic and felt comfortable:

"In this institution, learner success is equated with their grammar skill so I use Turkish while teaching grammar, which I believe the best means to make the learners reach that aim. It plays a facilitative role in this case and comforts the learners."

The teachers in the study also reported that they used L1 in *vocabulary teaching*. They mostly stated that because of time concerns they tended to use it:

"There are many vocabulary items only in one module. I give the English definition and the learners usually do not understand so I tell the Turkish equivalent. It saves my time."

Another reason for L1 in vocabulary teaching was learners' misunderstandings of some vocabulary items. Teachers stated that when they were trying to explain a vocabulary item in English a student told a Turkish meaning which was not

correct. However, the other learners thought that it was correct and quickly took a note of it. Teachers also said:

> "I give definitions and examples in English. Then, the learners tell the Turkish equivalent. Sometimes they misunderstand it and I have to tell the Turkish meaning."

> "Sometimes, I may be really obstinate. I don't want to give the Turkish meaning of a word. I resist…I give English definitions…use my body language…err…they become very close…but there is a tendency that I afraid of. They quickly take a note of whatever they understand. Then, I panic and desperately say 'Hayır, hayır silin onu. O değil!'[No, No. Not that one! Erase it] Then, I tell the correct Turkish word for it."

This finding coincides with the study of Butzkamm (2003) who discussed L1 as a tool to overcome such misunderstandings and its facilitating role for clarification of the meaning and thus, developing confidence on the part of the learners.

On the other hand, some other teachers thought they should not be afraid of the learners' misunderstanding and they should not switch to Turkish immediately. They believed that this process was important for comprehension check and did not necessarily require teachers' using L1:

> "When I'm teaching an English word, I speak in English and expect one of my learners to find the Turkish meaning and to tell the others. Therefore, I have a chance to check their comprehension."

When the data gathered from the related item 'While teaching vocabulary, I give English definitions but I expect one of the learners to give Turkish meanings of the words' it was found that the mean score was 3.22. When this result was compared to the test value 3, a difference was found; however, one-sample t-test showed that the difference was not significant. Therefore, this result implied that the teacher perceptions are neutral with regard to this issue.

Another common reason that the teachers mentioned for their L1 use was *motivation*. Teachers stated that they use L1 when the learners were too bored, they referred to L1 to attract their attention and motivate them. While doing this, they usually used code-switching and claimed that it is very helpful:

> *"I usually speak in English in my classes. After sometime, the learners get bored and I understand they are not with me. Then, I say 'yani' [I mean] which means that I am wrapping up and giving a summary, they carefully listen to me."*

The teachers believed that this was a nice and effective technique in terms of taking the learners' attention but one of the teachers complains because of having been harshly criticized on this issue by one of the teacher trainers:

> *"One day one of the trainers came to observe my class. I was very natural and did everything as I always do. I sometimes use Turkish to draw the learners' attention. For example, I say 'hadi bakalım şu soruyu yapıyoruz' [Let's answer this question] kind of things. Just to keep them alert. I did the same thing in the observation. And after the class our trainer criticized me for this and told that it was something unnecessary. I didn't agree with her. I still don't agree. They are my students and I know them best. They are motivated in this way."*

Teachers also made use of L1 to motivate the learners when they lost their self-confidence and believed that they could not be successful:

> *"Sometimes learners think that they can never learn English and they lose their attention and also concentration. Then, I use Turkish to motivate them."*
> *"When they don't understand, they are distracted so I use Turkish."*

Classroom management was also one of the aspects of lessons where L1 is utilized by the teachers. When they wanted to be sure that the message was received by the learners, they switch to Turkish such as while giving homework, announcing administrative issues, giving instructions and disciplinary issues:

> *"I let my learners to chew gum in the classroom but I just want them to stop chewing while they are talking to me. Yesterday, one of the learners forgot it and didn't stop chewing while asking a question to me. With a serious tone of voice I said: 'O sakızı önce bir çıkar' [Take that gum out of your mouth]. The argument*

was over in 5 seconds. He got my message. However, if I had warned him in English, he wouldn't have understood me quickly. He would say: 'Ne diyor?'[What does he say?] His friends would have explained him…blah…blah…blah… It took just five seconds. We solved the problem."

Finally, the teachers used L1 in their classrooms to *revise* and *summarize* the content of the lesson, and to make *error correction*. They believed this contribute to the learners' comprehension.

On the whole, the teachers did not prefer L1 in the first place and had neutral perceptions. However, because of some reasons such as time concerns, grammar load of the program and the exam type, they felt obliged to refer to L1 in grammar and vocabulary teaching in order to motivate the learners and avoid some misunderstanding in vocabulary teaching and contribute to learners' comprehension. They also switched to L1 to manage the classroom, revise and summarize a grammar topic and make error correction. However, teachers do not utilize Turkish primarily but use it as a last resort.

On the other hand, there are also some teachers who ignore all these reasons for L1 use and resist to the learners demands for L1 explanations during the lesson:

> *"I use hardly any Turkish in the classroom. If any of the learners has a problem on a topic taught in English, I teach it again through paraphrase. If there is still a problem, I invite the learner to my office and use Turkish there but not in the classroom. I believe if I use it in the class, the other students will also be affected in a negative way and it will turn into a habit."*

The last sentence of the quote above was emphasized by the other teachers as well. According to them, when they started using Turkish, it would become a habit on the part of the learners. Since they knew that the upcoming explanation

would be in Turkish, they would never listen to the teacher who was teaching in English. Hence, they would miss the valuable language input they need to be exposed in order to gain the communicative skills in the language:

> *"When Turkish is used, the learners demand it all the time. They feel very secure in that way. After some time, they don' pay attention while teacher is speaking in English and trying to teach something being sure that the teacher will wrap it up in Turkish once more. This also causes problems between the teachers sharing the same class. Teacher who speaks Turkish becomes the good teacher…"*

In addition to turning into a habit, this teacher pointed another problem which was caused by the teachers' use of L1. She stated that if one teacher was using Turkish while teaching grammar, her/his partner would have some problem in carrying out the lesson in English. Since the learners get used to Turkish explanations, their demands would always be in the same direction which was L1. Therefore, partner teacher who shares the same class should discuss if Turkish was necessary in their own classroom and reach a conclusion to create a better language learning environment.

4.2.1.2 How to Maximize Teachers' L2 Use

When teachers were asked how to minimize teachers' L1 use and maximize L2, they came up with some concrete proposals which were at administrator, testing, teacher trainer, and teacher levels.

Teachers believed administrators should make some innovations in the curriculum offered by the preparatory school. Grammar load and timing should be changed so that teachers could have more time to improve productive skills, which would result in an increase in the amount of teachers' L2 use. Moreover,

they should also assign the material development unit with selecting a course book which highlighted productive skills more and gave a secondary importance to language structure. The additional materials provided for the learners should also be prepared accordingly so that teachers would not need to adopt their L1 while teaching. These could include some audio-visual materials as well. In addition, teachers thought that the administrators who were very firm about L2 use in theory should also be so in practice. If they carried out the weekly meetings and other administrative meetings in English, teachers would think how this policy was taken serious and re-arrange their own teaching practice accordingly. Another suggestion was carrying out research studies on this issue in some pilot classrooms and informing the teachers about the advantages and disadvantages of L1 use in learning English. If it was found to have more disadvantages, it would become easier to persuade teachers to increase their L2 use through scientific and statistical data.

When testing level was considered, following the developing the new curriculum, testing office should re-evaluate the quizzes and exams administered to the learners. They should keep in touch with the teachers to understand what was going in the classrooms. If they included more communicative and productive items in the exam, the *washback* effect would be observed in the classroom and both the learners' and the teachers' concerns for grammar will be removed. Therefore, a focus on production which would lead to a maximum L2 use by teachers would be provided.

According to teachers, teacher trainers play a very important part in maximizing the teachers' L2 use. Although the preparatory school offered the teachers pre-service and in-service training programs, the teachers did not find them effective and pointed out that this issue had not received enough attention so far. Hence, in the pre-service training program, teachers should be equipped with the necessary skills and techniques that would work for the profile of learners they were teaching and realistic teaching demos should be presented. On the other hand, in the scope of in-service training, instead of invited speakers who had no idea about the conditions and constraints experienced by the teachers and the learners, more realistic teaching demos that would address to the needs of the learners could be carried out. This would also contribute to developing a more organized and systematic in-service training program. According to them, teacher trainers should observe the teachers more often and give constructive feedback which would help teachers raise awareness about the language they use. By emphasizing reflective teaching and informing the teachers on that, they could help the teachers develop awareness on their teaching practice.

Finally, they stated that teachers should be aware of their own teaching. Recording the lessons from time to time, inviting colleagues to their lessons, asking for feedback from the learners were suggested to raise this awareness. Reflective teaching was also proposed and teachers' questioning themselves about a lesson they had just taught was considered as a way of doing it. In this vein, teachers were very sincere about raising awareness and reflecting teaching since

all the teachers included in the observation protocol asked for their own video recording to be able to reflect on their teaching and be aware of their own practice. The last but not least, teacher preparation was emphasized by the teachers stating that if teachers prepared their lessons carefully and in organized way, they would refer to L1 less.

4.2.1.3 The Relationship Between Teachers' L1 use and Learner Success

While defining the relationship between the teachers' L1 use and the learner success, teachers again made a distinction between an ideal setting and the one they were in. They stated that exposure to L2 is an important fact that lead the learners to success and concluded that it would contribute to their success in the long term. A teacher gave an example from her own language learning experience:

> *"When I was a learner at preparatory school, our teachers used to speak in English all the time. There was one common expression that she always used: 'we are behind the schedule'. Later on in an exam I came across a question related to that expression. I could easily answer it. I realized that I unconsciously learned it. I was exposed to the language. Then, it contributed to my success in the exam."*

On the other hand, the teachers claimed that in the institution they were working, the situation was a bit different. According to them, in the institution success meant having the necessary vocabulary and grammar skills so Turkish had a positive effect on learning on the part of the learners. Some teachers commented:

"If you describe success as being able to realize a particular structure in a multiple choice test, then Turkish certainly is the key."

"If your testing system is grammar based, you use Turkish in your classrooms of necessity and I believe it helps learners."

The discussion again focuses on the curriculum and the proficiency exam which emphasizes language structure and ignored productive skills.

4.2.1.4 Teacher Perceptions on Their L1 Use and Learner Level

To reveal teacher perception on L1 use, the mean scores of the teachers who teach A, B and C levels were compared. As displayed in Table 4.1, teachers' perceptions regarding their L1 use was categorized according to learner level they were teaching. Although the teachers claimed that they have positive perceptions on using L1 in elementary level in general, the teacher questionnaire data showed that teachers' perceptions were neutral at C (elementary) level and they became more positive for teachers teaching B level (Intermediate) learners. However, there was no significant difference between the perceptions of C (elementary) level and B (Intermediate) level teachers. On the other hand, teachers who teach A level (Upper-Intermediate) learners found to have a negative attitude towards using L1 when their mean score was compared to test value 3. Moreover, the comparison of the mean scores for the perceptions of B level and A level teachers indicated that the difference between their mean scores were statistically significant (p=.003). That is, teachers who teach A level learners had negative perceptions on using L1 in their classroom. This may be related to the learners'

proficiency levels. Since they had no problems in comprehension, the teachers could get along in English so L1 had no role to play in those classrooms.

Table 4.1 Mean Scores for Teacher Perceptions According to Learner Levels They Are Teaching.

Learner Level The Teachers Teach	Teacher Perceptions on L1 use
C (Elementary)	3.01
B (Intermediate)	3.18
A(Upper-Intermediate)	2.46

4.2.1.5 The Effect of Educational Degree on Teachers' Perceptions

In this section, the effect of the degrees that the teachers hold on their perceptions regarding using L1 was elaborated. However, since there were only 2 teachers who were studying on a PhD degree, PhD degree was excluded from the analysis of this research question since the analysis may not yield reliable results. The difference between the perceptions of the teachers who hold only a BA and MA in ELT degree was investigated. The results showed that teachers who completed their MA had more positive perceptions than the other group which had negative perceptions (Table 4.2) and the result was found to be statistically significant (p=.005). The reason for this finding may be attributed to the fact that when teachers complete their BA degrees and graduate from the university, they firmly stick to their ideals. In addition, if MA in ELT was considered as a kind of training for teachers, then, this finding contradicts the study carried out by Duff

86

and Polio (1990) who reported that teacher training makes a difference in minimal use of L1.

Table 4.2 Teacher Perceptions According to Their Educational Degrees.

Degree	Teacher Perceptions on L1 use
BA	2.77
MA	3.25

4.2.1.6 The Effect of Teaching Experience on Teacher Perceptions

To answer this research question, difference between the mean scores of 40 experienced and 15 novice teachers was sought. Although novice teachers had less positive attitudes towards L1 use, the result was not found to be significant. However, this difference still needs to be discussed. During the interviews one of the teacher participants stated that her perceptions changed a lot since she graduated from the university. She said that teachers were more idealistic and strict when they graduated. Later, by the time passes, they noticed the realities of the classroom and ignored their ideals:

> *"If you are expected to do a lot of thing in a short time, you start using Turkish. I do now... this is my 13ᵗʰ...or...14ᵗʰ year in teaching English and the amount of Turkish I use is increasing day by day. We fall behind the ideals we have learned at university..."*

The statement above is also related to the context which employs a curriculum that demands too much in a short time with incorrect teaching and assessment tools.

4.2.1.7 Teacher Perceptions and Their Classroom Practices

As previously stated, teachers' perceptions and their classroom practices may not match with each other which results in unawareness on the part of the teacher and it builds barriers to learning in the classroom. To overcome such problems, a detailed investigation was carried out on teachers' perceptions on their L1 use and classroom practices. To achieve this, both qualitative and quantitative data were utilized.

First of all, the second part of the learner and teacher questionnaires which aim to reveal teachers' classroom practices were compared. This part consists of 10-item 5-point Likert scale and the items consisted of both positive and negative statements. Therefore, the items including negative statements were reversed during the data analysis process. The participants identified their opinions on a scale from 1 to 5. As in the first part, 1 meant a total disagreement, 3 meant neutral which referred to neither agreement nor disagreement whereas 5 meant total agreement.

As a result of independent samples t-test, the mean score obtained from the teacher questionnaire was 3.01 whereas the one from the learner questionnaire was 3.24. When the mean scores were compared to find if the difference between them was significant, it was revealed that the result was statistically significant (p=.004). Therefore, the result suggested that although teachers thought that they did not favour L1 that much and seemed neutral, their practices in the classroom did not reflect this. Although they claimed that they used a certain amount of L1,

the learner responses showed that they use more L1 than they perceive. The finding coincides with the findings of another study carried out by Copland and Neokleous (1993) who reported that teachers may not be aware of the amount of L1 they use in the classroom.

After examining the quantitative data, qualitative data was also employed to gain a deeper understanding of teachers' classroom performances with regard to their L1 use. In this scope, six teachers were observed and then interviewed, and the differences between their beliefs and classroom practices were revealed. In order to keep the privacy of the teachers, pseudonyms were used for each of them instead of their real names. While calculating the amount of L1 used by the teachers, every utterance of the teachers in both languages was counted and then turned into percentages and this method to estimate L1 and L2 amount is also used by Polio and Duff (1994). Some mixed utterances (i.e. 'structure'lar) and proper nouns (i.e. Merve) were excluded from the counting process. The reason for not choosing a time-based coding scheme was that the length of the utterances in both languages may differ and may not yield reliable results. To decrease the effect of camera on the teachers, the first 10 minutes of the recordings were not taken into consideration and excluded from the study.

Kevin

In the interview, when Kevin was asked to elaborate on the amount of his L1 use, he claimed that from the beginning of his teaching experience he aimed at carrying out the lessons at most 10% in Turkish. He also stated that he uses some

Turkish while teaching vocabulary and grammar as a last resort. He also valued L1 in terms of attracting the learner attention and motivation. Moreover, he reported that he makes use of L2 in other phases of the lesson such as giving instructions and maintaining discipline.

When the observation data was analyzed, it was found that Kevin made almost no reference to Turkish. His amount of L1 use was 0,94 % which was quite less than he reported. He used Turkish in three occasions where he taught vocabulary. He did not directly give the Turkish equivalent but after showing some pictures and English explanations, he provided the Turkish meaning:

> *Kevin: Another bad weather condition is…. Look at the picture. There is a strong wind. And most probably it rains… So…this is… (Expecting an answer from the learners)… hurricane. A very very strong storm. A hurricane…*
> *Student A: Ne oluyor bu hocam şimdi? [Teacher, what does that mean?]*
> *Student B: Güçlü fırtına [A strong wind].*
> *Kevin: Very very strong storm. OK? Hurricane…OK? Hurricane is different than storm. It is stronger, we can say. OK? Again there is a lot of wind, rain at the same time…errr…it's so strong. Stronger than a storm. Hurricane…in Turkish how do you call it? (No answer from the learners). Do you know 'kasırga' [hurricane]? Yes…'kasırga'*

The approach he used in employing L1 was similar to his perception. L1 was used at the last stage when all other techniques seemed not to work as desired.

On the other hand, while teaching 'the passive voice' which was a grammar topic, he used no Turkish. This may be because of his learners who had some knowledge about 'the passive structure'. Finally, although he mentioned that he made use of L1 to attract the learners' attention, he did not put this into practice which may be the effect of the video camera recording.

When giving instructions and maintaining discipline was regarded, Kevin's perceptions and practice were not different. That is, L2 was the medium while he was dealing with those issues:

> *Student: Hocam, resmi zoomlayayım mı? [Teacher, shall I zoom the picture?](Referring to the camera recording, laughing).*
> *Kevin: Enough! Respect Ahmet, Okay? Respect! (The learner stops).*

Daniel

In the interviews, Daniel confidently claimed that he speaks 99% in English and 1% in Turkish with the learners except for the elementary level. According to him, referring to the L1 for attracting learners' attention is an effective technique. However, this is not like producing sentences in Turkish. Instead he inserts some Turkish words such as "yani" [I mean]. In addition to this, he stated that he employs L1 in the classroom while teaching vocabulary and wrapping up the grammar point. He believed giving the Turkish meaning for a vocabulary item is time saving. Finally, he reports that if there is a disciplinary problem in the classroom he prefers Turkish since it saves time and provides to the point warnings.

When Daniel's lesson was observed, the amount of Turkish he used was found to be 1, 31% which almost coincides his perception. Therefore, he is highly aware of his teaching practice. He also makes use of some Turkish words such as "yani, o zaman, zaten, mesela, ama, bakın, benim için önemli olan, peki" [I mean, then, so, for example, but, look, what is important for me is that, okay] to attract the learners' attention as he mentioned in the interview. While teaching

91

vocabulary, he told the Turkish equivalent of a vocabulary item just for once to

approve the learners answer:

> *Daniel: Tornado…this thing (drawing circles with his fingers)…in Turkish we say…we say (looking for an answer from the students)…what's that?*
> *Student: Hortum [Tornado]*
> *Daniel: Hortum [Tornado], that's right. When I was a kid I used to say fortum (mispronunciation of hortum).*

With regard to classroom management, his perceptions and practices were

similar since he switched to Turkish as soon as he diagnosed the problem and

warned the learner with one simple sentence and continued to his lesson:

> *Daniel: 'Scientists have predicted heavy rain recently' (Showing the sentence on the board). Is it active or passive, Doğukan?*
> *Learner: Active.*
> *Daniel: Mesajlaşmayı bırak lütfen [Stop texting messages please]…Hımm…Scientists have predicted heavy rain…active…that's right.*
> *Learner: Okay (Puts his phone away).*

For grammar presentation, he used no Turkish. This may again be related

to learner level and he may not feel the need at all.

On the other hand, there were some other occasions where he used Turkish

as well, which he did not comment on during the interview. For instance, when

arranging groups, Daniel made use of Turkish consciously or unconsciously:

> *Daniel: Quickly! Quickly! Quickly! You come here. Böyle gel [come here] (Showing the corner).*

In general, Daniel reflected his perceptions to his teaching practice and

there were no significant mismatches between his perception and teaching.

Olivia

Unlike the previous teachers, Olivia reported that she uses L1 a lot in the classroom and the amount can sometimes be 50%. The reason is that the time is limited and the learners are slow and low motivated. Therefore, she refers to Turkish very often to save time and attract their attention. She stated that she mostly uses Turkish in grammar teaching to go over what they have learned if the learners have difficulty in understanding the topic. In addition, she also makes use of Turkish when the learners get bored to trigger their motivation. On the other hand, in vocabulary teaching, she said, she sometimes gives Turkish definitions to save time again or to overcome misunderstandings after using other techniques such as body language, visuals, etc.

The observation of her lesson showed that Olivia overestimated her L1 use. The calculation of her utterances revealed that she uses 3.46% Turkish in her lessons which was a huge difference between her perception and her practice in favor of L2use. There may be two reasons for that. As mentioned previously, teachers were not very positive about L1 use in their classes. Hence, they tend to use more L2 and less L1 when they are aware of the fact that they are being observed. Moreover, increase in the amount of L1 towards the end of the lesson is evidence for this argument. As she got used to the camera, her amount of Turkish increased. Another reason may be the difficulty level of the vocabulary items and the grammar point. If they are not beyond the learner level and considered to be easy, then the teacher does not need to resort to L1.

Her perceptions related to reasons for L1 use matched with her practice although the amount of L1 was far less than she estimated. She mostly refers to L1 when the learners remained silent and she could not get an answer from them:

> Learner A: (Answering a question) Scientists say there is one in three million chance you will be hit by lightning.
> Olivia: Okay. Will be hit... Do you agree?
> Learners: Yes.
> Olivia: So...what does it say? Scientists say... say there is one in three million chances...what is 'chance'?
> Learner B: Değişmek [change]?
> Olivia: It is not 'change'...it's 'chance'.
> Learners: Şans [chance].
> Olivia: Okay. Ne kadarda ne kadar şans [what proportion]?
> Learners: (No answer)
> Olivia: Üç milyonda bir şans varmış [once in a three million]. Ne konuda [on what]?
> Learner C: by lightning.
> Olivia: Lightening...ne [what] lightening?
> Learner B: Yıldırım çarpması [hit by lightning]
> Olivia: Okay...you will be hit by lightning...

As in the sample quote from the lesson, she tried to elicit answers when the learners had problems in understanding and would not give an answer to a question.

Although it is very limited, she also refers to L1 while teaching grammar:

> Olivia: For active form, we say subject plus modal verb (writing on the board)... (Stops writing) modal darken kastımız ne diyelim [what do we mean by saying modal]? Can, could, have to, must... okay?...should...(continues writing on the board) plus verb one.

In this case, L1 was used as a means to elicit answers from the learners in grammar presentation. As it was previously mentioned, she reported in the interview that using L1 in grammar teaching was a common technique of her and believes it contributed to learning of the slow learners.

Though it was a minimum amount, Turkish was also used in vocabulary teaching:

> *Olivia: A lot of money has been collected for 'Save Venice Fund'…correct…what is 'fund'…do you think...fund…ne olabilir [what can it be]?*
> *Learner A: Bulmak [find]?*
> *Olivia: Save Venice Fund…(No answer from the learners) Para toplanıyorsa [if money is collected]…bu[this]…ne olabilir [can be what]? Bir çeşit [a kind of]?*
> *Learner A: Bağış [donation]?*
> *Olivia: Starting with 'f' in Turkish (giving a clue).*
> *Learner B: Kuruluş [foundation]?*
> *Olivia: Fon [Fund] (gives the Turkish meaning).*
> *Learners: Hımm…*

After trying to elicit the answer by asking some questions in Turkish, Olivia gave the L1 equivalent of the word 'fund' and continued. This use of L1 for eliciting a language point was also highlighted by Atkinson (1987) and claimed to be a useful resource.

In addition, in this lesson, L1 was mostly used for motivating the learners who got bored towards the end of an activity. Before finishing the reading part, she said:

> *Olivia: Now…last part…part four. Arkadaşlar, burayı da yapıyoruz, readingi bitiriyoruz…[Guys, we are doing this part too and then we finish reading] fill in the gaps with one word.*

Moreover, she used this function of L1 again at the very end of the lesson to have the activity done.

> *Olivia: Okay…finally the last part…son bölüm arkadaşlar hadi onu da yapalım…bitsin [Last part, guys. Let's do it and finish it]. Last part.*

As indicated in the quotes, she wanted to motivate the learners pointing the end of the activity so that they could complete their tasks. This technique seemed to work

in this specific setting since the learners get to work after they heard these utterances from their teacher.

On the other hand there were two mismatches identified between Olivia's perception and L1 use. She did not make a reference to L1 regarding error correction and teaching reading but these reasons for L1 use were observed in her lesson:

> Learner: Final lightning strike was happened while he was fishing…
> Olivia: Do you agree?
> Learners: Yes.
> Olivia: Şimdiye kadar biz happen'ı what was happened diye kullandık mı?..ya da…what is happened diye? [Have we ever used 'happen' as 'what was happened' or 'what is happened'?]
> Learner: (corrects her mistake) Final lightning strike happened while he was fishing and taken to the hospital.

In this example, after a learner made a mistake, to be able to attract their attention and correct the mistake, Olivia made use of L1. By means of this immediate feedback, the learner quickly corrected her mistake and gave the correct answer.

Reading was another skill where L1 had a role in Olivia's classroom though she did not mention it during the interview. When she thought that the learners could not understand the reading text and saw that they could not answer the comprehension questions, she gave explanations in Turkish:

> Olivia: Okay, number one. Any answers? (No answer from the learners). Let's read it together…without natural greenhouse gases the earth would be colder or warmer? Which one?... (No answer). Colder…because natural greenhouse gases…Bu doğal sera gazlarının nasıl bir işlevi varmış anlayabildiniz mi pasajdan?....onlar olmaksızın dünya nasıl olurmuş?....[Could you understand from the text what the function of these natural greenhouse gases is?...Without them, what kind of a place would the earth be?]
> Learner: A: Daha sıcak [Warmer]
> Olivia: Sıcak mı soğuk mu [Colder or warmer]?
> Learner A: Pardon soğuk [Sorry, cold]

Olivia: Soğuk olurmuş [It would be cold]. Demek ki bunların nasıl bir etkisi varmış dünya üzerinde [So, what kind of an effect do these have on the earth]?
Learner B: Dengeliyormuş havayı [they balance the temperature].
Olivia: Natural greenhouse gases…they keep the heat from the sun. It is something positive. Okay?

Therefore, she became sure that the learners comprehended the text and continued with the other exercise. In this way L1 also functioned as a tool for comprehension check in reading.

Sarah

The data gathered from the interview with Sarah indicated that she uses L1 mostly in vocabulary and grammar teaching. Though she feels uncomfortable and guilty when she uses L1, she stated she uses Turkish up to 50% in her classes. The reason was that the system of the preparatory school forces her to do so. In other words, because of the curriculum which highly focuses on grammar and vocabulary sub-skills and structure-oriented testing, she refers to L1 both to save time and be sure about the learners' comprehension.

When her lesson was observed it was revealed that less Turkish was used than she perceived (10.16%). This may be because of being observed as in the previous teacher. On the other hand, she makes use of L1 while teaching vocabulary which was consistent with her perception:

Sarah: Okay. Storm…gale…hurricane and tornado. First we're going to talk about them. So do you know wind? (producing the sound of wind and showing how it blows with her hand)…blows…wind? Wind is the very soft one… yes…do we know wind? (no answer from the learners) Rüzgar [Wind].
Learner A: Rüzgar [Wind].
Sarah: yes….these are all kinds of wind (showing storm, gale, hurricane and tornado on the board). Okay? These are all kinds of wind. Okay?

Learner B: Çeşitleri [kinds].
Sarah: Yes. Okay. Very good…so…this one…storm is fırtına [storm]. Gale is güçlü fırtına [gale]. Okay?
Learner C: Kasırga mı [Is it hurricane]?
Sarah: No, this one (showing hurricane on the board) hurricane is kasırga [hurricane]. Okay? So…storm…fırtına [storm]…(showing gale on the board) daha güçlü fırtına [gale] and this one (showing hurricane on the board) and tornado is this one (drawing the shape of tornado on the board).
Learners: Hortum [tornado]

While teaching those four vocabulary items, Sarah referred to L1 very often and directly gave the Turkish meanings. For a few of them, she used body language and drawings. She used L1 to make the learners see the difference among them since they were close in meaning. Moreover, since such extreme weather conditions are not very common in Turkey, the learners might have difficulty in differentiating the meanings of them; therefore, she preferred L1 here. Sarah also spoke in L1 to overcome misunderstandings in vocabulary teaching:

Sarah: …and coal? When it is cold in winter…errr…you put coal (showing with her hands) and you light it…and…the fire starts.
Learner A: Duman [Smoke].
Sarah: No no…you put the black things…coal is kömür [coal]. Right?

Other than vocabulary, grammar was the other sub-skill where L1 was used as a resource. L1 had two functions in grammar teaching in Sarah's lesson. The first one was for eliciting language and the second one was for presenting the grammar point:

Sarah: (Writing on the board) Extreme…weather…conditions…have been…caused…by…climate change. Extreme…do you remember? Uç…uç [extreme…extreme].So…extreme weather conditions?
Learner A: uç noktadaki [at extremes]…
Sarah: Uç hava koşulları [extreme weather conditions]. What does it mean? Aşırı soğuk, aşırı sıcak [extremely cold, extremely hot]…yes extreme weather conditions…so extreme weather conditions have been caused by climate change. What is the tense?
Learners: Perfect Tense.

Sarah: Yes. How could you understand that. Nasıl anladınız bunu [How could you understand that]?
Learners: Have been.
Sarah: Very good. So...this is (writing on the board) present perfect passive. What is the rule for it?
Learner: Have has artı [plus] verb üç [three]...
Sarah: have has plus been verb three...don't miss 'be' okay? Niye?[why]Çünkü her zaman işin içerisinde bir 'be' olmak zorunda [Because there should be always 'be']. Yani temelde bakacağımız şey 'be' [I mean, 'be' is the one we should consider at first place]. Tense'e göre 'be'yi çekiyorum aslında mantık bu [I form 'be' according to the tense actually]. Yani normalde present perfect'de be'yi nasıl kullanırım [I mean, normally how do I use 'be' in present perfect]? Have has been di mi?[isn't it?]....

Secondly, L1 was used for summarizing the grammar presentation:

Sarah: Before we leave...ayrılmadan once aklımızı toparlamak için söylicem passive yapıyı siz daha önce görmüştünüz arkadaşlar. Ama bu sefer ne yaptık? Yeni zamanları ekledik üzerine... ne içinmiş bu yapı? Belli olmayan şeyler.. önemsiz... yani eğer yapan belli değilse. Cüzdanım biri tarafından çalındı gibi. Ya da kimin yaptığı önemsizse. Elma yetiştirilirdeki gibi. Peki başka nerede kullandık? Bazı gerçeklerden bahsederken. Bilimsel makalelerde... eee... o işi yapan önemsizdir. Olay önemlidir [Before we leave... just to wrap up...Guys, you had learned passive structure before. What did we do this time? We learned new tenses in passive...what is this structure for? If the doer is unimportant or if we don't know the doer. As in 'my wallet was stolen'. Or the doer is unimportant. As in 'apples are grown'. Then, where else did we use it? To talk about facts. In scientific articles...err...doer is unimportant. The event is important] ...

As it was seen in the sample quote, she gave a summary of the language point in Turkish at the end of the lesson. In a way, she wrapped up and wanted to be sure that everything was clear.

It was observed that translation was a common technique she used during grammar teaching. Although she stated that she did not appreciate translation as a teaching technique, she used it very often:

Sarah: change this into passive Kürşad.
Learner: All our quizzes have been checked by Pınar teacher.
Sarah: very good...so...what is the meaning? (translates the sentence) Bütün quizlerimiz Pınar hoca tarafından control edildi...niye perfect kullandık [why do we use perfect]...çünkü daha olacağımız quiz var [because we have some more quizzes]. Şu ana kadar olandan bahsediyoruz [we talk about the ones so far].

However, during the lesson, translation also caused some problems in terms of the learners' comprehension:

> *Sarah: (writing on the board) At the moment…my car is being…washed. Who can translate this into Turkish? How can we say it in Turkish?*
> *Learner: arabam şu anda yıkanıyor [my car is being washed at the moment].*
> *Sarah: Tabi yıkanılıyor diyemem. Arabam şu anda yıkanıyor. Kim tarafından?[by whom] Başkaları tarafından [by someone else]…(confused because of the translation)]*

The reason for such a problem was because of the nature of the verb 'yıkanmak' which means both 'to wash' and 'to be washed' in Turkish. Therefore when it was translated, it could be confusing for the learners. Thus, teachers should give their example sentences very carefully when they plan to refer they will refer to L1 and this requires an organized lesson planning.

When the mismatches were sought, it was revealed that she also referred to L1 for disciplinary issues, giving instructions which she did not mention in the interview:

> *Sarah: Okay…now…Onur put that away (referring to a love letter written by a learner to another one as a joke)…so number one (the learners are still laughing and talking about the love letter)… tamam mı? hazır mısınız arkadaşlar? Tamam mı? başlayabilirmiyiz. Aşk mektubu hikayesi bitmiştir. Artık devam edebilir miyiz? Kim kime yazdıysa yazmış. Yeter! Bitirelim dedim. Devam ediyoruz… [Okay? Are you ready guys? Shall we start? Love letter story is over. Can we move on? Whoever wrote it, wrote it It's enough. I said finish it. Let's move on…]*

Here, the teacher preferred L2 at the beginning to warn one of the learners. However, the learners did not take this serious and continue misbehaving. Then, she switched to L1 and warned them again very seriously which made the learners be silent.

Rachael

Rachael mostly had a negative attitude towards L1 use but she reported in the interview that she uses Turkish from time to time to attract the learners attention. She identified the amount of Turkish she speaks by her 30% at most. Moreover, she thinks that during grammar presentation, the topic should be introduced first in English than Turkish explanation might follow if the learners have difficulty in understanding it. She also gives L1 a role in vocabulary teaching if the learners cannot find the exact meaning. She does not appreciate directly giving the Turkish equivalent of a particular vocabulary item.

The observations indicated that Rachael was highly aware of the amount of Turkish she uses (19,04%). However, there were some mismatches between her opinions and her teaching practice in the classroom.

First of all, she used a lot of Turkish for the grammar points while she was presenting for the first time:

> *Rachael: (writing on the board) 'I am cleaning my room at the moment' desem?...Tuna, bunun passivini nasıl yaparım [How can we form the passive]?*
> *Learner: My room is cleaned?*
> *Rachael: Her zaman 'being' getiricez şimdiki zamanda [we always use' being' in present progressive passive]. Bunu ilk kez görüyoruz arkadaşlar [Guys, we learn this for the first time]. Present prograssivin passive nasılmış [How do we form present progressive passive, again]? Am is are being verb three.*
> *….*
> *Rachael: Bunun pasivi nasıl oluyor? [How can we form the passive](No answer from the learners) Nasıl yapıyoduk? [How do we do that]....objecti alıyorduk [we take the object]...di mi [don't we]? Okay. My room...tense'e bakıyorum [look at the tense]. Hangi tense [which tense]?...*
> *Learners: Present perfect.*
> *Rachael: Present perfect için ne getiriyorduk [what do we use for present perfect]? Have has...my room olduğu için ne getiricez [which one should we use]?*
> *Learners: Has*

Rachael: Fiilin üçüncü halini de getirelim [Let's put the past participle]…my room has been cleaned everyday…

As seen in the examples, there were plenty of Turkish explanations during the grammar presentation on which she states negative perceptions.

The teacher referred to Turkish during warm up stage of reading part although in the interview, she stated that she did not appreciate it.

Rachael: So, look at the webpage (showing the reading text in the book)…website. Bir bakalım şu website'da neler oluyor neler bitiyor bayanlar baylar [Let's see what's happening in this website, ladies and gentleman]…look at the picture…

In this situation L1 was also used to attract the learners' attention to the reading text. This function of L1 is used very often throughout the lesson and she produced some Turkish utterances such as 'yani, peki, arkadaşlar, bayanlar baylar, bir bakalım [I mean, okay, guys, ladies and gentleman, let's see] etc.' to draw the learners attention to the lesson.

Moreover, L1 was also employed to highlight the important issues:

Rachael: Look at exercise four. Fill in the gaps with one word. Ama kafamıza gore değil tabi. Arkadaşlar… bu tarzda bir egzersiz geçen yıl quizde gelmişti. Bu hafta tek üniteden quiziniz. O yüzden reading gelebilir…eee…ve reading gelirse böyle bir tarzda soru da gelebilir. Çok önemli…o yüzden dikkatli yapalım lütfen [Of course, we shouldn't make it up. Guys…there was a question of this type in a quiz last year. You are responsible for just one unit in the quiz so there may be a reading part as well. And if they ask a reading question, it can be in this form. It's important. So, please do it carefully]…

Switching to the L1, the teacher emphasized the important part and the learners listened the necessary clues carefully to be able to give correct answers since they learned that they may come across a similar question in the quiz.

A final mismatch was observed in vocabulary teaching. Rachael believed that the learners should not be provided with the Turkish equivalent of the vocabulary items. However, during her lesson there were some occasions where she gave the Turkish meaning of a word after giving the definition in English:

> Rachael: Okay…gale?
> Learners: Gale? Kasırga [hurricane]?
> Rachael: Gale is a strong wind…'fırtına' [storm] we can say.

Despite the fact that Rachael has an awareness regarding the amount of L1 she used in her class, there are some mismatches between her perceptions and practice. Removing those mismatches would contribute to her awareness and development as a teacher.

Justin

Justin reported in the interview that he uses Turkish in his lessons since he finds it more practical. He stated that he refers to L1 in grammar teaching after eliciting the language from the learners. On the other hand, he uses no Turkish if the topic is a previously learned one. He also makes use of Turkish if he is teaching some concrete vocabulary items to save time. When he is giving instructions, he sometimes prefer Turkish stating that learners may have difficulty in understanding. Finally he perceives his L1 use as 30% of his teaching.

The observation data revealed that Justin's L1 use in this particular lesson was 31.68% which was slightly above his perception. This showed that this teacher is also has a consciousness regarding his L1 use in the classroom and thus

has the ability to control the amount of it. On the other hand, there were some mismatches observed.

Although he claimed that he prefers Turkish after eliciting the language and he did not use it while teaching a previously taught language point, it was observed that he preferred Turkish in both cases:

> *Justin: Evet...şimdi...nerede kullanıyoruz passive hatırlayalım...evet...olayı kimin yaptığından ziyade...errr....olayın ne olduğu...olayın ne olduğu önemli idi. Kimin başına ne geldiği di mi? Yani nasıldı passive cümleler? Edilgen...yapıldı edildi gibi... Mesela cam kırıldı diyosun...kimin kırdığı önemlimiydi? Hayır...daha çok önemli olan etkilenen nesne idi [Okay...now...let's remember where we use passive structure...yes...the event rather than who does it is important...what happened to whom...right? I mean, how was the passive sentence? Passive, right? Such as 'was done'...for example...'the window is broken'...is it important who broke it?...no...the object affected is more important]...*

By using Turkish here, he revised a previously learned grammar point which was present and past passive. The reason for switching to the Turkish might be that he wanted to be sure that the learners remembered it correctly. After revising it in Turkish, he started presenting the new ones which were 'present perfect, present progressive, will, going to' and 'can' passive forms:

> *Justin: present perfecti normalde nasıl yapıyorduk?[Normally, how do we form present perfect passive?]*
> *Learners: have has artı [plus]verb three.*
> *Justin: Evet. Ama bu sefer bir de 'be' giriyor işin içine. [but this time there is' be'] Present perfectte 'be'yi nasıl kullanırım? [How do I use 'be' in present perfect?] (No answer from the learners)...been...di mi [right]? O zaman have has yazdım artı been artı verb üç. [then, I write have has plus been plus verb three]Anladık mı? [Understand?]...*

In this way, he presented all the structure and used Turkish to form the rules for each of them. Moreover, he also used translation on which he had negative perception:

Justin: (Reading from the book). Ne diyor burada? [What does it say here?] He was taken to hospital. (translates) Hastaneye götürüldü…di mi [right]?Başkaları götürmüş [some people took him].

By using translation here, he made sure that the learners realized the passive structure.

While teaching vocabulary, Justin did not give the Turkish meaning directly but after the learners told it, he also repeated the Turkish meaning:

Justin: (writing on the board) Hurricane?
Learner A: Kasırga [hurricane]
Learner B: Hortum [tornado]
Justin: Kasırga[hurricane] not hortum [tornado]…kasırga[hurricane]okay?
Teacher: fog?
Learner C: Sis [fog]
Justin: Yes, sis [fog]…humid?
Learner B: Nemli [humid].
Justin: Nemli [humid]…very good.

Repeating the Turkish meanings after the learners, the teacher aimed to overcome any misunderstanding by the other learners. In a way, Turkish was used to clarify the meanings of the vocabulary items in the learners' mind.

As he mentioned in the interview, he gave some instructions in Turkish:

Teacher: Arkadaşlar… burayı yaparken bazı kelimelerde kendiniz değişiklik yapacaksınız…ama bazılarında da yapmıcaksınız. Her zaman ki yaptıklarımızdan biraz farklı [Guys, while doing this part, you will change some of the words…but in some other, you won't make any changes. This is a bit different from the ones we usually do].

This instruction was given for an exercise which the learners were not normally used to do. Hence, by using Turkish, the teacher checked the comprehension of the learners in a way.

Justin's perceptions seemed to be in accordance with his practice except for his opinions related to L1 in reading. Although he stated that L1 did not have a place in reading, he referred to L1 from time to time during the pre-reading stage.

> *Justin: (Reading the title) F A Qs...global warming and climate change. F A Q is frequently asked question...on websites you always see this...so F A Qs (writing on the board) Frequently...asked ...questions...yani sıkça sorulan sorular...look at this global warming...so the earth is warming...why?*
> *Learners: Global warming.*
> *Justin: yes...but what is it? (No answer from the learners)...okay...the world is getting warmer...because all harmful gases are...errr...accumulating...what is accumulating? Toplanmak [to accumulate]...okay?...all these harmful gases are accumulating on our earth and they act like a green house...yani ne oluyormuş özetle [so, to summarize, what's happening]? Zararlı gazlar dünyanın üzerinde toplanıyor ve sera etkisi oluşturuyor [Harmful gases accumulate on the earth and create greenhouse effect]. Biz de için de pişiyoruz [and we are boiling in it]. Understand?*
> *Learners: Yeees.*

Justin thought that it was very important for the learners to be familiar with the term "greenhouse effect" since it is necessary for them to understand the whole text. Thus, he switched to Turkish and explained the term.

All of the observations of six teachers revealed that teachers refer to Turkish from time to time. Teachers, most of the time, use L1 while teaching grammar and vocabulary for checking comprehension, summarizing, revising, overcoming misunderstandings and highlighting important parts and also while giving instructions and attracting attention which verifies the data gathered from the interviews. On the other hand, they also use it in different stages of reading although they have negative perceptions on that. They do not appreciate translation in their lessons but possess it as a teaching technique in their classroom. The amount of Turkish in the classroom varies from 1% to 31%. Two

teachers can approximately estimate their L1 use in the classroom; however, most of them overestimate it (Figure 3). The reason for this may be video camera which was recording the lesson. As they know that they their teaching will be analyzed by someone else, they try to carry out their best teaching and they relate this to L1 avoidance even though they do not know the topic of the study. Unlike the findings of Copland and Neokleous (1993) which revealed that teachers tended to under-report their L1 use because of feeling guilty, some teachers in this study over-reported it though they feel guilty as well. This uncomfortable feeling may affect the teachers in two-way. First, they can under-report it since they think that they are doing something wrong or secondly, they can over-report it. The reason is that since teachers mostly have negative perceptions on using L1 in their classrooms, even a little amount of Turkish use may lead them to think they use it a lot.
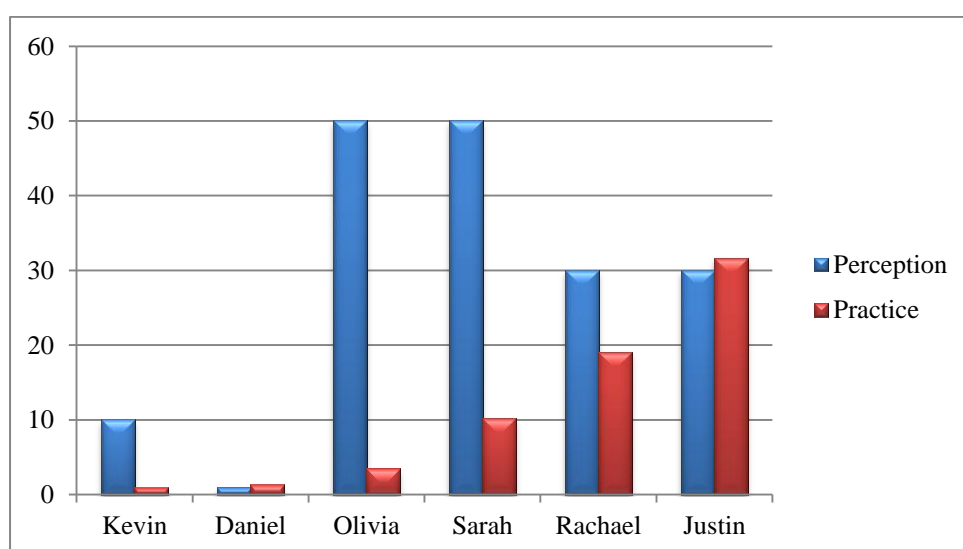
Figure 3.Percentages of Amount of L1Perception and Practice

4.2.2 Learner Perceptions on Teachers' L1 Use

Learner perceptions on L1 use in language classroom was one of the main research questions in this study. To answer this research question both quantitative and qualitative data from the questionnaires were utilized. Learners' perceptions were also revealed considering different language skills and sub-skills and also different uses of L1 such as L1 in comprehension check, introducing new topics, motivation and classroom management. The effect of language learning experience on their perceptions was investigated as well. The results from the open-ended question in the questionnaire were presented under two headings: when should teachers use L1 and what should be the amount of L1 in the classroom.

The first part of the learner questionnaire included 19-item 5-point Likert scale which aimed to investigate the learner perceptions and attitudes towards teachers' use of L1. The items consisted of both positive and negative statements; thus, the data gathered from the items including negative statements were reversed during the data analysis process. As mentioned before, this part consists of Likert-scale items and the participants were asked to respond them with regard to their perceptions on their teachers' L1 use in their classrooms. That is, the participants identified their perceptions on a scale from 1 to 5. In this scale, 1 means a total disagreement, 3 means neutral which refers to neither agreement nor disagreement, whereas 5 means total agreement. After mean scores were calculated for each part and skills, the test value was chosen as 3 to be able

analyse their perceptions since the mean scores less than 3 meant the learners had a negative perception while a mean score more than 3 indicated a positive one. On the other hand, a value of 3 referred to a neutral perception. After choosing the test value and calculating the mean scores for the relevant items, one-sample t-test was conducted to find out if the difference between them was statistically significant.

When one sample t-test was carried out for the first part of the questionnaire, the mean score was found to be 3.53 (SD=.76) for all items and it is significantly different (p=.000) from the test value 3. Hence, it can be concluded that the learners have positive perceptions on their teachers' using L1 in language classrooms. To gather more specific results and detailed information, items related to general perceptions on using L1 was analysed through frequency distributions and percentages. While computing the percentages "strongly agree" and "agree" ratings in the questionnaire were combined and interpreted in one form as "agree". Table 4.3 depicted the mean scores, frequency distributions and percentages of those two items in the first part of the questionnaire. The results showed that more than half of the learners (56.2%) agreed with the statement "When the topic is taught in Turkish, I understand better" and the mean score of the item is 3.54, which is higher than the test value 3. Similarly, most of the students (70.0%) agreed with the item "When our teacher uses Turkish in the lesson, it affects my understanding in a positive way" (as this item was a reverse one, the reversed form was written here) and the mean score of the item was 3.89, which was also

higher than the test value 3. That is, the percentages and mean scores of these two items in the first part of the questionnaire provided insight into whether learners desired their teachers to use L1 in the classroom and their perceptions.

Table 4.3 Perceptions towards Teachers' L1 Use in General

Item	f	%s	M
When the topic is taught in Turkish, I understand better.	168	56.2	3.54
When our teacher uses Turkish in the lesson, it affects my understanding in a negative way.	208	70.0	3.89
Average			3.71

As mentioned previously, L1 was used for various reasons in the classroom. As well as being used in some language skills and sub-skills such as reading, writing, speaking, grammar and vocabulary, it can also be used for some other purposes such as comprehension check, introducing a new topic, motivation and classroom management. The items related to those groups were categorized accordingly and presented to be able to give a deeper understanding of the learners' perceptions. When L1 use in *grammar* teaching was regarded, it was revealed that a considerable number of learners need L1 in learning a grammar structure in English (Table 4.4). It was a very striking result that 90.2% of the learners understand better when they were provided with a Turkish equivalent of a grammar structure and they have a positive perception on teachers' use of L1 in teaching grammar. Since these learners are adult learners, their desire to include their current linguistic and cognitive knowledge in their learning process is an

understandable fact and as Harper and Jong (2004) suggested, L1 can serve as a valuable tool for them. However, they should also be informed about the differences of the two language systems in order to overcome a possible negative transfer.

Table 4.4 Perceptions towards Teachers' L1 Use in Grammar Teaching

Item	f	%s	M
I understand better when grammar is taught in Turkish.	208	69.4	3.82
I understand better when our teacher provides a Turkish equivalent of a grammar structure. (reversed)	251	90.2	4.15
Average			3.98

The learners were also positive towards using L1 in *reading* lessons since 71.5% of them stated teachers' use of L1 contributed to their learning reading skills and 73.2 % of them believed they understood a reading text better when their teacher translated it into L1 (Table 4.5). However, it should be emphasized that understanding the whole text is not a guarantee for improving the reading skills. On the other hand, transferring L1 reading strategies to L2 reading may help the learners to gain those skills more quickly.

Table 4.5 Perceptions towards Teachers' L1 Use in Teaching Reading

Item	f	%s	M
I learn reading skills better when our teacher uses Turkish in reading lessons.	214	71.5	3.84
I understand better when our teacher translates the reading text.	213	73.2	3.95
Average			3,89

Another skill where L1 use is a controversial issue is *writing.* A mean score of 2.81 was calculated for this part, which was lower than the test value 3. Hence, the respondents in this study stated negative perceptions in teachers' L1 use in writing classes (Table 4.6). The results indicated that most of the learners disagree with the following statement and agreed that L1 used by the teacher did not contribute to their writing skills. This was another significant result as there have been some approaches to writing that favours L1 use in writing (i.e. Shamash, 1990). The reason for the learners' negative perception on this issue may be a result of differences between Turkish and English.

Table 4.6 Perceptions towards Teachers' L1 Use in Teaching Writing

Item	f	%s	M
I understand better when our teacher makes association with Turkish in writing lessons.(reversed)	88	29.4	2.81
I believe when our teacher uses Turkish in writing lessons, it contributes to my writing skills.	103	34.6	2.81
Average			2.81

When *vocabulary* teaching was considered, 27.7 % of the learners agreed with the idea that Turkish meanings should be provided when a new vocabulary item was presented (Table 4.7). Moreover, the mean score for this item was computed as 2.66, which was lower than the test value. That is, the learners had negative perceptions on providing Turkish equivalents. However, in another item 72.8% of them indicated that it is easy to remember a vocabulary item when a Turkish equivalent is provided. The mean score calculated for this item was 3.90, which was higher than the test value 3, which meant the learners accepted that when they knew the Turkish equivalent of a word they easily remember it. Thus, the two items contradicted. This means that although the learners can easily remember the Turkish meaning of a vocabulary item when Turkish equivalent is provided, they do not agree that it is an effective technique. The reason may be that when they are required to remember the definition of the word in English, they cannot because Turkish equivalent is emphasized during the lesson.

Table 4.7 Perceptions towards Teachers' L1 Use in Teaching Vocabulary

Item	f	%s	M
I believe Turkish meanings should be provided when teaching vocabulary (reversed).	83	27.7	2.66
I remember a vocabulary item easily when our teacher provides a Turkish equivalent.	220	72.8	3.90
Average			3.28

The respondents in the study stated negative perceptions on their teachers' L1 use for *speaking* purposes. 34.8% of the teachers agreed with the statement

that Turkish used in speaking classes had a positive effect on the improvement of the speaking skills. Moreover, only 18% of them accepted that Turkish contributed to improving this skill (Table 4.8). Therefore, learners mostly did not favour Turkish in speaking classes and preferred L2. Unlike the results of Miles (2004) who reported that the insecure feeling in English only classroom caused slow progress in speaking skills of the learners in his study, this finding indicated that learners were aware of the fact that exposure to L2 is crucial for the production of the language. That is, the more L2 resulted in more production and did not influence them affectively.

Table 4.8 Perceptions towards Teachers' L1 Use in Teaching Speaking

Item	F	%s	M
When our teacher uses Turkish in speaking classes, it affects my speaking skills in English in a positive way (reversed).	134	34.8	2.74
Our teacher should not use maximum English to improve our speaking skills in English (reversed).	245	18.0	2.15
Average			

In addition to teaching some skills and sub-skills- grammar, vocabulary, reading writing, speaking- L1 can be used for many other reasons in language classrooms such as comprehension check, introducing new topics, motivation and classroom management. When the learners were asked to identify their perceptions on their teachers' L1 use with regard to *comprehension check*, 73.2% of them agreed with the idea that they find it suitable when their teacher used L1 to check their comprehension (Table 4.9). On the other hand, when it came to

using L1 for summarising, the perceptions changed from positive to negative. These results showed that learners needed L1 when they came across with a topic for the first time and once they became familiar with they did not need the support of L1 too much. Therefore, teachers should consider this when summarising a previously learned topic and should avoid unnecessary and excessive use of L1.

Table 4.9 Perceptions towards Teachers' L1 Use for Comprehension Check

Item	F	%s	M
It's suitable when our teacher uses L1 to check if we've understood a topic or not.	218	73.2	3.92
When our teacher uses L1 in summarizing a previously taught topic, it makes my comprehension better.	107	35.9	2.85
Average			3,38

The learners stated positive perceptions on L1 use for *introducing new topics* as well. 76.3% of them agreed with the statements related to introducing new topics and with the means scores of 3.92 and 3.90, which were above the test value, they indicated that they favoured L1 use by the teacher for this particular issue (Table 4.10). Considering the fact that a new, unknown and unfamiliar topic would make the learners feel tense and nervous, it can cause affective barriers to learning. In this sense, using L1 can serve as a mediating tool to make the learners feel relax and help them gain self-confidence. However, it should also be remembered that learning a language means learning its functions, so utilizing L1 at the very beginning may hinder learning those functions and cause difficulty in production.

115

Table 4.10 Perceptions towards Teachers' L1 Use for Introducing New Topics

Item	F	%s	M
It's suitable when our teacher uses L1 to emphasize a new topic.	228	76.3	3.92
It's suitable when our teacher uses L1 to start teaching a topic for the first time.	228	76.3	3.90
Average			3.91

L1 use and learner *motivation* is a highly discussed issue. Less than half of the learners stated that their teacher should use L1 to make them more confident and secure. However, the mean score of the item (3.11) revealed that they are neutral about this issue (Table 4.11). Moreover, more than half of the learners agreed with the idea that they are not motivated by teachers' using English all the time. By saying this, they implied that L1 play a role in motivation. . This result was also supported by the qualitative data that learners stated motivation as one of the reasons for teachers' L1 use and it will be discussed further in the following sections. On the other hand, this finding coincides with Turnball's (2001) idea which emphasized maximum use of L2 instead of L1 fosters motivation on the part of the learners. Since L1 is considered as a key for removing the affective barriers to language learning reducing stress and anxiety, and fostering the affective environment necessary for learning (Aurbech, 1993), it should be taken into consideration by language teachers and can be used judiciously for this reason.

Table 4.11 Perceptions towards Teachers' L1 Use for Motivation

Item	F	%s	M
Our teacher should use L1 to make us feel more confident and secure.	119	40.1	3.11
I'm not motivated when our teacher uses English all the time (reversed).	150	50.5	3.36
Average			3.23

Finally, when the item related to *classroom management* was analysed, it was revealed that half of the learners agreed with the idea of L1 use in classroom management. With the means score of 3.26 which was above the test value 3, learners indicated a positive perception (Table 12). However, this result may not be reliable since only one item may not be enough to reveal learners' perceptions therefore it should be supported by the qualitative data. When the qualitative data was analysed, it was found that learners mostly favour L1 in this sense stating that when the teacher address them in Turkish, they could easily get the message and no misunderstandings would occur.

Table 4.12 Perceptions towards Teachers' L1 Use for Classroom Management

Item	F	%s	M
It's suitable when our teacher uses L1 to maintain the discipline in the classroom.	149	50.0	3.26

When all of the following domains are considered, it is clear that L1 use for grammar teaching (M=3.98), introducing new topics (M=3.91), and teaching reading (M=3.89) are the ones in which the learners have declared most positive

perceptions. In addition, the results of the paired sample t-test also revealed that learners perceptions are more positive in these three domains and the results were statistically significant (p<.05). A further discussion will be presented in the next section where qualitative data was discussed.

4.2.2.1 When Should Teachers Use L1?

The learners stated that L1 could be used for teaching purposes (unclear points, grammar and vocabulary teaching, revision and summary and comprehension check), motivational purposes (in reading, attracting attention and humour), and classroom management purposes (warnings and giving instructions in the classroom and before an exam).

4.2.2.1.1 L1 for Teaching Purposes

The qualitative data gathered from the learners also supported the findings above in which the learners identified their positive perceptions on their teachers' L1 use in grammar teaching. Most of the learners stated that teachers should use L1 while presenting a grammar structure. The learners were divided into two in expressing their ideas. The first group thought L1 should certainly and directly be used while a new grammar structure is being introduced. The most common reason for this was the contribution of their already existing grammar to the new one. They said:

> *"What we know in one language can help us in the other one. Knowing the Turkish equivalent of an English grammar point helps us gain a better*

understanding of it. We can see the differences and similarities between the two languages."

"Using Turkish in learning grammar does not affect language learning negatively. In contrast, it facilitates it since you create a connection between two languages."

Another learner supported the same idea stating that:

"When learning a new grammar point, Turkish constitutes groundwork for it. By means of Turkish, all those abstract terms become concrete in our minds."

According to these examples, the learners in this group need Turkish to have a better understanding of English grammar and want to use it as a means to language learning. However, as previously mentioned, the teachers should approach these ideas very cautiously since the excessive use of L1 may deprive the learners of the necessary language input which they will need in the production stage.

The second group of learners were more cautious towards L1 use and favoured English first, stating that Turkish should interfere in the second phase if there is a difficult, important, unclear or contradictory point. It could be used as a means to emphasise them.

"I don't mean teachers should teach grammar in Turkish. I mean they should give some Turkish explanations when we need."

"When something is not clear, Turkish can be used otherwise the lesson becomes more and more boring. Turkish makes me feel comfortable."

"For a more comfortable language learning environment, Turkish should be used when a grammar point is unclear."

They were also aware of the fact that excessive use of L1 might result in feeling too relaxed on the part of the learners. The learners stated:

"Turkish... just for unclear points. In other cases when Turkish is used, we feel too comfortable and have less chance to practice."

"Only difficult topics in grammar should be in Turkish. The others should be English-only so that we can practice the language.
"
It was interesting that none of the learners desired an English-only policy in grammar teaching and always stated a place for Turkish. The reason for this may be the language program offered by the preparatory school which included a grammar load and exams which tested grammar knowledge. As stated above, a revision in the curriculum and accordingly in the exam may decrease the desire for Turkish in the lessons.

Vocabulary teaching was another skill that the learners stated positive perceptions. When the reason for that was investigated, the learners stated that when Turkish is used in vocabulary teaching, they can easily remember the meaning of the words.

"It is very effective when I see the Turkish equivalence. If they are not understood, Turkish meanings can be given."

"We can't understand when the teacher tried to teach in English. She can use Turkish sometimes.

A few learners mentioned the disadvantages and emphasized the importance of using a word in a sentence as well as the meaning of it.

"She can use it sometimes. But I don't want her to use most of the time. When I memorize them in Turkish, I cannot remember its English definition in the exam.

"Sometimes, the teacher tells only the meaning of the word. I don't know how to use it. The usage of a word should also be emphasized."

This situation explains the contradiction in Table 13. Although the learners can easily remember the Turkish equivalent of a vocabulary item when L1 is used, as they have difficulty in remembering the English equivalent, they do not prefer L1. Furthermore, this is a striking expression since it is a common problem that was emphasized by the teachers. Although the learners know the Turkish meaning of the vocabulary items they are given, they have problems in doing well in the exams and this may be the result of focusing too much on the meaning and ignoring the usage.

Finally the learners stated that their teachers should use L1 while they were summarizing and revising a particular subject and also while checking their comprehension. Mostly they focused on the advantage of saving time.

> *"We make revisions before the exams. When our teachers use Turkish we can be very quick and we have more time for revision."*

4.2.2.1.2 L1 for Motivational Purposes

Affective and motivational reasons for using L1 were also mentioned by the learners. Humour is one of the purposes for teachers' L1 use according to the learners. They stated when their teachers told jokes in English, they did not understand and this resulted in an unfriendly learning environment and low motivation. Moreover, though the learners preferred Turkish for some teaching purposes, the underlying reason was related to motivation. They wanted to feel more confident and secure in language learning:

> *"The topics presented for the first time can be taught in Turkish. Otherwise, I feel terrified when I see new English grammar topic."*

121

"When Turkish is used in presenting a new topic, the learners who don't know anything and who has some knowledge about the topic reach the same level. Since I'm in the first group, I feel very reluctant in learning when everything is presented in English."

"Sometimes readings texts are very difficult. I feel lost in it. I cannot understand a word of it. Then, I become reluctant to learn English.

As seen in the sample quotes, the feeling of failure affects the learners in a negative way and they feel less motivated in language learning, which will absolutely hinder their learning. Therefore, teachers should be very careful in their material choice and their language use and consider their learners' proficiency levels during the classes.

4.2.2.1.3 L1 for Classroom Management Purposes

The learners reported that teachers should use L1 when they want to attract attention and give instructions. When they hear L1 from their teacher, they pay more attention and understand that something important is coming. One of the learners stated:

"Whenever our teacher says 'Arkadaşlar!' we understand he will tell us something very important. This can be about a grammar topic or for announcing something. It does not matter."

The learners complained that when teacher always used L2, they might miss some important instructions in the class and in the exam. Some of them even stated that when the teacher warned them they did not understand:

"Our teacher is speaking in English all the time. After a point, it sounds like music and I start daydreaming. For example, yesterday she told me to do the exercise in the book and I didn't even realize her. She got angry and started shouting in English. Then I understood from her tone of voice that she was angry with me and telling something to me."

Therefore, for such learners, Turkish could serve as a management tool to get the message received. Besides, it may also lead to success on the part of the learners because before an exam, helping the learners with the instructions in L1 may foster their language performance.

4.2.2.2 What Should Be the Amount of L1?

As well as expressing their opinions on reasons for L1 use, the learners also commented on the amount of it. The content analysis of the answers to the open-ended question in the learner questionnaire indicated that some of the learners supported minimum use of Turkish whereas other thought the amount of Turkish should not be limited.

The learners who advocated minimum use of Turkish by teachers emphasized the importance of exposure:

> *"It is difficult to learn English in a Turkish-speaking environment and this classroom is our only chance."*

> *"If minimum Turkish is used, this will challenge us. The lessons will be more effective and we will have chance to hear the language. We will become familiar with it."*

Moreover, they related the issue of exposure to the ability of 'thinking in English'. They believed, the more they were exposed to the language the better they would think in English. That is, directly remembering the structures and words in English rather than translating them:

> *"To be able to think in English, the teachers should use minimum Turkish and maximum English. When Turkish is used too much, I start translating everything and it makes my learning more difficult, so the teachers should paraphrase instead of translation. Then, it is easier to remember in the exams."*

Some other learners focused on the language use and stated that if their teachers used minimum Turkish, they would have more chances to practice it:

> *"To practice English teachers should use maximum English."*

> *"When I hear my teacher use an interesting word in English, I also try to use it when I am speaking."*

Another group of learners claimed that limiting the amount of Turkish was not necessary because every lesson was different from the other. Furthermore, their teachers knew them best and they should decide when they would need Turkish and use it:

> *"Our teachers know us best. They should make the decision when and how to use Turkish. Sometimes the lesson becomes very boring when everything is in English and then, our teachers switch to Turkish and we start having fun. So, she can decide."*

> *"Teachers know what is effective for us so it is their choice."*

4.2.2.3 Learner Level and Perceptions on Teachers' L1 Use

To analyse the learners' perceptions according to their levels, mean scores of the first part of the questionnaire that estimated the learner perceptions were analysed for each level. Then, independent samples t-test was carried out in order to reveal if the results were significant. As indicated in Table 4.13 all the mean scores are above the test value 3 and the difference is statistically significant for C, B and A levels (p= .000, p= .001, p= .000 respectively). Then, as mentioned previously, the learners in different levels had positive perceptions and attitudes towards their teachers' L1 use.

Table 4.13 Mean Scores of Different Levels

Levels	Learner Perception
C (Elementary)	3.60
B (Intermediate)	3.39
A(Upper-Intermediate)	3.49

On the other hand, when the groups were compared, it was obvious that C level students had the most positive perception towards L1 use (M= 3.60). The mean score of the C level learners was compared to the B level learners and it was revealed that the difference between them was statistically significant (p= .03). Therefore, it was concluded that C level learners had a more positive perception on their teachers' L1 use. However, when the mean scores of C level learners were compared to the A level learners, it was found that the difference between their perceptions is not significant although A level learners had less positive perceptions. These results indicated that the learners want their teachers to use L1 at elementary level and have positive perceptions. After they pass their classes and start B level, they develop a sense of confidence and their need for L1 decreases and so do their positive perceptions. Nevertheless, when they start A level, they realise the upcoming exam which mostly emphasizes the language structure and they think they need Turkish for comprehension and time concerns. As a result, their perceptions become more positive.

4.2.2.4 Language Learning Experience and Learner Perceptions on

Teachers' L1 Use

When the learners' perceptions on teachers' L1 use were analysed considering the experience of language learning, there seemed to be a decrease in the learners' perceptions after the first year of language learning (Table 4.14); however, the paired samples t-test showed that mean differences between them were not significant.

Table 4.14 Mean Scores According to Language
Learning Experience

Lang. Learning Experience	M
Less than 1 year	3.67
1-3 years	3.40
4-6 years	3.57
7-9 years	3.50
10 and more years	3.47

In addition to the calculations above, Pearson Product correlation was carried out to find out the relationship between the experience of language learning and learner perception and a negative correlation was revealed. That is, the more language learning experience the learners have, the less positive the learners' perceptions. However, this correlation was not statistically significant.

4.2.2.5 Mismatches Between Teacher and Learner Perceptions

As a result of the analysis of both teacher and learner perceptions on teachers' L1 use, it was revealed that there are some mismatches between them and since they may have a negative impact on the learning environment, they should be uncovered.

The first mismatch is related to perceptions on teachers' L1 use in general. When the mean scores for the first parts of the learner and teacher questionnaires are compared, a significant difference found between them (p=.000). Therefore, it can be concluded that learners' perceptions are far more positive than the teachers'.

There is also a mismatch between teacher and learner perceptions regarding learner levels (Table 4.15). A level learners have positive perceptions whereas teachers who teach A level learners have negative perceptions on using L1 in the classroom.

Table 4.15.Mean Scores Teacher and Learner Perceptions
Regarding Learner Level

Learner Level	Teacher Perceptions	Learner Perceptions
C (Elementary)	3.01	3.60
B (Intermediate)	3.18	3.39
A(Upper-Intermediate)	2.46	3.49

The third mismatch is related to how both groups view L1 in language teaching. While teachers consider L1 as a last resort and have to refer to it because of some constraints, the learners mostly see it as the medium of instruction in the

classroom. Learners underestimate the value of English and view grammar as the only goal for their language learning which could be the result of upcoming proficiency exam.

These inconsistencies may be an obstacle to learning since their perceptions affect the approaches teachers adopt and the learning techniques the learners utilize. Therefore, the teachers should inform the learners about the effectiveness of exposure to the target language and guide them for adopting relevant learning techniques. Besides, they should develop a methodology for themselves that make use L1 as a resource in language teaching so that the learners can feel more confident through the facilitative role of L1.

4.2.3 Teacher Trainer Perceptions on Teachers' L1 Use

The two teacher trainers were interviewed in a semi-structured format in order to present detailed information about their perceptions on teachers' L1 use in the preparatory school. The results were reported and discussed under the headings of 'the place of L1 in language classrooms', 'the relationship between teachers' L1 use and learner success' and 'how to maximize teachers' L2 in the classroom'. The mismatches between the teacher and trainer perceptions were also discussed.

4.2.3.1 The place of L1 in Language Classrooms

The trainers gave L1 a small role in language classrooms. They stated that a limited amount of L1 in the elementary levels is acceptable in the preparatory school. However, they proposed that exposure to input is one of the most effective factors in language learning and when L1 is used, the learners are deprived of the input they need to be able to become proficient learners. One of the trainers said:

> *"When there is no Turkish, teachers can give more language input as they have more time. Therefore, learners are exposed to the language more. Exposure... I cannot say it is the most important factor but I believe it is the most effective one."*

Trainers also made reference to first language acquisition and stated that children do not need any other language when they are learning their mother tongue. They just hear the language and after receiving a certain amount of input they start production. Thus, according to them, the more the learners are exposed to the target language, the sooner they will start production. To them, when teachers use different techniques such as contexts, visuals and body language, there will be no need for Turkish.

They believed, although Turkish might help save time within a class hour, in the long term, it would add time on the language learning period. In other words, when they the learners are not exposed to maximum English, they start production at a very later stage or they cannot even produce. They also considered translation from this perspective and claimed that using translation which requires comparison of both languages with the learners in this setting may not be an effective technique. This finding contradicts with the findings of Ferrer (2011)

129

who reported that teacher trainers in his study stressed the importance of cross-linguistic comparisons of L1 and L1 in raising awareness related to differences between languages. The reason for this conflict between two studies might have resulted from the learners' competency in their L1. Since translation is a technique which requires a certain amount of proficiency in both languages and one of the trainers claimed that most of the learners in the preparatory school were not proficient enough and lack mastery even in their L1, they were not able to make correct cross-linguistic comparisons. Moreover, the nature and word order of two languages were so different that all those differences might become confusing and time consuming for the learners.

L1 use for classroom management purposes was also disapproved by the trainers claiming that teachers can manage the classroom in English if they can make the learners used to it. They reported that at the preparatory school, L1 is used for attracting attention and found it unnecessary in a language learning setting:

> *"In my observations, ... teachers use Turkish as an attention grabber. They say…'Tamam mı, Arkadaşlar?'... errr…I don't like it. There is no need for this. Instead, they can say… 'Now, look. Ok. Listen'… you can create the same effect with these. Turkish sounds awkward in an English learning context."*

However, in the previous findings related to learner perceptions, the learners mentioned how effective L1 was in attracting their attention.

This attitude of trainers' towards classroom management was also supported by the relevant literature that defends L1 avoidance in any phase of the lesson (Chaudron, 1985; Ellis, 1984). Indeed, the perceptions of L1 in classroom

management depend on the perspective a person has. If classroom management is regarded as a part of language learning, the aim should be using English at maximum. However, if it is regarded as something separate from language learning, it may include L1.For instance, the trainers excluded some exceptions such as one to one conversations for learner problems and announcing some notes from the administration which they do not regard as a part of language learning.

On the other hand, although they put forward the disadvantages of teachers' L1 use, they also accepted its facilitative role as a resource. They also emphasized.

> *"May be at the elementary level… they may need Turkish. Of course it is an advantage in the classroom. However, we shouldn't abuse it. Overuse it. After all the techniques failed, it can be used as a last resort."*

Besides, they mentioned that since these learners are adults, their needs may differ and L1 may have a positive influence on their learning:

> *"Here, we teach adult groups. They have some habits. They don't want anything vague…errr…they want to be sure and confident about what they have learned. When Turkish is used, everything becomes clearer."*

This finding coincides with Harper and Jong's (2004) argument that values L1 as a useful tool while teaching adult learners.

The trainers also expressed their perceptions about teachers' L1 use for different language skills and concluded that Turkish can be used as a resource in elementary levels for grammar and vocabulary teaching. In other skills and sub-skills they rejected L1 use. In addition, they stated that in grammar and vocabulary teaching, Turkish should be only one of the other resources. One of the trainers commented:

"Instead of spending 15 or 20 minutes trying to explain a vocabulary item, you can give the Turkish meaning in two seconds and go on your work…errr…of course in elementary levels."

On the whole, teacher trainers had negative perceptions towards teachers' L1 use and perceived it as an obstacle that limits the exposure to the target language and thus the language performance of the learners and concluded that disadvantages of L1 overweigh its advantages. Hence, according to them maximizing L2 use at all costs should be the aim in the classrooms.

4.2.3.2 The Relationship Between Teachers' L1 Use and Learner Success

Both of the trainers agreed that there is a negative relationship between the amount of L1 used by the teacher and the learner success. Even though they accepted the affective contribution of L1 to the learner performance, they believed as much exposure as possible is the key to success.

"I believe the classrooms in which L1 is used less are more successful…err…because they can easily internalize the language…personalize the language. They hear a structure very often from their teachers and start using it. They can see that structure in the exam as well and answer the question easily…because they internalized it."

This comment of one of the trainers coincided with the learners' perception in that the language used commonly in the classroom can easily take its place in the learners' mind and they unconsciously learn it as it is the case in first language acquisition. Thus, the previously made association between the language learning and first language acquisition by the trainer has been proved to be correct.

Moreover, the same trainer also claimed that the learners in the classrooms in which L1 is the dominant language have problems in production skills. They are unable to communicate in the target language:

> *"The learners get used to the L1 in the classroom and as a result they become lazy. They count on the fact that the Turkish will always be there. They become too relaxed. They just focus on the comprehension and underestimate production…err…and when it comes to production, they fail…and we come across a group of learners who complain that they can understand the language but can't speak it"*

On the other hand, despite the views of the trainers, motivational purposes of L1 use should also not be underestimated and to overcome the problems such as learner anxiety which may also have an influence on the learner success, L1 could be used as a mediating tool.

4.2.3.3 How to Maximize Teachers' L2 Use in the Classroom

The trainers assigned the most important responsibility to teachers in maximizing the L2 use in the preparatory school. They argued that if the teachers could resist the learners' demands for L1 use during the class and be strict in using L2, the learners would get used to it and try harder to understand the target language.

One of the trainers provided more concrete solutions such as lesson planning:

> *"Teacher preparation… planning the lesson carefully…going over and over the instructions s/he will use during the lesson…step by step preparation of the questions s/he will ask…using critical thinking…errr…If the teacher uses all these, and plans the lesson carefully and is careful about the complexity of the language s/he used, the learners will not even need Turkish explanations. Teacher preparation…very very important."*

133

This is a very relevant suggestion since teachers may sometimes use the meta-language in L2 a lot and this makes their speech even more complex. They may also use some L2 structures that may cause the learners to miss the gist. Furthermore, some questions raised in L2 for elicitation while teaching a grammar point and a vocabulary item may be confusing for the learners. Hence, a careful lesson planning may be regarded as a remedy for the excessive use of L1.

The trainers also highlighted the importance of reflective teaching for maximizing L2 use and they stated that teachers could be informed by the trainers about how to reflect on their own teaching. Moreover they also suggested that peer observations could be carried out but they did not find it as effective as reflecting on their teaching. However, they could not come up with concrete suggestion for how to raise the teachers' awareness on reflective teaching.

A final recommendation to maximize L2 use was that teachers should improve their resources. According to the trainers, teachers refer to Turkish as they feel helpless while teaching a particular topic:

> *"Referring to L1 always shows me that there is a gap in the teachers' resources and verbal abilities. The teacher can't find any other way to get the message received so as a last resort, s/he refers to Turkish."*

However, it would be a rigid attitude to attribute all uses of L1 to the teacher resources and abilities since every classroom has its own realities and only the teachers are aware of those facts.

When the trainers were asked if they, as teacher trainers, had any attempts to improve teacher resources and maximize L2 use in the preparatory school, they

stated that they carried out observations announced and unannounced. However, they did not believe that this processes worked very effectively as the teachers tended not to use L1 when they were being observed, which also explains why teachers over-report their L1 use.

Trainers also claimed that through the sessions in the scope of pre-service and in-service training, they equip the teachers with the necessary techniques that would make L2 the only medium of communication in the classroom.

In addition, one of the trainers made a comment on the testing system of the school which emphasize the grammar and also on the language program offered. She claimed that if production skills were highlighted in the exam and in the program, these would make a deep impact on the L2 used in the classroom in a positive sense. However, the other trainer did not agree with this idea and claimed that teachers could still use maximum amount of L2 in their class by means of making use of appropriate teaching techniques. This contradiction between the trainers should be clarified so that the training unit can function effectively.

4.2.4 Administrator Perceptions on Teachers' L1 Use

The results of the content analysis of the transcribed semi-structured interview with the administrators were presented in this section to be able to give thorough information about the administrators' views and perceptions on teachers' L1 use in the preparatory school. The results were presented and discussed under the headings of 'the place of L1 in language classrooms', 'the relationship

between teachers' L1 use and learner success' and 'how to maximize teachers' L2 in the classroom'.

4.2.4.1 The place of L1 in Language Classrooms

The administrators agreed on the idea that L1 could be used at the elementary levels for teaching vocabulary to save time and for grammar just for the sake of clarification. However, in other cases L1 should be avoided at all costs. Therefore, the opinions of teacher trainers and administrators about the uses of L1 coincided. According to the administrators, though sharing the same language with the learners may seem as an advantage, it could easily turn into a disadvantage since the learners get used to Turkish in every phase of the lesson and as a result they do not expose to the valuable language input.

> *"For instance, in Turkish we don't have 'Present Perfect Tense'. A Turkish teacher has an advantage of his/her language here, because s/he can explain it by giving more concrete example in association with the L1. A native teacher may not succeed in it because s/he doesn't have mastery in the learners' L1. However, this should not mean that they teach it in Turkish from beginning to the end…maybe…a few words for clarification"*

According to administrators, learning a language means hearing it all the time. Since there is no other environment for the learners to use the language when they go out, the classroom is the sole place where they can communicate in L2. Therefore, the importance of the exposure is emphasized referring to the first language acquisition:

> *"The learners may have difficulty in understanding the teacher at first…but by the time passes, they get used to it. Think about a new born…talk to her in Turkish, she starts speaking in Turkish…if you speak*

136

in English, she speaks English…that simple. The teachers should make the learners get used to it."

In this respect, aiming an English-only policy to teach language to the learners in the way that they acquired their first language, the trainers and the administrators share the same perceptions.

The administrators do not accept the advantage of L1 as a time-saver in upper levels since L1 use causes less L2 use and it steals from the time necessary for receiving the language input. In other words, it decreases the level of exposure and it takes more time for the learners to start production. In this vein, the administrator perceptions also coincide with the trainer perceptions.

"Using Turkish in other levels is very harmful for the learners. It is a waste of time. Exposure is an important factor in language learning. The more they are exposed to English, the sooner they will start producing the language."

Furthermore, translation was not regarded as an effective technique and claimed to be a waste of time. It was also considered as an obstacle for thinking in English. That is, the administrators believed that to be able to think in English, which is a necessary skill for language production, Turkish used by the teachers should be minimum in the classroom

When the administrators elaborated on the use of L1 in classroom management, the administrators contradicted in themselves. One of them stated that she did not perceive it as a part of language teaching so during the lesson the teacher could utilize L1 to overcome a disciplinary problem:

"For disciplinary issues?...errr…this is a different issue. I believe it is something different from ELT. Let's assume that there is a disciplinary problem. You have to warn the learner. You have to have a one-to-one conversation with her/him in Turkish. Or let's say you want to share an experience related to how the learners

137

can be more successful if they are in a problem-free classroom. At the end of the lesson the teacher can speak 3-5 minutes in Turkish. But this is not teaching…"

However, the other administrator considered classroom management as a part of language teaching and claimed that Turkish should be used as a last resort:

"No…no Turkish. No need for that. If the teacher has a disciplinary problem and s/he had to speak in Turkish, it should be outside the class. Not during the lesson. If it is during the lesson, English should be the medium."

In this case, it is obvious that the administrators have conflicts about L1 use for classroom management purposes and they should clarify it to overcome any possible mislead on the part of the teacher. On the other hand, these views support the previous argument that the choice of language in classroom management depends on how a person views it.

The administrators approved the facilitating role of L1 in terms of motivation in elementary level and stated that L1 may help the learners feel comfortable and overcome the language anxiety, therefore played a mediating role. One of them made a reference to a personal experience:

I participated in a training program years ago. We were all Turkish teachers of English. Someone who could speak Russian came and told that she would teach us Russian. And in a second she started to speak in Russian. We were shocked and surprised and looked at each other and tried to make out what she was trying to say. Then, I thought I could never learn Russian in this way. After twenty minutes passed, the Russian stopped and said in English: 'Now, can you understand how your learners feel?'...then, I realized what is going on in the learners' minds."

This is a very interesting quote in that it explains the anxiety the elementary learners feel in the very first days of language learning and this is a fact that should be taken into consideration by language teachers.

On the other hand, the administrators had a negative perception for L1 use for motivation and considered the issue from a different point of view. They believed the learners respect more to the teachers who always speak in English and take them as a role model and desire and try to speak like them. In this way, they become highly motivated.

All in all, the administrators do not favour teachers' L1 use in the preparatory school except for the elementary levels and have negative perceptions on that. Their ideas are more or less in accordance with the trainers' opinions.

4.2.4.2 The Relationship Between Teachers' L1 Use and Learner Success

The administrators thought that the classrooms in which L2 is the dominant language did better in the exams. They explained the reason for this by putting forward the argument of exposure to the target language. Since in the upper levels maximum L2 use triggers learner motivation, they believe, this is also reflected to their exam scores and they become more successful.

4.2.4.3 How to Maximize Teachers' L2 Use in the Classroom

The administrators stated that they always send notices to the teachers about their L1 use in the classroom and warn them against it. They also claimed that they emphasize this issue through pre-service and in-service trainings and also in the meeting with group heads. Moreover, they also believed that teachers themselves should control their L1 use:

"For example, a teacher can do this: S/he can record his own lesson and watch it later on. In this way s/he can gain a sense of awareness about the language use in the classroom."

They pointed out that they try to use English as a medium of communication in the meeting with the teachers but accepted that they cannot be successful, as some time later, the language of the meeting turns out to be Turkish. The administrators were also very constructive in this issue and stated that they were open to any kind of relevant suggestion:

"I don't know…what else we can do so that the teachers use maximum L2…what kind of training should we give? Which technique should we use? Let's think about this all together. What should we do to raise awareness on the part of the teachers? Thank you. This is a good reminder for me. Let's think about it."

4.2.5 Mismatches between the Teacher Perceptions and Trainer/Administrator Perceptions

The detailed analysis of the teacher and teacher trainer/administrator perceptions showed that there were some mismatches between them. In order to contribute the effectiveness of the program offered by the preparatory school, revealing these mismatches has utmost importance.

The first mismatch was found in the perceptions on the impact of grammar load in the curriculum used by the preparatory school and also the time concern on teachers' language choice in the classroom. Both the trainers and administrators –except for one trainer- rejected this fact. They believed teaching grammar in Turkish is not an excuse for saving time and in contrast, it also makes the learners unsuccessful, which may result in waste of time on the part of the learners. They also stated that by utilizing different and effective grammar

teaching techniques, the amount of L1 could be reduced and teachers should allocate more time for the learners to use the language structure the teachers used.

In this vein, another mismatch related to testing system appears. The teachers argued that since the exam focuses too much on the structure of the language, the learners demand L1 use from their teachers and neglect productive skills. This concern is only mentioned by one of the trainers but the second trainer and the administrators made no reference to it.

Another mismatch revealed was related to training programs delivered by the teacher training unit. Teachers found the training sessions ineffective and artificial with regard to maximizing L2 use by teachers and they believed more systematic and planned training programs which would appeal to the teaching context they were in should be offered.

A final difference between the groups was about the relationship between the amount of L1 and the learners' success. The teachers claimed that L1 has a positive effect on the learners' success whereas the other claimed that it affects the learners' success negatively. On the other hand, Macaro (2005) asserted that the high amount of L2 input did not necessarily guarantee the learners' uptake of L2 putting forward the examples from the studies of Macaro (2000) and Macaro and Mutton (2002) who found that 10% of code switching to L1 had no significant impact on the amount of L2 the learners used and thus, on their uptake of the language. However, this should not mean 10% L1 in language classroom is

suitable. A judicious approach to L1 should be followed and the ways to decrease its amount should be sought.

If all these differences between the groups are removed, a more effective teaching environment will be provided for the teachers and this eventually contribute to the success of the learners and thus the preparatory school.

CHAPTER V

CONCLUSION

Avoiding L1 in language classrooms is a 'core belief' and it was 'held in some form by the majority of the teaching profession' (Cook, 2001: p.405). However, it is a classroom reality that most teachers apply to L1 as a resource in their teaching practice. In order to have a full understanding of L1 use, revealing the perceptions of all parties included in language learning process is necessary. In this respect, this study investigated the teachers', learners, teacher trainers' and administrators' perceptions on teachers' use of L1. In this chapter, the study was summarized and the results were presented. Implications for educators were also included. The limitations of the study and implications for further research were also discussed.

5.1 Summary of the Study

This study which revealed the different perceptions on using L1 in language classrooms was carried out in a preparatory school of a private university in Ankara. The participants were 55 teachers, 302 learners, two teacher trainers and two administrators in the preparatory school.

This study investigated teachers', learners', teacher trainers' and administrators' perceptions on teachers' L1 use. In this scope, both quantitative and qualitative data was collected. By means of using a mixed methodology which adopts both quantitative and qualitative data collection tools, the data was triangulated and the reliability of the results was fostered. Quantitative data was gathered through questionnaires developed for the learners and the teachers, whereas the latter one came from semi-structured interviews and classroom observations. Therefore, the learners were asked to fill in a learner questionnaire which would shed light on their perceptions and their teachers' classroom practices. In addition, teachers responded a teacher questionnaire, which would be regarded as an indicator of their perceptions and their classroom teaching considering L1. Semi-structured interviews were also carried out with them to gain insight into their perception. Moreover, to detect if there were any mismatches between their perception and classroom practices, lessons of six teachers were observed and compared to their interview data. Finally, the teacher trainers and the administrators were also interviewed in a semi-structured format in order to reveal their perceptions and differences between their perceptions and the teachers'.

All of the data collection tools were analysed thoroughly and the results were presented and discussed to draw conclusions.

144

5.2 Results of the Study

This study aimed at answering following research questions:

1. What are the teachers' perceptions on using L1 in language classrooms?

    a. When do they use L1 and why?

    b. How can they maximize target language use if they use it frequently?

    c. When do they use L1 and why?

    d. Do they think the classes in which L2 is frequently used are more successful?

    e. Do teachers' perceptions change according to learners' levels? (Elementary (A) -Intermediate (B) -Upper Intermediate(C))?

    f. Do their educational degrees (BA-MA) affect their perceptions?

    g. Is there a difference between the perceptions of novice and experienced teachers?

    h. Is there a difference between the teachers' perceptions on using L1 and their classroom practices?

2. What are the learners' perceptions on teachers' using L1 in language classrooms?

    a. Do their perceptions change according to their level?

    b. Is there a mismatch between the perceptions of learners and teachers?

3. What are the teacher trainers' perceptions on using L1 in language classrooms?

    a. Is there a mismatch between the perceptions of teacher trainers and teachers?

4. What are the administration's perceptions on using L1 in language classrooms?

    a. Is there a mismatch between the perceptions of administrators and teachers?

In order to answer first set of questions, data from teacher questionnaire, teacher interviews and classroom observations were utilized. The questionnaire data suggested that teachers had neutral perceptions on using L1 in their classrooms. On the other hand, the interview data indicated that in an ideal teaching setting they would not favour L1 but in the particular institution they were working at, L1 was used to meet the demands of the curriculum which focused too much on grammar and vocabulary and required too much in a very short time. The school profile which mostly consists of low proficient learners was another reason for L1 use. Furthermore, it was also revealed that teachers referred to L1 for classroom management, attracting the learners' attention, motivation, revision, summary and error correction. The teachers indicated that they did not view L1 as a means of communication in the classroom but as a last resort when the learners had difficulty in understanding a particular topic. The teachers perceived their L1 use mostly one to ten minutes of a fifty-minute lesson.

As for the research question that sought the ways to maximize teachers' L2 use, teachers put forward some suggestions related to curriculum and testing system of the preparatory school. They also highlighted the important role of the teacher trainers in maximizing L2 in the classroom, which is emphasizing this issue in pre-service and in-service training programs. In addition, they were supposed to inform teachers about reflective teaching which would help the teachers raise awareness with regard to their language use in the classroom.

Hence, they would become aware of their classroom practice and the amount of L1 they used.

Teachers believed that L1 fostered learners success in this institution because of the aforementioned problems related to curriculum and the testing system.

Teacher perceptions for different levels were also investigated and it was revealed that B (Intermediate) level teachers had more positive attitudes towards L1 use whereas A level teachers were found to have negative perceptions.

When teacher perceptions were analysed according to the degrees they hold, it was indicated that teachers who had MA degrees had more positive perceptions. Similarly, when the perceptions of novice and experienced teachers were compared, it was revealed that teachers who were more experienced favour L1 more and used it in their lessons more often.

To answer the last research question in the first set, the teacher perceptions and their classroom practices were compared and some mismatches were found. It was pointed out that teachers over-reported the amount of L1 they use in the classroom. Moreover, although the teachers did not give a role to L1 in reading, they mostly referred to it in different stages of reading. They also stated that they did not favour translation in teaching but made use of it in their teaching.

The second set of the research questions focused on revealing learners' perception; therefore, both the qualitative and the quantitative data gathered from the learner questionnaire were interpreted. The data from the learner questionnaire

147

indicated that the learners had positive perceptions on their teachers' adopting L1 in classroom. According to them, L1 utilized for teaching purposes such as in grammar and vocabulary teaching, motivational purposes as in attracting attention and management purposes to highlight important things, to give instruction and to discipline the classroom was a valuable resource in learning a language. Although they had positive perceptions on their teachers' using L1, they also emphasized the importance of exposure to L2 which would accelerate their language production.

When their perceptions were investigated considering their levels, C (Elementary) level learners had the most positive perception. It was found that A (Upper-intermediate) level learners had more positive perceptions than the B (Intermediate) level learners which could be as a result of the structure-based exam they would take at the end of the term.

To answer the last question in this set of research questions, the differences between teacher and learner perceptions were revealed. Teachers were neutral on L1 use in the classroom and adopt it as a last resort while the learners possessed positive perceptions and viewed it as a means of communication which would help them pass the proficiency exam. Besides, a significant difference was identified between A (Upper-intermediate) level learners and their teachers. Learners expressed positive perceptions whereas the teachers reported negative ones.

The third research question was to investigate teacher trainers' perceptions with regard to teachers' L1 use and to elaborate on the results semi-structured interview data was utilized. They mostly had negative perceptions on L1 in the classroom except for the elementary levels and believed that using L1 could deprive the learners of the necessary language input which was crucial for their language learning. The trainers believed that through employing effective techniques in the classroom and being well-prepared, teachers could maximize their L2 use and minimize L1. According to trainers, by means of pre-service training offered at the very beginning of teaching experience at the preparatory school and in-service training throughout the year, teachers were equipped with the necessary skills so that they should overcome the problems without resorting to L1.

In the scope of this set of questions, mismatches between teacher and teacher trainer perceptions were investigated. It was set forth that teachers' reasons and excuses for L1 use were not welcome by the trainers. Moreover, they claimed a negative relationship between L1 use and learner success unlike the teachers. On the other hand, teachers did not find the training programs effective and desired more organized and realistic training programs.

Finally, as for the last research question concerning administrator perceptions, semi-structured interview data was interpreted. The results set out that, similarly to the teacher trainers, administrators did not favour L1 apart from elementary levels highlighting the importance of exposure. Besides, although they

149

accepted adopting L1 for motivational purposes, they warned against the excessive use of it which would decrease the amount of exposure to the L2.

When the mismatches between administrator and teacher perceptions were sought, it was found that the administrators did not attribute teachers' L1 use to curriculum and testing system. Like teacher trainers and unlike teachers they believed that L1 use had a negative impact on the learners' success.

5.3 Discussion

The results of the teacher questionnaire suggested that teachers had neutral perceptions on using L1 in their classroom. Teachers did not favour L1 but felt obliged to use it in their lessons because of some concerns related to curriculum, testing and learner proficiency. They stated that the curriculum covers too much in a short time and it is loaded with grammar and vocabulary sub-skills ignoring productive skills. Therefore, the exam also focuses on those skills and do not demand productions except for writing. This may causes serious problems in the classroom as teaching starts serving for the exam. L1 is used for deductive teaching of grammar and vocabulary as a result of the grammar load in the curriculum and time constraints and the learners find it very effective to be able to reach their objectives. However, teachers should be careful about the amount of L1 use since after some time they may lose the control and conduct their lesson by using high amount of Turkish.

As for the reasons for L1 use, teachers stated that they referred to Turkish from time to time to present grammar and vocabulary, to check the learners' comprehension, to draw their attention, to manage the classroom and to motivate them. Revising and summarizing and also error correction were reported as the other reasons for L1 use. These reasons for using L1 coincides with the ones proposed by Atkinson (1987), Auerbach (1993), Polio and Duff (1994), Cook (2001) and Edstrom (2006). Moreover, it was also found that teachers highlight the important parts of a particular topic in Turkish and the reason may be that they want to be certain that the learners comprehend it. This purpose of L1 use was also proposed by Butzkamm (2003) and proved to be successful.

Teachers also believed L1 had a positive effect on the learners' success in their setting because of the fact that it helps the learners to have a quicker understanding of the L2 grammar. This perception of teachers is also supported by Miles (2004) who claims that L1 facilitates the success of the learners rather than hinder it. The learners feel more secure when L1 is used and they become more successful.

It was revealed that having an educational degree had a positive effect on the amount of L1. Likewise, teaching experience was also proved to have a positive impact on the amount of L1 use. This finding coincides with the findings of Schweers (1999) who reported that the most experienced teacher in his study used the most L1 in her teaching. This may result from knowing the learners and their needs better or losing their strict ideals which they gained during their

university education, that is, they become more flexible in time. However, it may also because of the limitations and difficulties they face in their own institution and the experience they gained there.

Teacher perceptions and their classroom practices were also discussed in the scope of this study and it was revealed that teachers tended to over-report their L1 use. That is, they perceived their L1 use more than the actual amount. This finding contradicts with the results of Copland and Neokleous (1993) whose participants under-reported their L1 use because of the guilt they feel.As mentioned previously, this uncomfortable feeling may affect the teachers in two-way. They can under-report it since they think that they are doing something wrong as in Copland and Neokleous's (1993) study or they can over-report it as in the current study, which may be due the fact that teachers mostly have negative perceptions on using L1 in their classrooms, even a little amount of Turkish use may lead them to think they use it a lot. On the other hand, the video camera which recorded their teaching can also be explained as the reason for their over-reporting. In other words, when the teachers know that they are being observed they use more English in their classes. Moreover, although teachers did not appreciate L1 in reading, they employed it when the learners have difficulty in comprehending the text. In addition, they claimed that they did not find translation as an effective technique, but utilized it while teaching grammar to be sure that the learners understood a particular topic and also while teaching reading. It is important that teachers realize this mismatch and carry out a more

conscious process of teaching. Therefore, the techniques they use will become more effective.

According to the results of the learner questionnaire, learners had positive attitudes towards their teachers' using L1 in the classroom. They perceived Turkish as a valuable resource in grammar and vocabulary teaching which may facilitate their learning. Moreover, Turkish used for motivational purposes such as attracting attention was also favoured by the learners. They also thought that managing the classroom through employing Turkish contributes to creating a problem-free language learning environment and thus to their success which was also emphasized by Miles (2004). The learners also elaborated on the amount of L1 use. Although they had positive perceptions on teachers' using L1, they also highlighted the importance of exposure to L2. They believed that to be able to communicate in the language, they should encounter with the language as much as possible. The analysis of the perceptions of the learners in different levels revealed that C (elementary) level learners had the most positive perception on L1 in the classroom. It was expected that their perceptions become less positive when they gained some proficiency in the language. However, although in B (intermediate) level their perceptions were less positive than C (elementary) level, their positive perceptions increased again when they started A (upper-intermediate) level. This positive perception of the learners on L1 use was also mentioned by Januleviciene and Kavaliauskiené (2004). On the other hand, in Prodromou's (2002) study, advanced learners had negative perceptions on

teachers' L1 use and they preferred their teacher to use L2 in the classroom. Therefore, the result of the current study can be explained by the proficiency exam which they are going to take at the end of A (upper-intermediate) level. Since this exam is structure-based, they believe L1 will be beneficial for learning the grammar of the language.

When the teacher and the learner perceptions were compared, some mismatches were found. Learners had positive perceptions on the issue of L1 use by teachers whereas the teachers had more neutral perceptions. Most of the learners regard L1 as a means which will help them to reach their goal which is passing the proficiency exam that is a structure oriented test. On the other hand, according to teachers, it is a last resort when the learners fail to comprehend a particular topic or whenever they have time concerns. Furthermore, there was a significant difference found between the A level learners and their teachers in that teachers had negative perceptions while the learners had positive ones. This mismatch may hinder the learners' success, therefore, teachers should enlighten the learners about the outcomes of exposure to L2 and develop a classroom methodology they will meet the learners' needs.

Administrators and trainers reported negative perceptions on teachers' L1 use unlike the teacher trainers in Ferrer's (2011) research. The trainers and the administrators in the present study claimed that when the teachers use L1, they deprive the learners from the valuable language input. According to them, only in C (elementary) level a minimum amount of L1 is acceptable. In the other levels it

should be avoided at all costs. However, considering that they are not aware of the classroom realities in the institution, they should go over their belief and consider a judicious use of L1 as suggested by Miles (2004).

When the mismatches between teacher perceptions and administrator/teacher trainer perceptions were analysed, it was revealed that teachers put forward the curriculum and testing system as the excuses for their L1 use in the preparatory school. However, the administrators and trainers did not regard L1 as a remedy in this case and claimed it is still possible to avoid L1 in their lessons. Ferrer (2011) also reported a mismatch which contrasts the current finding. He reported that teachers disagreed with the idea of using L1 in language teaching and they favoured alternative L2 only approaches whereas the teacher trainers favoured L1 as a helpful teaching technique. This mismatch is very important and it may have hazardous effects on teaching and learning environment. Therefore, teachers and teacher trainers and also administrators should come together and discuss the advantages and disadvantages of L1 use by the teacher and should decide on a standard approaches in order to create equal opportunities for the learners in terms of exposure to L1.

Another mismatch is that, teachers believed L1 contributes to learners' success in this particular institution whereas the administrators and the trainers thought vice versa. They believed that the more the learners were exposed to L2, the more successful they would be and they seem to accept 'the five fallacies' stated at the very beginning of this study. However, they should consider

alternative bilingual approaches to language teaching and question the statements made in 'Makere Report'.

Finally, the administrators and trainers asserted that they equip their teachers with necessary skills and techniques so that they could make maximum use of L2 by means of pre-service and in-service trainings. However, the teachers did not find the trainings offered very effective claiming that they were unrealistic and disorganized. It has been observed that the preparatory school hosts speakers outside the institution usually teacher trainers sent by the publishers who are not aware of the problems and the learner profile in the school. Therefore, it is not surprising that the teachers found them unrealistic and disorganized. Teachers also imply that this problem is one of the variables that has an effect on the amount of L1 use since sometimes they may lack ability to overcome problems in L2.

To maximize L2 use in the preparatory school, all parties came up with some solutions such as teacher preparation and improving teacher resources which are also supported by Nation (2003) who claims that L2 use can be maximized by means of some classroom activities such as retelling, strip stories and role plays etc. which require a high amount of teacher preparation. Raising awareness on language choice and reflecting one's own teaching was another suggestion which was also highlighted by Duff and Polio (1990). They suggested video-taping classes for self-evaluation is a way of maximizing L2 use. Besides, the teachers proposed a change in the curriculum and reported that that if the curriculum focused more on productive skills, the amount of L2 in the classrooms would

increase accordingly. Besides, a testing system that emphasized the production skills would also have a positive effect on the use of L2. Although the change in the curriculum seems challenge for the institution, the administrators should consider it since it may well contribute to the future success of the institution.

5.4 Implications for Educators

It is a self-evident fact that L1 is used in language classrooms by language teachers. As it is also confirmed by the findings of this study, L1 is utilized for teaching grammar and vocabulary, comprehension check, motivation, classroom management, revising and summarizing and revising and error correction as it is suggested in the previous studies. On the other hand, teachers' feeling uncomfortable about this condition, and administrators' and teacher trainers' desire for an English-only policy in the preparatory school indicate that there are some changes necessary to decrease the amount of L1 used by the teachers. The results of this study propose some implications for the educators in the institution.

The administrators should go over the whole teaching system of the preparatory school starting with their objectives. As it was previously stated, the preparatory school claims that the learners master the four skills –reading, writing, listening and speaking when they complete their studies in the preparatory school. However, it is observed that the curriculum offered by the school does not give the necessary attention to those skills but to grammar and vocabulary. If the administrators still want to fulfil those objectives, then they should evaluate and

revise their curriculum. As mentioned previously, the curriculum of the school focuses too much on grammar and vocabulary. Moreover, it is so loaded that it is impossible to cover them in such a short time on which the teachers and the learners cover four books in C (Elementary) level, which results in an increase in the amount of L1 used by the teachers. If the school adopt a curriculum which reflects its objectives that is making learners proficient in four skills and emphasize them equally, the amount of the L1 in the classroom may decline. The course book should also be evaluated in terms of its consistency with the objectives and the curriculum. Although the book seems to highlight listening and speaking skills, it uses them as a means to teaching grammar and vocabulary; therefore, may not be applicable for reaching those objectives. Hence, adapting a new book may be considered.

Soon after the evaluation of the curriculum and materials, Testing Unit should check the accordance of the tests to those. That is, the exams prepared by the unit should be re-evaluated in terms of if they highlight the four skills equally. A speaking exam should also be added and the *washback* effect will be observed in the classroom and contribute to the amount of L2.

Another result of this study set forth that the observations affect the amount of L1 use. When teachers are observed, they tend to use more L2. Therefore, the more often they are observed, the more amount of L2 is employed by the teachers. After sometime, observations may be carried out less frequently and since the teachers will get used to utilize L2, this will not affect the L2 as the

predominant language in the classroom. However, teacher trainers should be very constructive while they are giving feedback to the teachers and be friendly so that teachers will not be disturbed by the presence of them during the observations. This relaxed atmosphere will also contribute to the relationships between the trainers and the teachers, and teachers will feel free to go and ask for their help. As a result, teacher training unit will function more effectively. In addition to observations, teacher trainers should highlight the English-only policy at the preparatory school during the pre-service training programs and by means of presenting some realistic demos which will show them what to do when they feel helpless and need to resort to L1. In-service trainings are also crucial in this sense as they refresh teachers and lead them to reflect on their own teaching. Informing the teachers about reflective teaching will assist them to raise awareness with regard to their language choice and the problems related to over-reporting and under-reporting their L1 use will be diminished.

In this vein, teachers should control their own teaching and seek ways to increase the amount of L2 they employ in the classroom. First of all, they should be organized and well prepared. That is, they should know what to do in every single stage of the lesson so that they become aware of the language they use. Secondly, they should use their body language and audio-visual materials very effectively as well in order not to need to resort to L1 during their teaching. In addition, when they lose their energy to do so and feel helpless, they should feel free to consult to the teacher trainers for further guidance. Teachers can also invite

their colleagues to observe their lessons to receive feedback. Also, they can visit other teachers' classes to see how they handle the situation when they need to refer to L1. Finally, they can video-record their own lessons and gain a better understanding of their language choice and question the reasons for their L1 use and elaborate on that. Analysing and questioning language choice in the classroom help teachers to raise awareness on this issue as experienced by the researcher of this study who is also an instructor at the preparatory school. By means of this study, she has become more careful about her language choice and the amount of L1 she uses in her classrooms. Such an analysis may also help other teachers maximize their L2 use.

Despite all these improvements, learners demand for L1 may not change. Hence, Student Development and Counselling Service of the preparatory school should inform the learners about the importance of exposure to L2 in language learning and motivate them accordingly and its positive effect on success should be highlighted in the scope of the seminars presented to the learners throughout the year.

5.5 Limitations of the Study

The study including 302 learners, 55 teachers, two teachers trainers and two administrators from the preparatory school can be generalized to the whole preparatory school; however, not to other language contexts. In this vein, it is more like an intrinsically driven case study. Moreover, there are also some other

limitations observed which should be considered by the researchers and possible improvements can be made.

First of all, the lessons of some teachers were recorded to reveal any mismatches between their perceptions and teaching. However, since the learners were not used to being recorded, they were sometimes distracted by the camera and caused more disciplinary problems which might have an effect on the amount of L1 used. Secondly, teachers also were affected by the existence of the camera, and used less L1 than usual. However, this disadvantage was turned into an advantage in the implications part and stated as a way to increase the amount of L2 in the classroom. Nevertheless, these limitations are a result of the innate nature of observation as a data collection tool. Yet, its effectiveness in revealing the insights of teachers in using L1 overweighs its disadvantage.

The sample of the observation was limited owing to the difficulties related to its analysis and time constraints; therefore, the conclusions drawn could not be generalized to larger populations. However, this problem was overcome by the data from the questionnaires and interviews, and in this vein data triangulation contributed to the generalizability of the results within the preparatory school.

5.6 Implications for Further Research

In this study, although the teachers and administrator/teacher trainers perceived the relationship between teachers' L1 use and the learner success differently, the actual relationship between them could not be set out statistically.

The reason for this is that learners take a placement exam at the beginning of the year and placed accordingly. For instance, the least successful learners are placed in one classroom and the most successful ones are in another one, which contributes to the homogeneity. However, this is an obstacle for making comparisons among the classrooms regarding learner success. Therefore, this is an important issue and a further research study that aim to investigate the effect of L1 in learner success can be carried out. In this vein, experimental studies in which most of the variables taken under control can be done to shed light on this issue.

Besides, in revealing the differences between the teachers' perceptions and their classroom practices, immediate stimulated recall can be helpful for the researchers to gain a deeper understanding of the rationale for teachers' L1 use.

The current study suggested that there is a negative relationship between the teachers' teaching experience and L2 use. Thus, by means of a longitudinal study, teacher perceptions can be explored soon after they graduate and in regular intervals. The results of such a study will shed light on this relation more effectively.

Although this dissertation examined the mismatch between the teachers' perceptions on L1 use and their actual classroom practices, it was one of the many other dimensions of the study. However, it deserves a more detailed analysis and discussion; thus, it could be studied as research topic on its own.

Finally, in a more suitable context where there is an organized and well-planned in-service training, its effect on the amount of L1 can be further investigated.

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LEARNER QUESTIONNAIRE

Değerli Öğrenciler,

Bu anket anadilimiz olan Türkçenin derslerde kullanımıyla ilgili sizlerin düşüncelerini ve sınıf içi uygulamaları ortaya çıkarmayı amaçlamaktadır. Bu çalışmanın sonuçlarının sizlere verilen eğitime katkıda bulanacağını bilerek soruları lütfen dikkatli bir şekilde okuyarak ve içtenlikle yanıtlamanızı rica ederiz. Cevaplarınız gizli tutulacak ve yalnızca araştırma kapsamında kullanılacaktır.

Ayşe TAŞKIN
MA. METU/ İngiliz Dili Öğretimi
Atılım Üniversitesi Hazırlık Okulu Okutmanı

BÖLÜM I

1. **Yaş:**
2. **Cinsiyet:** ☐ Bay   ☐ Bayan
3. **Seviye:** ☐C   ☐ CR   ☐ B   ☐ BR   ☐A   ☐AR
4. **Sınıf:**
5. **Kaç yıldır İngilizce öğreniyorsunuz?**
☐ 1 yıldan az   ☐ 1-3   ☐ 4-6   ☐ 7-9   ☐ 10 ya da daha fazla

BÖLÜM II

A. Bu kısım, derslerde Türkçe kullanılması ile ilgili düşüncelerinizi ortaya çıkarmayı amaçlamaktadır. Aşağıda verilen her ifadeyi dikkatlice okuyarak verilen derecelendirme üzerinden sizin için en uygun seçeneği lütfen işaretleyiniz. İşaretlemek için sizce uygun olan rakamı daire içine alınız.

(5) Tamamen katılıyorum
(4) Katılıyorum
(3) Kararsızım
(2) Katılmıyorum
(1) Hiç katılmıyorum

	Tamamen katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç katılmıyorum
1. Gramer anlatılırken öğretmenimiz Türkçedeki karşılığını verince kafam karışıyor.	5	4	3	2	1
2. Öğretmenimizin derste Türkçe kullanması dersi anlamamı olumsuz yönde etkiliyor.	5	4	3	2	1
3. Gramer konuları Türkçe anlatılınca dersi daha iyi anlıyorum.	5	4	3	2	1
4. Öğretmenimiz okuma parçasını Türkçeye çevirince dersi daha iyi anlıyorum.	5	4	3	2	1
5. Dersin Türkçe anlatılması dersi daha iyi anlamamı sağlıyor.	5	4	3	2	1
6. Okuma derslerinde öğretmenimizin Türkçe kullanması okuma becerilerini daha iyi öğrenmemi sağlıyor.	5	4	3	2	1
7. Yazma derslerinde öğretmenimizin Türkçe ile ilişki kurması yazarken kafamı karıştırıyor.	5	4	3	2	1
8. Yeni öğretilen bir konuyu vurgulamak için öğretmenimizin Türkçe kullanmasının uygun olduğunu düşünüyorum.	5	4	3	2	1
9. Kelime öğretilirken Türkçe karşılığının verilmemesi gerektiğini düşünüyorum.	5	4	3	2	1
10. Sınıfta Türkçe kullanmanın konuşma becerilerimi olumsuz açıdan etkilediğini düşünüyorum.	5	4	3	2	1

	Tamamen katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç katılmıyorum
11. Konuşma becerilerimizi geliştirmek için sınıfta Türkçe kullanımı en az seviyede olmalıdır.	5	4	3	2	1
12. Konuyu anlayıp anlamadığımızı kontrol ederken öğretmenimizin Türkçe kullanmasının uygun olduğunu düşünüyorum.	5	4	3	2	1
13. Yazma derslerinde öğretmenimizin Türkçe kullanmasının yazma becerilerime katkıda bulunduğunu düşünüyorum.	5	4	3	2	1
14. Öğretmenimiz bir kelimenin Türkçe karşılığını verdiği zaman kelime aklımda daha iyi kalıyor.	5	4	3	2	1
15. İlk defa anlatılacak bir konuya başlarken öğretmenimizin Türkçe kullanmasının uygun olduğunu düşünüyorum.	5	4	3	2	1
16. Daha önceden işlenmiş bir konuyu özetlerken öğretmenimizin Türkçe kullanması konuyu daha iyi anlamamı sağlıyor.	5	4	3	2	1
17. Rahat ve güvende hissetmemiz için öğretmenimizin derste Türkçe kullanmasının gerekli olduğunu düşünüyorum.	5	4	3	2	1
18. Öğretmenimizin derste sürekli İngilizce konuşması beni motive ediyor.	5	4	3	2	1
19. Öğretmenimizin sınıf düzenini sağlarken Türkçe kullanmasının uygun olduğunu düşünüyorum.	5	4	3	2	1

B. Bu kısım derslerde Türkçe kullanımı ile ilgili mevcut uygulamaları ortaya çıkarmayı amaçlamaktadır. Aşağıda verilen her ifadeyi dikkatlice okuyarak verilen derecelendirme üzerinden sizin için en uygun seçeneği lütfen işaretleyiniz. İşaretlemek için sizce uygun olan rakamı daire içine alınız.

(5) Tamamen katılıyorum
(4) Katılıyorum
(3) Kararsızım
(2) Katılmıyorum
(1) Hiç katılmıyorum

	Tamamen katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç katılmıyorum
1. Öğretmenimiz okuma derslerindeki okuma parçalarını her zaman Türkçeye çevirir.	5	4	3	2	1
2. Öğretmenimiz aktivite yaptırırken açıklamaları (instructions) Türkçe yapar.	5	4	3	2	1
3. Öğretmenimiz aktivite yaptırırken açıklamaları (instructions) önce İngilizce anlaşılmazsa sonra Türkçe yapar.	5	4	3	2	1
4. Öğretmenimiz aktivite yaptırırken açıklamaları (instructions) İngilizce yapıp anlaşılmazsa farklı kelimelerle ama yine İngilizce yapar.	5	4	3	2	1
5. Öğretmenimiz kelime öğretirken doğrudan Türkçe karşılığını söyler.	5	4	3	2	1
6. Öğretmenimiz kelime öğretirken İngilizce karşılığını söyler ama bizden birisinin Türkçe karşılığını söylemesini bekler.	5	4	3	2	1
7. Öğretmenimiz kelime öğretirken Türkçe kullanmaz ve bizim de kullanmamıza izin vermez.	5	4	3	2	1
8. Öğretmenimiz kelime öğretirken Türkçe kullanmanın daha pratik olduğu zamanlarda Türkçe kullanır.	5	4	3	2	1
9. Öğretmenimiz sınıfta Türkçe kullanmaz.	5	4	3	2	1
10. Öğretmenimiz sınıfta Türkçe kullanan öğrencilere ceza (eksi vs.) verir.	5	4	3	2	1

11. Öğretmeniniz bir ders saatinde (50 dk) genelde ne oranda Türkçe kullanıyor? Uygun seçeneği işaretleyiniz.

    a. Hiç
    b. 1-10 dk.
    c. 11-20 dk.
    d. 21-30 dk.
    e. 31-40 dk.
    f. 41-50 dk.

12. Derste kullanılan Türkçe miktarı dönem ilerledikçe değişiklik gösteriyor mu? Uygun seçeneği işaretleyiniz.

    a. Daha fazla Türkçe kullanılıyor.
    b. Değişiklik göstermiyor.
    c. Daha az Türkçe kullanılıyor.

C. Derslerde hangi durumlarda Türkçe kullanılmasını tercih ediyorsunuz? Nedenini/nedenlerini yazınız.

TEACHER QUESTIONNAIRE

Değerli Öğretmenler,

Bu anket anadilimiz olan Türkçenin derslerde kullanımıyla ilgili sizlerin düşüncelerini ve sınıf içi uygulamalarınızı ortaya çıkarmayı amaçlamaktadır. Bu çalışmanın sonuçlarının eğitim sistemimize katkıda bulanacağını bilerek soruları lütfen dikkatli bir şekilde okuyarak ve içtenlikle yanıtlamanızı rica ederiz. Cevaplarınız gizli tutulacak ve yalnızca araştırma kapsamında kullanılacaktır.

Ayşe TAŞKIN
MA. METU/ İngiliz Dili Öğretimi
Atılım Üniversitesi Hazırlık Okulu Okutmanı

BÖLÜM I

1. **Yaş:**
2. **Cinsiyet:** ☐ Bay   ☐ Bayan
3. Lütfen mezun olduğunuz ya da devam etmekte olduğunuz program/programları
ve üniversiteleri aşağıda belirtiniz.

    3.1 BA: ☐ ELT   ☐ ELIT   ☐ Linguistics   ☐ Diğer _____(belirtiniz)
    Üniversite:_____

    3.2 MA/MS: ☐ ELT   ☐ ELIT   ☐ Linguistics ☐ Diğer_____(belirtiniz)
    Üniversite:_____   ☐ Tamamlandı ☐ Devam ediyor

    3.3 PhD: ☐ ELT   ☐ ELIT   ☐ Linguistics   ☐ Diğer _____(belirtiniz)
    Üniversite:_____   ☐ Tamamlandı ☐ Devam ediyor

4. Kaç yıldır İngilizce öğretmeni olarak çalışmaktasınız?

☐ 1-4   ☐ 5-10   ☐ 11-15   ☐ 16 ya da daha fazla

5. Çalıştığınız kurum:

_____

6. En çok dersine girdiğiniz sınıf: (Örn: B6) __ _____

BÖLÜM II

A. Bu kısım, derslerde Türkçe kullanılması ile ilgili düşüncelerinizi ortaya çıkarmayı amaçlamaktadır. Aşağıda verilen her ifadeyi dikkatlice okuyarak verilen derecelendirme üzerinden sizin için en uygun seçeneği lütfen işaretleyiniz. İşaretlemek için sizce uygun olan rakamı daire içine alınız.

(5) Tamamen katılıyorum
(4) Katılıyorum
(3) Kararsızım
(2) Katılmıyorum
(1) Hiç katılmıyorum

	Tamamen katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç katılmıyorum
1. Gramer anlatırken Türkçe karşılığını verince öğrencilerin kafası karışıyor.	5	4	3	2	1
2. Derste Türkçe kullanmak öğrencilerin dersi anlamasını olumsuz yönde etkiliyor.	5	4	3	2	1
3. Gramer konularını Türkçe anlatınca öğrenciler daha iyi anlıyor.	5	4	3	2	1
4. Okuma parçasını Türkçeye çevirince öğrenciler dersi daha iyi anlıyor.	5	4	3	2	1
5. Dersi Türkçe anlatılması öğrencilerin dersi daha iyi anlamasını sağlıyor.	5	4	3	2	1

177

	Tamamen katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç katılmıyorum
6. Okuma derslerinde Türkçe kullanmak öğrencilerin okuma becerilerini daha iyi öğrenmesini sağlıyor.	5	4	3	2	1
7. Yazma derslerinde Türkçe ile ilişki kurmak yazarken öğrencilerin kafasını karıştırıyor.	5	4	3	2	1
8. Yeni öğretilen bir konuyu vurgulamak için Türkçe kullanmanın uygun olduğunu düşünüyorum.	5	4	3	2	1
9. Kelime öğretirken Türkçe karşılığının verilmemesi gerektiğini düşünüyorum.	5	4	3	2	1
10. Sınıfta Türkçe kullanmanın öğrencinin konuşma becerilerinin olumsuz açıdan etkilediğini düşünüyorum.	5	4	3	2	1
11. Konuşma becerilerini geliştirmek için sınıfta Türkçe kullanımı en az seviyede olmalıdır.	5	4		2	1
12. Öğrencilerin konuyu anlayıp anlamadıklarını kontrol ederken Türkçe kullanmanın uygun olduğunu düşünüyorum.	5	4	3	2	1
13. Yazma derslerinde Türkçe kullanmanın öğrencilerin yazma becerilerine katkıda bulunduğunu düşünüyorum.	5	4	3	2	1
14. Bir kelimenin Türkçe karşılığı verildiği zaman kelime öğrencinin aklında daha iyi kalıyor.	5	4	3	2	1
15. İlk defa anlatılacak bir konuya başlarken Türkçe kullanmanın uygun olduğunu düşünüyorum.	5	4	3	2	1
16. Daha önceden işlenmiş bir konuyu özetlerken Türkçe kullanmanın uygun olduğunu düşünüyorum.	5	4	3	2	1
17. Öğrencilerin rahat ve güvende hissetmesi için derste Türkçe kullanmanın gerekli olduğunu düşünüyorum.	5	4	3	2	1
18. Derste sürekli İngilizce konuşmak öğrencileri motive ediyor.	5	4	3	2	1
19. Sınıf düzenini sağlarken Türkçe kullanmanın gerekli olduğunu düşünüyorum.	5	4	3	2	1

B. Bu kısım derslerde Türkçe kullanımı ile ilgili mevcut uygulamalarınızı ortaya çıkarmayı amaçlamaktadır. Aşağıda verilen her ifadeyi dikkatlice okuyarak verilen derecelendirme üzerinden sizin için en uygun seçeneği lütfen işaretleyiniz. İşaretlemek için sizce uygun olan rakamı daire içine alınız.

(5) Tamamen katılıyorum
(4) Katılıyorum
(3) Kararsızım
(2) Katılmıyorum
(1) Hiç katılmıyorum

	Tamamen katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç katılmıyorum
1. Okuma derslerindeki okuma parçalarını her zaman Türkçeye çeviririm.	5	4	3	2	1
2. Öğrencilere aktivite yaptırırken açıklamaları (instructions) Türkçe yaparım.	5	4	3	2	1
3. Öğrencilere aktivite yaptırırken açıklamaları (instructions) önce İngilizce anlaşılmazsa sonra Türkçe yaparım.	5	4	3	2	1
4. Öğrencilere aktivite yaptırırken açıklamaları (instructions) İngilizce yapıp anlaşılmazsa farklı kelimelerle ama yine İngilizce yaparım.	5	4	3	2	1
5. Kelime öğretirken doğrudan Türkçe karşılığını söylerim.	5	4	3	2	1
6. Kelime öğretirken İngilizce karşılığını söylerim ama öğrencilerden birisinin Türkçe karşılığını söylemesini beklerim.	5	4	3	2	1
7. Kelime öğretirken Türkçe kullanmam ve öğrencilerimin de kullanmasına izin vermem.	5	4	3	2	1
8. Kelime öğretirken Türkçe kullanmanın daha pratik olduğu zamanlarda Türkçe kullanırım.	5	4	3	2	1
9. Sınıfta Türkçe kullanmam.	5	4	3	2	1
10. Sınıfta Türkçe kullanan öğrencilere ceza (eksi vs.) veririm.	5	4	3	2	1

11. Bir ders saatinde (50dk) genelde ne oranda Türkçe kullanıyorsunuz? Uygun seçeneği işaretleyiniz.

    a. Hiç
    b. 1-10 dk.
    c. 11-20 dk.
    d. 21-30 dk.
    e. 31-40 dk.
    f. 41-50 dk.

12**.** Derste kullandığınız Türkçe miktarı dönem ilerledikçe değişiklik gösteriyor mu?

    a. Daha fazla Türkçe kullanıyorum.
    b. Değişiklik göstermiyor.
    c. Daha az Türkçe kullanıyorum.

C. Sınıfınızda hangi durumlarda Türkçe kullanmayı tercih ediyorsunuz? Nedenini/nedenlerini yazınız.

APPENDIX C

Interview Questions for Teachers

1. İngilizce öğretiminde anadil kullanımının yeri var mıdır?

2. Siz derslerinizde Türkçe kullanıyor musunuz?

3. İngilizce derslerinde anadil kullanmanın avantajları ve dezavantajları nelerdir?

4. Derslerinizde ne kadar Türkçe kullanıyorsunuz?

   - Dönem içinde derslerde kullandığınız Türkçe miktarı değişiklik gösteriyor mu?

   - Farklı seviyelerdeki sınıflarda derslerde kullandığınız Türkçe miktarı değişiklik gösteriyor mu?

   - Farklı becerileri öğretirken kullandığınız Türkçe miktarı değişiklik gösteriyor mu?

5. Sizce derslerde hangi durumlarda Türkçe kullanmak uygundur ya da gereklidir?

6. Sizce derslerde hangi durumlarda kesinlikle Türkçe kullanılmamalıdır?

7. Sizce derslerde Türkçe kullanımı ve öğrenci başarısı arasında bir ilişki var mıdır?

8. Sınıfta İngilizce kullanımını artırmanın yolları nelerdir?

9. Şimdiye kadar söylediklerinize eklemek istediğiniz bir şey var mı?

APPENDIX D

Interview Questions for Teacher Trainer/Administrators

1. İngilizce öğretiminde anadil kullanımının yeri var mıdır?

2. Okulunuzda derslerde sadece İngilizce konuşulması politikası benimsenmiş midir?

3. Okulunuzdaki öğretmenler derslerde Türkçe kullanıyor mu?

4. İngilizce derslerinde anadil kullanmanın avantajları ve dezavantajları nelerdir?

5. Farklı seviyelerdeki sınıflarda derslerde kullanılan Türkçe miktarı değişiklik gösteriyor mu?

6. Farklı becerileri öğretirken derslerde kullanılan Türkçe miktarı değişiklik gösteriyor mu?

7. Sizce derslerde hangi durumlarda Türkçe kullanmak uygundur ya da gereklidir?

8. Sizce derslerde hangi durumlarda kesinlikle Türkçe kullanılmamalıdır?

9. Sizce derslerde Türkçe kullanımı ve öğrenci başarısı arasında bir ilişki var mıdır?

10. Sınıfta İngilizce kullanımını artırmanın yolları nelerdir?

11. Şimdiye kadar söylediklerinize eklemek istediğiniz bir şey var mı?

Sample Interview Transcript

Interviwer: Sence İngilizce öğretiminde ana dil kullanımının yeri var mı?

Kevin: Bence Türkçe kullanımının yeri var. Yani biraz da hani okulları baz alırsak daha önce ben dershanede de çalıştım ….onu da baz alırsak biraz ölçmeye bağlı. Aslında genel olarak düşünürsek normal olarak düşünürsek bence olmamalı. Gerçekten iyi bir eğitim vermek istiyorsak …eee….o dili öğretmek istiyorsak bence çok fazla yeri olmaması gerek. Ama ülkemizdeki ölçme sistemi sınav sistemi bunu gerekli kılıyor. O zaman kullanmak durumunda kalıyoruz. Bence olmamalı.

I: Buradaki setting için ne diyorsun?

K: Burası açısından bakarsak sistem biraz gerektiriyor. Baya gerektiriyor hatta. Hani gramer temelli gidiyoruz. Onun etrafında dönüyoruz. Tüm diğer skilleri onun etrafında toplamış durumdayız. Bundan dolayı maalesef gerekiyor. Çünkü öğrenciler diğer türlü çoğu şeyi anlamakta zorluk çekiyor. Bu durumda ..eee….Türkçeyi zaman zaman kullanma ihtiyacı duyuyorum. Elimizden geldiği kadar kendimizi zorlasak da en başta özellikle düşük seviyede biraz bunu şey yapmaya… öğrencileri İngilizce motive etmeye çalışıyoruz. Başta oluyor ama daha sonra ister istemez Türkçe kullanımı artıyor.

I: Peki sen hangi durumlarda Türkçe kullanıyorsun?

K: Daha çok kelime öğretiminde ihtiyaç duyuyorum. Gramer öğretiminde kesinlikle ihtiyaç duyuyorum. Genellikle öğrencilerin anlamakta zorluk çektiği konularda ister istemez Türkçeye dönüyoruz. Türkçe bir açıklama yapmamız gerekiyor. Kelimede belirli kelimeleri bir resim kullanarak öğretebiliyoruz ya da değişik şekillerde öğretebiliyoruz ama bazen bir kelimenin resmedilmesi yada öğrencinin zihninde canlandırması zor olan kelimeler var. Bu kelimeleri mesela öğretirken mecburen Türkçeye dönmek gerekiyor. Soyut olanlar özellikle. Gramerde de öğrencinin zorluk çekeceği assosiation yapamadığı kendi anadilinde ya da kafasında canlandırmakta zorlandığı bazı yapılarda hani zor dediğimiz ağır dediğimiz konularda Türkçeye geçme isteği oluyor. Çünkü öğrencinin anlamadığını hissettiğiniz zaman bunu yapmak zorunda kalıyorsunuz.

I: Öğrencilerin talebi ne oluyor bu doğrultuda?

K: Yani öğrencinin talebi oluyor. Çoğu zaman oluyor. Olmadığında da hani siz konunun anlaşılmadığını hissettiğiniz zaman hani sonuçta bir sınav sistemi var. Eğer öğrenci anlamazsa ki öğrenci profili de burada önemli. Eğer şöyle bir öğrenci yapısına sahipseniz hani öğrenci kendisi araştırır bulur. Bir konuyu anlamamıştır İngilizce anlatırsınız sorun değil Türkçeye dönmezsiniz katı davranırsınız ama öğrenci de araştırmaya meyillidir böyle bir profil vardır kendisi daha sonra çıkar konuyu araştırır bulur siz buna ihtiyaç duymazsınız ama burada açıkçası böyle bir öğrenci yapısına sahip olduğumuzu düşünmüyorum. Ve dediğim gibi sınav sistemi de gerektirdiği için bazen geçmemiz gerekli oluyor Türkçeye. Daha pratik olması açısından en azından, zaman kaybı açısından

düşünürsek daha kolay olduğunu düşünebiliriz. Sınav açısından düşünürsek, öğrencilerin kendini kriter olarak aldığı, baz olarak aldığı şey sınav. Bu açıdan düşünmemiz gerekiyor, biraz da mecburen. Böyle düşündüğümüz zaman da tabi ki büyük bir avantaj oluyor.

I: Dezavantajları neler oluyor bu durumda kullandığımız Türkçenin?

K: İstediğimiz bazı yetileri kazanması gerekiyor öğrencinin. Özellikle konuşma becerisi. Ülkemizde de en büyük sıkıntı belki grameri çok iyi bilip konuşamamak. İşte bunun kaynağı aslında bu. Yani direk odaklanıyoruz, grameri anlatsak olur gibi bir düşünce oluşuyor. Öğrencinin de kafasında böyle bir anlayış oluyor ister istemez. Dolayısıyla dinleme ve konuşma becerilerini geliştirmekte öğrenci zorlanıyor. Yine writing e de bunun etkisi tabi ki oluyordur. Ben writing dersine girmiyorum ama bildiğimiz kadarıyla öğrencilerde çeviri yapma isteği aşırı derecede yoğunlaşıyor. Tabi bu da gerekli, gerekli değil demiyorum ama biraz miktarı fazla oluyor. Kullandığınız Türkçe miktarı arttıkça, ister istemez bu yetilerde de Türkçe kullanma isteği oluyor ve konuşma yetisi çok fazla gelişmiyor. Dinleme yetisi yine biraz geri planda kalıyor. Dediğim gibi, writinge de etki ettiğini düşünüyorum. Hep dediğimiz şey; Türkçe düşünme olayı çok fazla oluyor.

I: İngilizce düşünmek nedir? Yani söylenen bir şey vardır ya Türkçe düşünmeyin İngilizce düşünün diye. Mümkün müdür?

K: Olay biraz da şu aslında…. Türkiye'de dil öğreniyorsunuz, bir de Amerika da dil öğrenmek var. Türkiye de öğrenirken ister istemez Türkçe düşünme olayı çok

fazla oluyor ….ama yabancı ülkede öğrendiğinizi zaman, özellikle Amerika da ya da İngiltere de, bunlar bunu böyle söylerler. Bazı collocationları kapma olayının daha çabuk olduğunu düşünüyorum. Türkçe düşünme İngilizce düşünme biraz da bu. Tabi ki anadiliniz Türkçe olacağı için ister istemez yabancı dil öğrenirken Türkçeden faydalanacaksınız. Faydalanmaksızın bir şeyler yapmak imkansız. Ama bunun oranında biraz sıkıntı oluyor gibi geliyor bana. Eeee yani şu ana kadarki deneyimlerimden yola çıkarak.

I: Çeviriden bahsettin. Translation sınıf içinde bir teaching technique olarak kullanılabilir mi? Sen kullanıyor musun?

K: Yani %100 çeviri olarak kullanmıyorum. Zaman zaman nerde kullanıyoruz; özellikle reading te kullanılıyor. Burada da dediğim gibi ön plana çıkan nedir? Okuma becerilerini geliştirmek için bazen öğrencilerin çok anlamadığı cümleleri çevirme gibi bir eğilimimiz oluyor. Bunu da biz yaparken değil de, öğrencilerin ne anladığını… birebir çeviriyi ben pek uygulamıyorum açıkçası, çeviriyi sınıfta çok kullandığımı söyleyemem. Ama en azından ne anladıkları, anlayıp anlamadıklarını bir şekilde gerçek manada sorgulamak için çeviriye zaman zaman ihtiyaç duyuyorum. Ama çok kullandığımı söyleyemeyeceğim.

I: Peki, code-switching oluyor mu derslerde?

K: Yanlış hatırlamıyorsam terimi….

I: Türkçeye geçiş, İngilizceye geçiş..bir kelime için belki.

K: Bir kelime için evet genelde onu uyguluyorum bazen esprisine uyguluyorum. Zamanında üniversitede hocalarımızdan da gördüğümüz bir durumdu, özellikle

speaking dersine giren hocalarda yani zorlandığınız yerde, hiç anlamını çıkaramadığınız veya ne bileyim karşı tarafın ilgisini çekmek adına bazen oluyor, kullanıyorum yani.

I: İşe yarıyor mu bu teknik ilgi çekmek adına?

K: İlgi çekmek adına yarıyor. Öğrenciler için en azından bir motivasyon olabiliyor o an için. Biraz da şeyi de anlıyorsunuz; öğrenciler acaba ne kadar İngilizceyi o an ley yapmışlar mesela, come to sadet diyorsunuz, öğrenci sadet ne acaba diye düşünmeye şey yapabiliyor..tarzında espriye yönelik kullanıyorum, yani o kadar çok fazla code-switching yapmıyorum.

I: Ama bu şey için … daha affective sebepler için?

K: Evet evet, ….çok teaching şeyi olarak değil yani.

I: Peki, dönem içinde kullandığın Türkçe miktarı değişiklik gösteriyor mu dönem ilerledikçe, aynı sınıf içerisinde?

K: Aynı sınıf içerisinde dönem içerisinde değişiklik gösteriyor. Yani, başta biraz katı giriyoruz, seviyeler açısından fark etmez. Özellikle elementarylerde katı giriyoruz, öncelikle İngilizce gidiyoruz şöyle bir hafta iki hafta zorluyoruz. Ama sonra ister istemez konular da biraz ilerledikçe, öğrencilerin anlamakta zorlandığı bölümler geldikçe, ister istemez biraz daha Türkçe miktarı artıyor. Yani bütün seviyeler için aynı şeyi söyleyebilirim. Yani upperda da aynı şekilde ilk başladığımızda biraz katı giriyoruz ama daha sonra ister istemez zor konular geldiği zaman, öğrencinin anlamakta sıkıntı çektiği ya da kelimeleri anlamakta

sıkıntı çektiği zamanlarda daha fazla kullanıyoruz, biraz daha artıyor dönem sonuna doğru kullandığımız Türkçe miktarı.

I: Peki farklı kurlarda nasıl değişiklik gösteriyor?

K: Yine burada biraz sınav sistemi devreye giriyor. Başlangıçta dediğimiz gibi elementary seviyelerde biraz daha az kullandığımızı düşünüyorum açıkçası, üst seviyelere gittikçe, kelimeler ve gramer yapıları biraz ağırlaştıkça, sınavlar da tabi ki zorlaşıyor – burası için söylüyorum en azından. İster istemez öğrencilere biraz daha yardımcı olabilmek hissiyatıyla, bu dil öğretiminde çok doğru bir şey değil ama, dediğim gibi sınavların da zorluğunu biraz düşünerek, öğrencilere biraz daha yol göstermek açısından, biraz daha Türkçe kullanımını arttırıyorum, kendim açısından söylüyorum.

I: Farklı beceriler için, aslında konuştuk, grammar ve vocabde ağırlıklı olarak…

K: Ağırlıklı olarak kullanıyorum. Speaking bölümünde tabi ki Türkçeyi kullanmıyorum. Listening için çok kullandığımı söyleyemem. Özellikle, dediğim gibi writinge girmediğim için bir şey söyleyemiyorum, çok fazla writing derisi vermedim açıkçası, ama grammar ve vocab teachingde genelde yararlanıyorum yani teknik olarak.

I: Sınıfta başka hangi durumlarda yani ders haricinde, sonuçta 50 dakikanın 50sinde ders yapmıyoruz.

K: Evet ….yani ….genel öğrencilerin hayatıyla ilgili konuşuyorsam çok fazla Türkçe konuşmuyorum. Mümkün olduğu kadar İngilizce konuşmalarına teşvik etmeye çalışıyorum. Sonuçta dil sınıfındayız. Sadece okulla ilgili bilgileri verirken

bir bildiri olduğu zaman ister itemez anlaşılması gerektiği için orada Türkçeye geçiyorum. Hani çok önemli olabilecek administrative durumlarda daha çok. Onun haricinde genel bir konuşma olduğu zaman hani günlük hayatla ilgili veya onların hayatlarıyla ilgili hani napıyorsunuz nediyorsunuz nasıl gidiyor gibi konuşmalarda genelde İngilizce yapmaya çalışıyorum. Bu bir speaking sonuçta diye düşünüyorum. Yani İngilizceyi tercih ediyorum.

I: Classroom managementta?

K: Disiplinle ilgili bir şey olduğunda da genel olarak İngilizce oluyor. Kızdığım zaman da genellikle İngilizce kullanıyorumaçıkçası çoğu zaman. Ama iki üç kez tekrar ettiğimiz zaman galiba anlamıyorlar deyip Türkçeye döndüğümüz zamanlar oluyor. Hani onu da yine İngilizce yapmaya çalışıyorum.

I: Peki sence Türkçe kullanımı ile öğrenci başarısı arasında bir ilişki var mı?

K: Yine dediğim gibi burada sınav yani ölçme önemli. Eğer dediğim gibi grammar based gidiyorsa yani sistem özellikle gramer üzerine yoğunlaşıyorsa o zaman ister istemez Türkçeye dönmek zorunda kalıyorsunuz ki bunun da faydalı olduğunu düşünüyorum. Öğrencinin çünkü daha iyi anladığını düşünüyorum. Öğrenciden gelen tepkiler de genelde bu yönde. Ama şunu da aynı zamanda düşünmeden edemiyorum katı davranınca İngilizce de kullansak genelde öğrencilerin anlayabildiğini düşünüyorum ama arada 20 kişilik bir sınıfda 15 kişilik bir sınıfta işte 5-6 kişi için Türkçeye dönme zorunluluğumuz oluyor biraz. Yoksa geriye kalan 10 kişinin ben İngilizce anlattığımızda da anlayabildiğini ben görüyorum. Hani genelde dersimde de 100% Türkçe anlattığım pek yoktur.

189

Hani ben Türkçe anlatıyorum ama öğrencilere sorsanız onlar hep benim İngilizce konuştuğumu söylerler. Bunu da gözlemliyorum. Hocam siz hep İngilizce anlatıyorsunuz sıkılıyoruz motive olalım biraz Türkçe anlatın diye. Oysaki ben kullanıyorum. Benim sistemim biraz şöyle. Hani beş yıldır yapıyorum ben bu işi. 3 yılı üniversite de burada. İki yıl da dil kursunda çalıştım. Dil kursunda da benim ilk mesleğe başladığım zamandan itibaren genel İngilizceye giriyordum. %90 İngilizce götürmek dersi. Gramer de öğrenseler ilk defa da öğrenseler ben konuyu İngilizce anlatıyorum. Daha sonra eğer anlamadıklarına dair gözlerden bir mesaj alıyorsam o zaman hızlı bir şekilde Türkçede bir özet geçiyorum. Hızlı bir şekilde. Sonra dersim tekrar İngilizce geçiyor. Yani benim genelde felsefem biraz bu oldu. Yani daha önce çalıştığım yerde çok grammar based gidiyordu. Grammar ağırlıklı gidiyordu. Hani burası o kadar değil ama yine de böyle bir durum olduğu için gerçeği göz ardı edemiyorsunuz ve bu %10 Türkçe bölümü bende oluyor.%90a %10 gidiyor bende. Ama öğrencilere sorsanız %100 İngilizce konuştuğumu söylerler. Şu anda öyle. Dil kursunda da öyleydi. O %10 da sonuçta gramer konusu öğrencinin algılaması biraz zor oluyor. İster istemez burada bir Türkçe anlatıma ihtiyaç duyuyorsunuz. Sonuç da öğrenci sokağa çıktığı zaman bunu duyabilecek bir şansı yok. Bu yapıyı her zaman görebilecek bir durumu yok. Gönül ister ki internet gibi bir imkan var gitsinler hani araştırsınlar. Ne biliyim bir present perfect tensi görsün ya da film izlesin görsün ama böyle bir imkan olmadığı için ister istemez öğrencinin zihninde çok fazla yer etmiyor. Yer etmesi

için biz ister istemez Türkçeyle bir associate etmesi gerektiğini düşünüyorum. Onun için o %10luk pay her zaman oluyor bende.

I: İdarenin tutumu nedir bu konuda?

K: Tabiî ki onlar Türkçe kullanımını kesinlikle istemiyorlar. Ama dediğim gibi sınav sistemi burada önemli. Yani siz nasıl öğrenciyi ölçüyorsunuz. Quizlere bakıyoruz midtermlere bakıyoruz. Baktığımız zaman çok dikkat çeken şey ağırlıklı olarak grammar based gittiğimiz. Her şey onun etrafında dönüyor. İşte vocab ağırlıklı gidiyoruz. Eee hani öğrencilerin genel anlamda becerilerini ölçme dediğimiz hani bir TOEFL düzeyinde bir sınav yapıyor olsak. Ne olur, o zaman biraz daha becerilere yöneliriz. Becerilere yöneldiğiniz zaman ne olacaktır? İster istemez becerilerin değeri düşecektir. Ani öğrenci çok fazla gramer odaklı hani ne biliyim future perfect tense – will have done işte bunun anlamı nedir diye çok fazla düşünmeyecektir. Bunun çok fazla bir önemi olmayacaktır. Readingde ölçülecektir. Listening de ölçülecektir. Speaking de ölçülecektir. Orada da öğrenci will have done yapısını öğrenmeye çok da ihtiyaç duymayacaktır. Onun için ister istemez Türkçe ihtiyacı azalacaktır. Bunun ben tamamen ölçme ile alakalı olduğunu düşünüyorum. Türkiye de sıkıntı biraz bu. Devlet olarak baktığımızda da sistemimiz kpds üds. Hep çoktan seçmeli hep gramer ağırlıklı işte okuduğunu anlamaya dayalı. Öğrencinin çok fazla bir şey yapması gerekmeyen grameri üretmesi gerekmeyen hep pasif durumda anlayıp algılayıp şıklardan birini seçtiği zaman dili öğrenmiş oluyor. Böyle düşündüğünüz zaman isyer istemez İngilizce konuşma isteği çok fazla olmuyor.

191

I: Trainerlar açısından bakarsak?

K: Onlar da tabi Türkçe kullanımını çok onaylamıyorlar. Repeat sınıflarında bile olsa. Ben orda da yine İngilizce anlatmaya gayret gösteriyorum. Öğrencilerin dil sınıfında olmalarını hissetmeleri açısından. Onların görüşü sınıfta hiçbir şekilde Türkçe konuşmamak. Ama şu da bir gerçek ben konuşuyorum açıkçası. Bir kelimeyi anlatırken takla da atsanız öğrenci anlamıyor bu bir gerçek. Bu gerçeği göz ardı edemiyorsunuz mecbur. Tabi onların isteği tabiî ki yüzde yüz İngilizce

I: Türkçe kullandığın zaman suçluluk duygusu hissediyor musun?

K: Evet zaman zaman bir suçluluk hissiyatı oluyor. Nasıl oluyor? Bizim burada amacımız nedir? Amacımız gramer öğretmek midir? Ben bunu dil kursunda itibaren sorguluyorum. Biz İngilizce konuşuyorsak bu sizin faydanıza. Siz dil sınıfına geliyorsunuz amacımız size İngilizce öğretmek. Türkçe öğretmek değil. Bu açıda düşündüğünüzde Türkçe kullandığınız zaman acaba öğrencinin dil öğreniminde gerilemesine neden oluyor muyum? Sıkıtı yaratıyor muyum diye düşünüyorum.

I: Traininglerde bu konuya değiniliyor mu?

K: Çok büyük bir çaba gösterildiğini düşünmüyorum. Tabi ki Türkçe olmaması gerektiği yönünde doğal bir kabullenme var. Ama ne gibi çalışmalar yapılıyor. Çok büyük bir çalışma yapılıyor mu…düşünmüyorum. Çünkü sınav sistem, değişmediği için hani en azından onunla ilgili belirli bir değişiklik olmadığı için çok büyük bir çaba görmüyorum. Zaman zaman işte speaking exam gibi bir

değişiklik oldu o da iptal oldu zaten. Bence daha fazla çaba olmalı bu yönde. Dediğim gibi her şeyden önce sınav sistemi bir gözden geçirilmeli.

I: İngilizce kullanımını nasıl artırabiliriz?

K: dediğim gibi. Bu sadece burası için değil. Türkiyenin bir sorunu bu. Bu da tamamen ölçme sistemiyle ilgili. Hocalarda eğlenceli şeyler yapmalı sınıfta. Hobiye çevirebilmeli bunu. Motive etmeli öğrenciyi. Sırf gramer anlatmaktan sırf sınava bağlı kalmaktan biraz uzaklaştırması gerekiyor.

I: Sence hocalar kullandıkları Türkçe miktarının farkındalar mı?

K: İşini ciddiye alan insanın ben farkında olacağına inanıyorum. Hani gerçekten ne yaptığını, öğretmen olarak vasıflarının ne olduğunu bilen bir insanın tabiî ki farkında olduğunu biliyorum. Mesela %90a 10 ben bunu ilk defa burada değil hep söylerim. Farkındayım biliyorum. İşini bilen vazifesini düzgün yapan her hocanın ben bunun farkında olacağını düşünüyorum.

I: Teşekkürler…

APPENDIX F

OBSERVATION CHECKLIST

Teacher's Name:

Time	Reason for L1 Use	L1 Utterance