



**T.R.
PAMUKKALE UNIVERSITY
THE INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE TEACHING
ENGLISH LANGUAGE TEACHING**

MASTER OF ARTS THESIS

**THE USE AND FUNCTIONS OF MOTHER TONGUE IN
EFL CLASSES**

Özlem KARAĞAÇ

June, 2014

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Supervisor: Assoc. Prof. Dr. Turan PAKER

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YÜKSEK LİSANS TEZİ ONAY FORMU

Bu çalışma, İngiliz Dilî Eğitimi Anabilim Dalında jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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R. Baştürk
Prof. Dr. Ramazan BAŞTÜRK

Enstitü Müdürü

To my parents

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Bu tezin tasarımı, hazırlanması, yürütülmesi, arařtırmalarının yapılması ve bulgularının analizlerinde bilimsel etiğe ve akademik kurallara özenle riayet edildiğini; bu çalışmanın doğrudan birincil olmayan bulguların, verilerin ve materyallerin bilimsel etiğe uygun olarak kaynak gösterildiğini ve alıntı yapılan çalışmalara atfedildiğini beyan ederim.

İmza : 
Öğrenci Adı Soyadı : Özlem KARAĞAÇ

ABSTRACT**THE USE AND FUNCTIONS OF MOTHER TONGUE IN EFL CLASSES**

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The debate on whether to use mother tongue in teaching a foreign language has been an issue for years, and it is still a controversial issue among the linguists and teachers. Some argue that the mother tongue should totally be banned in the classes while others claim that it can be used to some extent for certain purposes. The purpose of the present study was to find out to what extent the instructors in the School of Foreign Languages, Pamukkale University, use mother tongue in their classes. We attempted to find out whether their mother tongue use changes according to different variables, for which functions they use it, whether they are aware of the amount and the functions, whether the instructors are satisfied with the amount of Turkish they use, and whether their students are satisfied with it, and whether this satisfaction differs according to the amount used by their instructors. The study was conducted during the spring term of 2011-2012 academic year in the School of Foreign Languages, Pamukkale University, Denizli, and it was based on both qualitative and quantitative research designs. 20 English instructors working in the School of Foreign Languages and their 286 students participated in the study. The data were collected through classroom recordings, questionnaires that were administered both to the instructors and the students, and interviews done with all of the instructors and 39 students. Our data have revealed that mother tongue is an inseparable part of teaching a language and it actually has different functions in it like “rapport building purposes”, “to make the topic/meaning clear (by giving examples, explaining, making extra explanations, etc)”, “to explain difficult concepts or ideas”, etc. It was also found out that both the instructors and the students were aware of the importance of using the target language as much as possible in the classes, however, they could not deny the need of mother tongue from time to time.

Key Words: Use of mother tongue, function of mother tongue, foreign language teaching, school of foreign languages.

ÖZET

YABANCI DİL OLARAK İNGİLİZCE SINIFLARINDA ANA DİL KULLANIMI VE İŞLEVLERİ

Karaağaç, Özlem
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Yabancı dil eğitiminde ana dilin kullanılması tartışması uzun yıllardır var olan bir sorundur ve dilbilimciler ve öğretmenler arasında hala tartışmaya açık bir konudur. Bazıları ana dilin sınıflardan tamamen çıkarılması gerektiğini savunurken bazıları ise belli bir miktarda kullanılabileceğini söylemektedir. Bu araştırmanın amacı Pamukkale Üniversitesi, Yabancı Diller Yüksekokulu'ndaki okutmanların sınıflarında ana dil kullanma miktarları, bunun çeşitli etkenlerden etkilenip etkilenmediği, hangi amaçlar için ana dil kullandıkları, ana dil kullanma miktarlarının ve hangi amaçlar için kullandıklarının farkında olup olmadıkları, kullandıkları ana dil miktarından memnun olup olmadıkları, öğrencilerinin bundan memnun olup olmadıkları ve öğrencilerin bu memnuniyetlerinin kendi öğretmenlerinin ana dil kullanma miktarına göre değişip değişmediğini ortaya çıkarmaktır. Çalışma, 2011-2012 akademik yılı bahar dönemi içinde Denizli, Pamukkale Üniversitesi, Yabancı Diller Yüksekokulu'nda yürütülmüştür. Araştırmada nicel ve nitel araştırma teknikleri birlikte kullanılmıştır. Çalışmaya Yabancı Diller Yüksekokulu'nda çalışmakta olan 20 okutman ve onların 286 öğrencisi katılmıştır. Veriler sınıflarda yapılan ses kayıtları, hem okutmanlara ve hem öğrencilere verilen anketler ve yine hem 20 okutmanla hem de 39 öğrenciyle yapılan yarı yapılandırılmış görüşmeler aracılığıyla toplanmıştır. Verilerin sonucuna göre dil öğretiminde ana dil ayrılmaz bir parçadır ve 'yakınlık kurma, 'konuyu/anlamı netleştirmek', 'zor olan kavram ya da fikirleri açıklamak' gibi farklı fonksiyonları vardır. Okutmanların ve öğrencilerin sınıflarda mümkün olduğunca çok hedef dilin kullanılması gerektiğinin farkında oldukları fakat zaman zaman da ana dile duyulan ihtiyacı da inkâr edemedikleri ortaya çıkmıştır.

Anahtar Kelimeler: ana dil kullanımı, ana dil işlevi, yabancı dil öğretimi,

yabancı diller yüksekokulu.

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CHAPTER ONE

INTRODUCTION

This chapter summarizes the information about the background to the study on the use of mother tongue in foreign language classrooms. The purpose of the study, its significance and limitations are also presented in this chapter.

1.1. Background of the Study

As Gabrielatos (2001) calls it, “L1 (mother tongue) use in ELT: not a skeleton, but a bone of contention” (p.33). That is, mother tongue use in the language classrooms has always been a controversial issue starting with the language teaching method ‘Grammar-Translation Method’ known as the ‘Classical Method’, too and it was the method used to teach foreign language dominantly between 1840s and 1940s (Patel and Jain, 2008, p.73), and then going on with ‘The Direct Method’ which was developed as a reaction to the former one, and it has its place in all language teaching methods developed until today.

In ‘Grammar Translation Method’, the language used in the classroom is generally the mother tongue of the students and translations are done between the mother tongue and the target language (Larsen-Freeman, 2000, p. 18), thus, this method supports the use of the mother tongue in the classroom. ‘Direct Method’ exactly claims that the ‘Grammar Translation Method’ is not satisfactory in training the students to be able to use the target language to communicate (Larsen-Freeman, 2000 p. 23). It was developed against ‘Grammar Translation Method’ and thus totally forbids the use of mother tongue in the classroom. While some of the methods following these two totally forbid

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

1.2. Statement of the Problem

The use of mother tongue (L1) in language teaching has been in fashion or out at different times, and according to different language teaching methodologies. As Oflaz (2009) states in his thesis, ‘mother tongue may contribute to foreign language learning process, but using L1 more than necessary may result in desire for students to turn back to it all the time, which is a situation not appreciated by teachers’(p.3). While even the experts on the area do not exactly agree on this issue, how can the teachers be expected to know what to do in class? The present study deals with this problem by recording 20 instructors to see the circumstances and the amount of L1 they use, which might be used as an example for other teachers, too, and both the instructors’ and their students’ views on the use of L1 are asked through questionnaires and interviews.

1.3. Purpose of the Study

It is inevitable to use mother tongue in the foreign language classes. As Greggio and Gil (2007) also mention in their study, teachers may use the mother tongue when they need under different circumstances. In their study, a teacher was found out to be using mother tongue to a) explain the grammar, b) give instructions, c) help the students/check them, d) correct the activities (p.376). In the same study, it was seen that even less than the beginning levels, mother tongue was also used in the more advanced levels (p.376).

By keeping Greggio and Gil (2007)'s study in mind, the present study seeks to find out the teachers' use of mother tongue which is Turkish in this context, in the language classes related to some variables such as the teachers educational background, his/her experience, the students' levels of the target language, and the content of the course, and also to find out the reasons and functions of the Turkish used in the class.

A second purpose of the study is to examine whether the instructors in The School of Foreign Languages, Pamukkale University are aware of where, when and for what purposes they use mother tongue in foreign language classes through the comparisons of the recordings of their classes, the interviews and the questionnaires they fill out.

The third purpose of the study is to find out the beliefs of the English instructors and students on the use of mother tongue in the classes and to decide whether these beliefs and the classroom applications are consistent or not. When these beliefs are determined, whether or not there is a difference in the opinions of the students and the instructors has also been checked.

1.4. Research Questions

This study attempts to address the following research questions:

1. How much Turkish do the instructors use in the classes and in which situations, and are they aware of the situations in which they use Turkish?
2. Is the teachers' use of Turkish affected by different variables?
 - a. Level of class
 - b. Content of the course (Writing, reading, core language, listening & speaking).
 - c. Teachers' educational background
 - d. Teachers' experience
3. What are the beliefs of the instructors regarding the use of mother tongue in the foreign language classrooms?
 - a. Are these beliefs and the applications in the classes consistent?
 - b. Do these beliefs differ according to the teacher related variables?
 - i. Teachers' experience.
 - ii. Teachers' educational background.
 - c. Do these beliefs differ according to the content of the course?
4. What are the beliefs of the students regarding the use of mother tongue in the foreign language classrooms?
 - a. Do these beliefs differ according to the target language levels of the students?
5. Are the instructors satisfied with the amount of English they use in the classes, or do they want to use more or less than the amount of English they currently use?
6. Are the students satisfied with the amount of English their teachers use in the class or do they want their teachers to use more or less English than the present situation?

1.5. Significance of the Study

Most of the teachers are uneasy about the use of mother tongue in the classes and cannot decide whether it is a good idea to use it or not, or if it is going to be used, when, why and how it should be done. In some situations, use of mother tongue is really necessary. Patel and Jain (2008) explain some of the situations in which mother tongue should be used. For example, in 'Motivation' (p. 15) - "if a child is motivated by his teacher to learn English with the help of mother tongue, he can easily learn English" (p.16). Another example is "Teacher should give opportunities to students to learn foreign language with the help of mother tongue" (p. 16). Patel and Jain (2008) also point out that teachers can make use of the mother tongue while teaching grammar, for the purpose of composition -that is, the students should be able to explain their own ideas first in their mother tongue, and then in the target language– in oral work, and for the purpose of translation –for example while translating the reading passages. However, this use should not be exaggerated because the more the students are exposed to the target language, the better they will learn it. Richards and Rodgers (1999) mention the use of mother tongue as "Translation should be avoided, although the mother tongue could be used in order to explain new words or to check comprehension" (p. 8), and Lucy Pollard (2008) emphasizes that, "We should try to use English as much as possible with our students" (p. 6) as Atkinson (1993) also asserts, "every second spent using the L1 is a second not spent using English—and every second counts" (cited in Mattioli, 2004, p.5).

Considering all these ideas, what is the 'moderate use of mother tongue'? What is 'as much as possible'? The teachers can use the mother tongue when needed, however, when is it actually needed? At this point, the biggest support for the teachers will be from the classroom applications, namely, a study done on what kind of practices the other teachers are doing, under which circumstances they use the mother tongue, and what the ideas of other teachers are, and even the students, on the use of mother tongue. Therefore, this study will have a great help since it is going to cover all these issues through both qualitative and quantitative data.

1.6. Assumptions and Limitations of the Study

1.6.1. Assumptions of the Study

Assumption # 1 The sample, which is the 20 instructors and their classes that are participating in the study, is assumed to represent the population which is all the instructors and the students at the School of Foreign Languages.

Assumption # 2 The classes recorded in the study are assumed to follow the normal procedures that the instructors have while they are not recorded. They are expected not to make any changes in their teaching.

Assumption # 3 The answers given to the questionnaires and the interview questions both by the instructors and the students are assumed to be sincere and reflect their real thoughts and feelings honestly.

1.6.2. Limitations of the Study

One of the limitations of the study was that it was not a longitudinal study, and although it was tried hard to have as many recordings as possible in order to make the instructors and students grow more accustomed to being recorded and to prevent them from conducting themselves, it was still not satisfactory. During the interviews, one of the instructors stated that although she used Turkish – even rarely – in classes; she did not use it while she was being recorded, because she believed that the ideal one was so. Thus, if the study were a longitudinal one, she and the other instructors would forget the recorder by the time and behave naturally.

Another limitation is that, since the study was conducted in the School of Foreign Languages, Pamukkale University, the results were limited only to the instructors and students in this school. If it were applied in different universities, it could have some different results.

1.7. Key to Abbreviations

L1: First language.

L2: Second language.

TL: Target language.

SLA: Second Language Acquisition

ELT: English Language Teaching

EFL: English as a foreign language

SPSS: Statistical package for the social sciences

CAH: Contrastive Analysis Hypothesis

Ts: Teachers

Ss: Students

NL: Native Language

TL: Target Language

T: Teacher

I: Instructor

FL: Foreign Language

CEF: Common European Framework

CHAPTER TWO

REVIEW OF LITERATURE

This chapter provides an overview of mother tongue use in foreign language classrooms. First of all, it starts by giving a general overview of using mother tongue in the classrooms and then, it deals with the role of using mother tongue in different methodologies. It follows with the uses of mother tongue use in foreign language classes and the drawbacks of it. The last part of this section annotates the studies done on mother tongue use in the classrooms either in Turkey or abroad.

2.1. Overview of Mother Tongue Use in Foreign Language Classrooms

'Naturam expelles furca, tamen usque recurret: like nature, the mother tongue (L1) creeps back in, however many times you throw it out with a pitch-fork' says Cook (2001, p.3). It is a fact that no matter how much we avoid using it, as language teachers, somehow, either we or our students use L1 in the language classrooms in different amounts. However, the language teachers are generally uneasy about using the mother tongue in the classroom, since there is a big dilemma on the use of L1 in the language learning classes. Some argue that mother tongue should not be used in the classroom as it may cause problems. One of the problems might be, since it is important to model the language use and to give as much input as possible, "switching to the first language (L1) undermines the learning process (Chambers, 1991; Halliwell & Jones, 1991; Macdonald, 1993)" (cited in Macaro, 2001, p.

1). Another problem might be because of CAH as Lado (cited in Cook, 2001, p.6) explains it:

If the major problems in the second language (L2) learning come from the L1, then let us eliminate it as much as we can. This compartmentalization is particularly evident in the many twentieth century attempts to teach meaning without recourse to the L1. Teachers explain the L2 word, define or mime its meaning, show pictures, and so on, without translating, in the long-term hope that this builds up the L2 as a separate system. (p. 6).

On the other hand, as Odlin (1989:17) states “the claims made by Lado and Fries about the predictive power of contrastive analysis . . . faced serious challenges by the 1970s . . . Some differences between languages do not always lead to significant learning difficulties” (cited in Swan 2007, p. 414). Some argue that mother tongue should be used to some extent since it is what a person is, as mentioned by Piasecka (in Hopkins, 1988, p.18), “One’s sense of identity as an individual is inextricably bound up within one’s native language.... If the learner of a second language is encouraged to ignore his/her native language, he/she might well feel his/her identity threatened,” (cited in Scweers, 1999, p. 6) and also mentioned by Schweers, (1999, p. 7) “Starting with the L1 provides a sense of security and validates the learners’ lived experiences, allowing them to express themselves. The learner is then willing to experiment and take risks with English.” Using L1, again to some extent, is helpful in learning a foreign language as stated by Tang (2002, p. 2) “moderate and judicious use of the mother tongue can aid and facilitate the learning and teaching of the target language,” or as Swain and Lapkin claim “L1 may facilitate L2 classroom activities” (cited in Storch and Wigglesworth, 2003, p. 761), for example, L1 can be used in learning or the teaching of target language vocabulary items as Nation (2003, p. 3) asserts:

Although there are frequent criticisms raised of learning L1-L2 word pairs, these criticisms are not supported by research. The research shows the opposite, the direct learning of L2

vocabulary using word cards with their L1 translations is a very effective method of learning.

Another example of the facilitator effect of the mother tongue in the classroom is its saving time and making things more clear as mentioned by Atkinson (1987, p. 243) 'How do you say X in English?'. This can often be less time-consuming and can involve less potential ambiguity than other methods of eliciting such as visuals, mime, 'creating a need', etc." Moreover, Li states that using L1 "helps maintain class discipline, build rapport and reduce social distance with students."

Nation (2003) makes a balance between two distinct sides of the idea of using L1 or not, and he claims that we should not forbid using L1 by emphasizing "Teachers need to show respect for the learners' L1 and need to avoid doing things that make the L1 seem inferior to English." (p. 6). He is right because if the teacher makes the students feel L2 is superior to their mother tongue they might feel humiliated and resist learning the language. However, the teacher cannot let the L1 overused in the classroom as "it is the English teacher's job to help learners develop their proficiency in English" (Nation, 2003, p. 6). Then, the thing the teachers should do is, as Nation (2003) suggests, "a balanced approach is needed which sees a role for the L1 but also recognizes the importance of maximizing L2 use in the classroom" (p. 6). This will both prevent students' negative feelings and help them learn the target language.

These arguments on the use of mother tongue, or codeswitching, or code mixing as it may be named, are not new as it has also been dealt with by language teaching methodologies since the first method appeared and the indecision still goes on today, and could not be agreed on and this puts the language teachers in a big dilemma as Tang (2002, p. 2) also claims:

... the value of using the mother tongue is a neglected topic in the TEFL methodology literature. This omission, together with the widely advocated principle that the native language should not be used in the foreign language classroom makes most teachers, experienced or not, feel uneasy about using L1 or permitting its use in the classroom, even when there is a need to do so.

2.2. The Role of Mother Tongue in Different Language Teaching

Method

Brown (2000, p. 195) asserts that “the debate over whether English language classrooms should include or exclude students’ native language has been a contentious issue for a long time” (Cited in Miles, 2004, p. 2), and it is still so, since the research proved neither of the options (Miles, 2004). There are some methodologies that oppose the use of mother tongue in the classroom for several reasons and some others that support it to some extent again with reasons. For instance, as mentioned by Razmjoo (2011), the students’ mother tongue is the language that is mostly used in the classroom, and the students are even asked to translate between their mother tongue and the target language in the exams (p: 10). That is, “Using the TL is not the goal of foreign language instruction” (Razmjoo, 2011, p. 8) in Grammar Translation Method. Cook (2001) mentions this method as “Most descriptions of methods treat the ideal classroom as having as little of the L1 as possible, essentially by omitting any reference to it. Perhaps the only exception is the Grammar-Translation method, which has little or no public support” (p. 3).

In addition, in *The Silent Way*, the use of the students’ mother tongue is acceptable while giving instructions or feedback. More importantly, the knowledge students already possess of their native language can be exploited by the teacher of the target language (Larsen-Freeman 2000, p. 67). In *Desuggestopedia*, the use of mother tongue of students is again not a taboo, as it is mentioned by Larsen-Freeman (2000), “native language translation is used to make the

meaning of the dialog clear, it can be used in class when necessary, but its use decreases in time” (p. 83). In order to make the meaning of the dialog clear, the students are presented a ‘printed dialogue with a native language translation in a parallel column’ (Richards and Rodgers, p. 103).

Community Language Learning does not reject to the use of the mother tongue of the students, too. In this method, “teachers consider not only their students’ intellect but also have some understanding of the relationship among the students’ feelings, physical reactions and desire to learn” (Razmjoo, p. 39). Thus, as Larsen-Freeman (2000) claims that the native language of the students is used in the classroom in order to enhance the security of the students, to provide a bridge from the familiar to the unfamiliar, and to make the meanings of the target language words clear; this use becomes less in the later stages (p. 101-102). Auerbach’s (1993, p. 19- cited in Scweers 1999) statement ‘starting with the L1 provides a sense of security and validates the learners lived experiences, allowing them to express themselves. The learner is then willing to experiment and take risks with English’ might explain and support the reasons of the use of mother tongue in Community Language Learning. In Total Physical Response, the method is explained to the students in their mother tongue and after that, the mother tongue is seldomly used (Razmjoo, p. 50).

On the other hand, there are some methods that do not allow the use of L1 at all. For example, “The direct method ... was based on the premise that optimal language learning occurs when instructors present material directly in the target language without recourse to the students’ native language” (Bateman, 2008, p. 11). Thus, the teachers do not translate anything to the students’ mother tongue but they use other ways of making meaning clear such as realia, pictures, or pantomime (Larsen-Freeman, 2000, p. 29).

The move away from L1 use was later reinforced by Audio-lingualism (1940s-1960s) which saw language as a matter of habit formation. The L1 was seen as a collection of already established linguistic habits which would interfere with the establishment of the new set of linguistic habits that constituted the target language, and was thus to be avoided at all costs (Oflaz, 2009, p. 25).

That is, the Audio-Lingual Method is against the use of the students' mother tongue in the classroom because 'the NL and the TL have separate linguistic systems' (Razmjoo, p.17) so as Larsen-Freeman pointed out, it can interfere with the students' attempts to master the target language (p. 47). This method has a reference to Contrastive Analysis, as it 'helps the teacher predict problem areas' (Razmjoo, p.19). Communicative Language Teaching does not strictly forbid the use of the mother tongue in the classroom, actually, "communicative language teaching and task based learning methods have no necessary relationship with L1 yet, as we shall see, the only times the L1 is mentioned is to give advice how to minimize its use" (Cook, p. 3). Furthermore, as it is also mentioned by Larsen-Freeman (2000), since students learn also from the classroom management exchanges and should realize that the target language is not only something to learn but also a vehicle for communication, target language should be used (p. 132). This use, of course should start with the teachers as Littlewood (1981, p.45) stated, "many learners are likely to remain unconvinced by our attempts to make them accept the foreign language as an effective means of satisfying their communicative needs, if we abandon it ourselves as soon as such needs arise in the immediate classroom situation" (cited in Cook, p.7). Likewise, in Oral Approach and Situational Language Teaching, the language that is used in the classroom is the target language as stated both by Richards & Rodgers (p. 39), and Razmjoo (p. 25).

2.3. Positive Effects of Mother Tongue Use in FL Classrooms

Schmidt (1995, p. 23) gives several reasons for using L1 in the classroom:

Arguments for using students' native language (L1) include these: in mixed level classes, less advanced students can be easily left behind if only the second language (L2) is used; the mother tongue (L1) can provide a natural bridge for overcoming problems of vocabulary, sentence structure, and confidence; when an ESL writing topic is originally acquired in the L1, its use supports student planning; L1 can assist lower-level students in generating ideas that can then provide fuel for further oral or written language use; providing meaning for new vocabulary through translation has advantages over inductive approaches, particularly in acquiring abstract concepts; translation of whole passages can make relatively difficult texts comprehensible; and L1 use can save time and have a positive effect on the teacher-student relationship.

Pollard (2008) supports Schmidt by mentioning some more reasons for using L1 in the classrooms as, if the students do not understand something you say in English, and if you are in a hurry because using the mother tongue is faster (p. 6)

2.3.1. Students' Become More Capable of Expressing Themselves

One of the advantages of the use of mother tongue in a foreign language classroom is as Bolitho (1983) states, enabling the students say what they want to (cited in Atkinson, p. 243). If they are not allowed to use their mother tongue, the thing they do is either to give up or to put different words they found out from the dictionary together which leads to an inappropriate L2 use. When they do the latter, it is really hard or impossible for the teachers to be able to understand what they mean. For example, one of the students studying at Pamukkale University has written "Also, we can use like scissors for cuy somethings when we don't have" in one of the writing quizzes and four instructors, tried to find out what it meant and they could not manage it and decided to ask the student what he tried to say. 'Clearly once it is established what the learners *want* to say, the teacher can then

encourage them to find a way of expressing their meaning in English or, if necessary, help out' (Atkinson 1987, p. 243).

2.3.2. Students Feel More Secure and Motivated

Using mother tongue in the classroom reduces the stress of the students, helps them feel more secure, and motivates them. As Yıldırım and Mersinligil (2000) point out in their article that teachers 'see no problem if students feel at ease in L1' (P. 137). Moreover, as asserted by Patel and Jain when the teacher motivates a child by using his/her mother tongue, learning English becomes easier for him/her (p. 16).

2.3.3. Helps Students Keep Talking

Another reason why teachers allow their students use mother tongue is that 'if students are forced to speak in L2, they refrain from speaking at all' (Yıldırım and Mersinligil, 2000, p. 137). If the students do not speak in the classroom, either in the mother tongue or in the target language, the teacher cannot get any feedback and s/he cannot be sure whether the subject is learnt or not. Thus, letting the students use mother tongue reduces this risk.

On the other hand, teachers may use the mother tongue in the classroom because it "arouses students' interest towards the lesson" (Yıldırım and Mersinligil, 2000, p. 137). Students might also use the mother tongue as a communication strategy as mentioned by Thornbury (1999), therefore, if the teacher wants the students speak in the target language, some switching to the mother tongue should be tolerated.

2.3.4. Maintaining Discipline

In the study carried out in English classes in three universities in China, one of the findings of Jingxia (2009) is that “when the students did something that violated classroom discipline, the teachers tended to switch to Chinese for criticism and maintenance of discipline. The teachers’ displeasure expressed in Chinese seemed to be more serious threat” (p. 48).

In another study, Ramos (2005) claims that when the students do not understand the language used in the classroom, they create some discipline problems and when things are explained in their native language, the students calm down (p. 425). When the teachers use the mother tongue of the students while reprimanding them, the students feel that there is something serious going on since the generally target language speaking teacher is now speaking their native language. Thus, the use of the L1 of the students is an effective way of making the things clear in the classroom and helps maintain discipline.

2.3.5. Explaining Grammar

Some time ago, English was used as the medium of instruction for the Science and Maths courses in the Anatolian High Schools in Turkey for the secondary school students. This method helped most of the students to be successful in English but it also prevented them from improving their Science and Maths. The reason behind this is given by Cook (1997). “Most studies of cognitive processing suggest that even advanced L2 users are less efficient at absorbing information from L2 than from L1” (Cited in Cook, 2001). If we think that learning grammar is also ‘absorbing information’, we can say that it is hard for the students to learn it through the target language. Cook (1997) (cited in Cook, 2001, p. 14) continues as:

Hardly surprisingly teachers are not enthusiastic about carrying out grammar explanation in the L2 (Macaro, 1997). 88% of Scottish teachers used the L1 (Franklin, 1990) and all six teachers in Polio and Duff (1994). Given that Lesson 2 of a French beginners course *Panorama* (Girardet & Cridlig, 1996) includes 'La conjugaison pronominale', 'Construction avec l'infinitif' and 'Les adjectifs possessifs et demonstratifs', what else are they supposed to do? The main overall argument for using the L1 for grammar is then efficiency of understanding by the students.

However, as Harmer (2001) also points out, when mother tongue is used in the classroom, it may push the students to think that all the words and the structures in the target language have an L1 meaning while it does not (Cited in Oflaz, p. 24). In order to prevent this, we either eliminate mother tongue in the classroom, which seems not to be possible, or we should make students aware of this situation.

2.3.6. Explaining Vocabulary

According to Nation, (2003) The criticisms against L1-L2 word pairs is not supported, even proven to be the opposite by the research, that is, it is very effective to learn vocabulary through L1 translations. Nation continues to explain this situation by the research done by Laufer and Kimmel 1997; Atkins and Varantola 1997 on the learners' preferences on using either the bilingual or monolingual dictionaries. These researches reveal that the second language learners prefer bilingual dictionaries. And according to Nation, this is normal because a person needs about 2000 words in order to be able to understand a monolingual dictionary. Knowing 2000 words means having studied that language for 5-6 years which means using a bilingual dictionary is much easier (p 4).

Using L1 to teach vocabulary is also mentioned in Thornbury's book *How to teach Vocabulary* (2002) as "the most direct route to a word's meaning" (p. 77) and also as "economical" (p. 77). An example of the teachers' discussion on using L1 to give the meanings of words is given by Thornbury (1999, p. 78) in the same book:

[Derrin] On the L1 question. I, a native English speaker, frequently find myself using L1 to quickly clarify my Catalan students' doubts as to the meaning of unknown lexis in texts they are exposed to. I see little point in walking around a room acting like a chicken for half an hour when you can say 'pollo'.

[Dennis] well, half an hour would be overdoing it (and are your students THAT slow on the uptake?). but although there are clearly occasions when a short, sharp translation is the most effective method of conveying meaning, is it necessarily the most effective method of encouraging learning? I bet if you did walk around the room acting like a chicken, even for five minutes, saying: 'I'm a chicken. I'm a chicken.' Your students would never forget the English word for 'pollo'. And if you acted laying an egg, your fame would spread.

[Gulfem] Thanks to Dennis for his support... ,which reminds me of the whole issue of teaching Young Learners. Surely L1 translation cannot be acceptable in this case....

Here, the first teacher does not see any problem in using L1 while giving the meaning of an unknown word which is a lot more timesaving. However, not all teachers, like the second teacher in the example, are in the same idea since they think that using other methods would be more memorable. The third teacher puts another perspective to the topic as saying using L1 with young learners is not a good idea.

Çelik (2003) carried out a study on how to apply code-mixing to teach vocabulary in language teaching classrooms with 19 Turkish students that are in the first year of the university. At first, the researcher told a story to the students by using the L1 meanings of the targeted vocabulary at the first utterance and then using the L2 words in the following utterances as in the example:

In their study, Üstünel and Seedhouse recorded six lessons at a Turkish University both with video and audio recorders. All teachers at these recorded classes were native speakers of Turkish and all of the classes were conversation classes. The aim of the study was to find out the 'sequential organization of teachers' code switching' (Üstünel and Seedhouse, p. 321), and also 'the relationship between language choice and pedagogical focus' (Üstünel and Seedhouse, p. 321). Three systematic preference organization patterns were found out in the study. The

first one was that the teacher pauses over a second after asking a question in L2 and when s/he gets no answer, s/he switches to L1. The second one is related to the student' alignment with the teacher's pedagogical focus. No matter which language the teacher uses in the prompt to motivate the students use the L2, the students use L2 to show alignment and L1 to show misalignment. For instance, the teacher asks a question to the student and gets no answer, paraphrases the question, still no answer, at the end s/he tells it in L1 but still does not get an answer. In the third pattern, the teachers' pedagogical focus is on using code switching and in order to show alignment, the learners use it. For example, the teacher asks the meaning of an unknown word in L2 and the students answer it by code switching to L1 (Çelik, 2003).

In the following section of the study, the students were asked to discuss the reasons for traffic accidents in pairs and are observed that they were using the target language although they were not asked to use them. The last stage was to write down what they have discussed. In the writing task, it was seen that the participants never used L1 lexis. By covering the results of his study, Çelik argues that although there might be some problems with spelling, using L1 while teaching L2 vocabulary does not affect the vocabulary acquisition in a negative way.

2.3.7. Brainstorming for Writing

One of the teachers in Scweers' (1999) study answers the question 'If you use Spanish in your classroom, why do you think this may be more effective than using English exclusively?' (p.8) –Spanish is the mother tongue of the students- as 'In my writing courses, I use some Spanish because it helps students write better reports. It also serves as an additional input to ensure that they achieve the main objective of the course, which is the production of higher quality written work in English.' (p. 9).

Nation says 'Meaning focused tasks can carry a heavy cognitive load. Not only do learners have to focus on what to say or what is

being said, they also have to focus on how to say it or how it is being said.' (2003). Then he summarizes a study on the effects of discussing a task in L1 rather than the L2 before doing the writing task done by Lameta-Tufuga. In this study, the learners were asked to study on the topic in their first language. The result of the study shows that the learners that studied the tasks in their mother tongue were much better than the learners who studied in the target language.

2.3.8. Giving Instructions

Using the target language in the classroom as much as possible is very important and it is a big desire of the language teachers and should be maximized. However, the other aspects in some specific circumstances, such as giving instructions, should also be taught while using the target language since it might be more clear and time saving to give the instructions in the mother tongue of the students. Atkinson (1987) explains the use of mother tongue while giving instructions as:

Although it is true that explaining an activity in the target language is 'genuine communication', at very low levels (say 150 hours of English or less) this advantage must be weighed against the fact that for instance many communicative interaction activities for early level students, while very useful in themselves, can be rather complicated to set up. In some cases a satisfactory compromise is perhaps to give the instructions in the target language and to ask for their repetition in the students' language in order to ensure that everyone fully understands what to do (p. 243).

2.3.9. Saving Time

Instead of trying to explain things in the target language by using different ways of being clear and spending a lot of time on it, it can be done in a short-cut just by telling them in the mother tongue of the students as Oflaz (2009) cites Newmark (1991), "mother tongue can contribute to language teaching regardless of the proficiency level of

the students. In the early stages, it can be useful in terms of using class time economically (p. 76). Atkinson (1987) gives an example to this, “How do you say X in English?”. This can often be less time consuming and can involve less potential ambiguity than other methods of eliciting such as visuals, mime, ‘creating a need’, etc.” (p.243). Following this example, Atkinson (1987) mentions L1 use as ‘quicker’ than other techniques.

2.4. Reasons for Forbidding Mother Tongue Use in Classroom

As Mattioli (2004) puts it:

Many English language teaching professionals claim L1 use in the classroom is unthinkable, something that should never happen in today’s modern, communicative lessons. They wonder how students can truly appreciate meaningful target language exchanges if they are continually relying on their L1s.

Below are some reasons of excluding the mother tongue use in the classroom.

2.4.1. Overuse

‘The main argument against the use of the L1 in language teaching is that students will become dependent on it, and not even try to understand meaning from context and explanation, or express what they want to say within their limited command of the target language’ (Oflaz, 2009, p 13). In the classroom, if the students and the teacher share the same L1, the students will get used to using it whenever they want and will not be able to learn communication skills. However, in real communication, the students will need these skills in order to be able to continue interacting with others. Furthermore, ‘too much reliance on the L1 may undermine the interaction in English’ (Oflaz, 2009, p. 22). If the students do not talk in the target language with each other, they will lack the interlanguage talk which “constitutes the primary source of input for many learners” (Ellis, 2008, p.220).

There is the danger of overuse of the mother tongue, and the overuse of it has some disadvantages as Atkinson (1987) points out:

- 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. (p.246)

2.4.2. Loss of Input

'Where learners have little opportunity to meet and use the L2 outside the classroom, it is very important that L2 use is maximised in the classroom.' (Nation, 2001, p. 2), and using the mother tongue in the classroom reduces the amount of input and the opportunity of practice. Since, as Gass states, 'Positive evidence is the most obviously necessary requirement for learning. One must have exposure to the set of grammatical sentences in order for learning to take place' (cited in Doughty and Long, 2003, p. 226), the overuse of the mother tongue prevents learning the target language. Krashen (1985, 2) (Cited in McLaughlin, 1991, p. 36) also explains the importance of exposure to the language learnt as:

humans acquire language in only one way – by understanding messages, or by receiving 'comprehensible input'.... We move from i , our current level, to $i+1$, the next level along the natural order, by understanding input containing $i+1$.

Harmer (2001) explains the Input Hypothesis in his book and then he concludes "If Stephen Krashen were right, the implications would be profound. It would mean that the most useful thing we could do with students would be to expose them to large amounts of

comprehensible input in a relaxed setting.” (p. 52), which means we should minimize the use of mother tongue in the classroom, which is generally the only place students get the mentioned input.

2.4.3. The Effect of the Native Speaker Teachers

While talking about the history of the mother tongue use in the classroom, Miles (2004) explains the effect of the native speaker teachers as follows:

The idea of bilingual education was seen as unnatural or inefficient (Pennycook, 1994, p136). Perhaps furthering the desirability of an English-only policy was the fact that many teachers themselves were monolingual. They could not, nor did they perceive the need to speak the L1 of their students (Phillipson, 1992, p188). By enforcing an English-only policy, the teacher could assume control of the class, and would naturally be in a position of strength. On the other hand, by using L1 in the classroom, the teacher risked undermining him/herself, as the students being the better speakers, would control the communication.

Miles continues as:

The emphasis on monolingual teaching of English also inherently implied that the native speaker was the ideal teacher. This was closely tied not only to political agendas, but also to the economics of the global EFL field (Pennycook, 1994, p176). English speakers could control all the employment opportunities, by being seen as the ‘ideal teacher’ (p.4).

2.4.4. Modeling and Encouraging L2 Use

When teachers use the target language in the classroom, it is believed that they model the language they teach and as Cook (2001) puts it “No-one will quarrel with providing models of real language use for the students.” (p. 8). Moreover, the teachers’ use of the target language helps the students to get used to it and they start using it, too. As the results of the study done by Duff and Polio (1990) also

shows, the students get used to the amount of the target language used in the classroom no matter how much the teacher uses it and they do not complain about it. Therefore, it can be said that the more the target language is used in the classroom, the more the students will get used to it and the teacher will be able to model the use of the language. The students' using the target language is also important for them to learn it as Eldridge (1996) states:

English language teachers who teach in monolingual environments have for a very long time been concerned about reducing or even abolishing student use of the mother tongue in the language classroom. The reason for this is presumably to maximize the amount of time spent using the target code, and thus improves learning efficiency (p 303).

When the use of the target language is minimized, the modeling and the students' use of it are also minimized.

Nation (1997) mentions some ways of motivating the learners to use the target language. One of the items mentioned is "discuss the value of using English" (p. 22). In order to achieve this, the teachers can "explain to the learners the benefits of using English in activities" (Nation, 1997, p. 22), preferably by giving examples of how it will help them. However, if the teacher is always talking about the necessity of using the target language while s/he is using the mother tongue, this might not be that convincing for the learners.

2.5. Studies Done on Mother Tongue Use

Levine (2003) studied with 600 students and 163 instructors from different universities from different states in order to 'develop preliminary components of a descriptive model of TL and L1 use and explore the relationships between TL use and student anxiety about TL use' (p. 343) through 'an anonymous web-based questionnaire' (p. 348). The results show that students generally communicate with each other in their L1. The use of target language was the most with the

instructors talking to the students and gets less when the students are talking to the instructors, and the least amount of target language use is students talking to their peers. The use of the target language was reported to be used most for the topic/theme based communication then for the communication about grammar and the least use of it was for the communication about tests and assignments. About anxiety, minority of the students reported that they feel anxious while using the target language; however the instructors perceive the anxiety level higher. Another interesting result was that the researcher hypothesized that 'the amount of TL use overall would correlate positively with student anxiety about it' (p. 343), however this hypothesis was not supported by the results of the questionnaire.

Duff and Polio (1990) studied with 13 university level language classes' instructors' target language use through classroom observations, student questionnaires and teacher interviews. The aims of the study were to find out the ratio of L1 (English) use to the L2, the factors affecting the use of L1 and L2, and the perceptions and attitudes of both the students and the instructors towards the use of L1. The researchers found out a broad range of the ratio of the L2 to L1 use which was from 10% to 100%. The researchers found out '1) language type; 2) departmental policy/guidelines; 3) lesson content; 4) materials; and 5) formal teacher training' (p. 161) as for the factors affecting the use of L1 and L2. An interesting finding of the study was that the majority of the students were satisfied with the L1 use in the classroom no matter whether the teacher used 90% or 0% of it. We can deduce from these results that if we start using the target language from the first day of the class, the students will get used to and will not complain about it.

Four years after the previous study, as a follow up, Polio and Duff (1994) with the same data of Duff and Polio (1990), studied on finding out when and for what functions teachers used the L1 of the students. The results show that the teachers used L1 of the students

for, from the most common to the least, 'classroom administrative vocabulary' (p. 317) which was the most common use, 'grammar instruction' (p. 317) for which all six of the teachers used L1 to some extent, 'classroom management' (p. 317), 'empathy/solidarity' (p. 318) in order to build rapport with the students, 'practicing English' (p. 318) for the nonnative English speaking teachers, 'unknown vocabulary/translation' (p. 319), 'lack of comprehension' (p. 319). One interesting comment made by the researchers is that the teachers are not aware of their use of English in the classroom since the things they say in the interviews do not correlate with the observation results. The teachers 'urged students to speak the L2, but then would not necessarily do so themselves' (p. 320).

Studying with 159 students and 50 teachers from three different universities in China, Jingxia (2008) looked at the amount of L1(Chinese) used in different lesson contents, namely 'theme-based activities, text analysis and discussion of tests and other assignments' (p. 59) through delivering questionnaires to the teachers and the students, recording the lessons and interviewing the teachers. The results of the data revealed that L2 is mostly used in 'theme-based activities' (p. 63), less in 'text analysis' (p. 63), and least in 'discussion of tests and other assignments' (p. 63). As reasons for this, Jingxia claims that theme-based activities aim at developing the students' speaking and these activities can contain 'more TL strategies and non-linguistic techniques' (p. 65) and they do not have as much risk of misunderstanding as the other two lesson contents.

Eldridge (1996) studied at Denizli High School with the elementary and lower intermediate English as a second language learners aged between 11-13. He used a tape recorder and a notepad and transcribed 'one hundred instances of code-switching' (p. 304). The learners also described when and why they used code-switching. One of the aims of the researcher was to find out the relationship between the learners' use of code-switching strategies and their level, and no

relationship was found. The second aim was to find out the general purposes which were on classroom tasks, comments or by the students towards the teachers on procedural topics, or questions about English. The researcher wanted to find out the 'specific functions of code-switching' (p. 304), too and found out the motivations of the students to code-switch as equivalence (p. 305), floor holding (p. 305), metalanguage (p. 306), reiteration(p. 306), group membership (p. 306), conflict control(p. 307), and alignment and disalignment (p. 307).

In order to identify the functions and frequencies of the teachers' mother tongue use, find out the effect of the teacher related variables (educational background and experience) and classroom related variables (type of lesson and class level) on it, and teachers' awareness of their use of mother tongue in classroom, Moran video recorded 24 teachers' (whom she has chosen through a demographic survey) classes for one hour each. After that she transcribed the switches to mother tongue and she and a colleague of her analyzed the transcriptions and found out the functions of the switches. According to the results of the data, the researcher has chosen four teachers who codeswitched the most and four other who codeswitched the least by interviewing about their awareness of their own mother tongue use. The results of the research show that the teachers codeswitch mostly for curriculum access, then for classroom management, thirdly for interpersonal relations and least for other reasons. Another result is that intermediate level teachers switched more than the elementary level teachers; the type of course, the teachers' educational background (with MA or without MA), and the experience of the teachers did not affect the frequency of code-switching. However, not in the elementary but in the intermediate level, experienced teachers codeswitched more than the inexperienced teachers. Experienced intermediate level teachers codeswitch mostly in writing lessons and experienced elementary level teachers codeswitched in grammar lessons while the inexperienced teachers of both levels do so in reading lessons. Lastly,

teachers are aware of their codeswitching in some situations and not in some other situations.

In order to find out the views of the teachers and the students on L1 use, Oflaz (2009) studied with Sixty English teachers and one hundred students from Gaziantep University, School of Foreign Languages. He used two questionnaires, one for teachers one for the students and also interviewed five of the students. According to the results of the questionnaires, both the teachers and the students are in favor of using L1 in the classroom as long as it does not hinder the acquisition of the target language and this decision does not change according to the gender of the teachers. Although Moran (2009) found out that the experience of the teachers affected their use of L1 in the classroom, Oflaz (2009) found out that it did not affect their attitudes towards it. The results of the interviews also show that the students support the use of L1 in the classroom and find it 'encouraging' (Oflaz, p. 70).

In her study, Crawford (2004) submitted a survey questionnaire to 1251 language teachers and 581 of them completed it. The teachers were teaching in primary and/or secondary schools. The results of the study show that many teachers that responded the questionnaire 'have reservations about the desirability of TL use or even actively oppose it' (Crawford, p. 10) especially in the 'early stages of the program' (Crawford, p. 10). In the following stages, the use of TL increases in a small degree but there is not a big difference. In addition, since even the native speakers of the TL claim to use the L1 of the students and teachers who have spent a year or more in a TL speaking country also favor the use of TL in the classroom, it is claimed in the study that the use of TL does not only depend on the language proficiency level of the teachers.

In their study with 24 teachers and 50 students Yıldırım & Mersinligil (2000) examined the use of L1 (Turkish) by the teachers and

the students in the ELT Unit of Faculty of Education through semi-structured questionnaires. According to the results of this study, teachers need to use mother tongue in the classroom in some situations depending on different variables 'such as the aim of the teacher, the nature of the given course, the level of students, and the nature of the ongoing conversation in class' (Yıldırım & Mersinligil, 2000, p. 139). Also, a minority of the teachers is for letting the students to use the mother tongue in the classroom while a majority is against it although another majority says that, when they need, they use the mother tongue. Many students state that they use mother tongue 'when they do not have adequate knowledge of the L2' (Yıldırım & Mersinligil, 2000, p. 135) and also that they are not against the teacher's use of mother tongue in the classroom since they think 'it is to their own benefit' (Yıldırım & Mersinligil, 2000, p. 139). Furthermore, the researchers also point out that both the teachers and the students who are against the teachers' using mother tongue in the classroom, believe that the classroom is the unique context for the language learners 'to improve their speaking' (Yıldırım & Mersinligil, 2000, p. 139) in the target language so 'the teacher should be a good model for students in this respect' (Yıldırım & Mersinligil, 2000, p. 139).

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

better in terms of 'a)content, b) organization, c) vocabulary, d) language use, e)mechanics and f) overall score' (Stapa & Majid, p. 43).

Ramos (2005) tried to find out whether 5 Spanish teachers think the primary language is beneficial for the students' acquisition of English and if the teachers' idea about this topic change within a year and whether this change is affected by the teachers own use of Spanish through a semi-structured interview and a questionnaire. According to the results of the study, the teachers support the use of primary language and in the second administration, their supports about it increased.

Miles (2004) studied on the effectiveness of sing L1 in the classroom through two experiments. In the first experiment, he used three classes for false beginners but still there was a difference in the English levels of the students. The classes were MG8 – the highest level 12 students of all three, MG9 with 8 students, and MG10 – the lowest level with 6 students. The levels were decided via a pre-test. In all classes the teachers were the native speaker of the target language (English) and in MG8; the teacher did not use and also forbid the students' use of their mother tongue (Japanese). In MG9 the teacher could speak Japanese and used it in the classroom, in MG10 the teacher did not speak Japanese but let the students use it. After five months of study, the students took another test in which they all showed an improvement. However, in MG8, some of the students got lower grades from the oral exam, in MG10, one of the students got the same grade again from the oral exam. In MG9 all of the students showed an improvement.

In the second experiment, the researcher used MG9 only. Two lessons were given in one week, one permitting use of Japanese one not. In the following week the vice versa of the previous was done. A pre-test and a post test were given to the students for each week to see what they have learnt in these lessons. In the first week, the students

scored better in the lesson that was taught by using L1 of the students when necessary but in the second week the scores were higher in the English only lesson. Both of the experiments could not show that L1 used instruction instead of target language only instruction could facilitate learning, but they showed that the use of L1 did not hinder it.

Bateman (2008) did his research with 10 Spanish student teachers he was supervising through pre and post questionnaires, classroom observations and journals on the beliefs and attitudes of the student teachers about using Spanish in the classroom, how much of it they can use in specific activities, what variables affect their decision on the use of Spanish, and the changes of these attitudes while they are student teaching. As a result of the pre-questionnaire, the researcher found out that all of the student teachers believed that in order to give as much input as possible to the students; target language use should be at maximum levels in the classroom. As a result of the second research question, the student teachers believed that the target language should mostly be used during regular routines and activities 'those in which the content was already in the target language' (p. 16). There were significant differences between pre and post questionnaires in terms of two items. One of the items was 'Explaining instructions for assignments and projects' (Bateman, p. 18). The student teachers decided to use more mother tongue during their student teaching. The other item was 'presenting information about the target culture' (Bateman, p. 18). Before starting student teaching, the student teachers believed in using more target language during these activities however the rate of this belief decreased during student teaching. About the factors affecting the use of the target language of the student teachers were the ones related to themselves such as classroom management, time limitations, their target language limitations, tiredness, rapport building, avoidance of the vocabulary the students do not know; the ones related to the students such as the low language levels of the students, students' cognitive development and their level of motivation; related to the subject matter and to the mentor teachers. About the subject matter the student teachers felt that more mother

tongue should be used while teaching grammar and culture. They expressed that if their mentor teachers used more mother tongue in the classroom, it was harder for them to use the target language.

CHAPTER 3

METHODOLOGY

In this chapter, the setting the study was conducted in, the participants and the sampling of the study, the data collection instruments, and the procedures for data collection and analysis have been presented.

3.1. The Rationale for the Research Design

This study is a descriptive study designed as a mixed method design using both qualitative and quantitative data. It aimed to describe the mother tongue use of the teachers in the classroom and their own and their students' attitude towards it. The study also aimed to find out the effects of different variables such as educational background or experience of the teachers, or the language proficiency level of the students on the amount of the mother tongue used in the classroom and the attitudes towards it.

In the field of SLA, some researchers have employed both qualitative (Jingxia, 2009; Liu, Ahn, Baek, and Han, 2004; Viakinnou-Brinson, 2006) and quantitative (Viakinnou-Brinson, 2006) methods to explore the use of mother tongue in the foreign language classrooms. In these studies, the data were gathered through different methods such as audio recordings, questionnaires, or interviews. Similarly, in the present study, the audio recordings of the instructors who accepted to take part in the study were done and in order to triangulate the results, questionnaires and interviews were applied for both the teachers and the students of the classes that were recorded. Through the questionnaires, the interviews, and the audio recordings, the data were enriched and more insight was gained about the feelings and attitudes of both the teachers and the students towards the use of mother tongue in the language classrooms. Since it would not be possible to see all instances of

mother tongue use of a teacher only in eight hours of audio records, the data collected through the questionnaires and the interviews had another important role in the study. These two methods were also used to see whether the instructors were aware of how much mother tongue they used in the classrooms.

3.2. Setting

The study was carried out in the preparatory classes that the instructors teaching in the School of Foreign Languages, Pamukkale University in 2012-2013 academic year. In the school of foreign languages, the learners have to take the English preparatory education for two terms, 32 weeks in total with 20 hours of classes each week. The students cannot continue their departments before they successfully complete the preparatory year which is B2 level according to the Common European Framework (CEF). However, the curriculum followed is not the same for all students. It depends on the three levels of classes; elementary, pre-intermediate, and intermediate. The decision as to which student is going to attend which level is made through the placement exam administered at the beginning of the academic year. Most of the students are placed in the beginner classes as a result of the placement exam, and only some of them are placed in the pre-intermediate level classes and the least number is in the intermediate level classes which generally consist of the students of the English Language Teaching or English Language and Literature Departments. The classes consist of approximately 25 students initially; however, in the following weeks this number falls to 15-20 students in some classes.

The beginner learners only take the elementary core language course at the beginning for ten weeks. The core language course includes all four skills (listening, speaking, reading, and writing) and related grammatical patterns and vocabulary. When they take this ten-week elementary core language course, they are expected to become pre-intermediate students and they start the pre-intermediate core language classes in company with the skill based courses, namely, reading and writing courses. In the spring term, the beginner level

students are also introduced to the listening and speaking as a separate skill course. The pre-intermediate level students start the term with the pre-intermediate core language courses together with the skill based reading and writing courses. They also start the listening and speaking course in the spring term. The intermediate level students are the same with the pre-intermediate level ones; the only difference is their core language course level is intermediate. The students in all three levels take three mid-term examinations covering listening, reading, writing skills, language use and vocabulary, and 12 pop quizzes in each term, and they all have one final exam at the end of the academic year. The mid-term examinations and the pop quizzes are arranged according to the different levels of the students, but the final exam is the same for all students since it is a proficiency examination to decide whether they pass or fail.

3.3. Participants

The participants in the study were 20 instructors and 286 prep-class learners studying in School of Foreign Languages, Pamukkale University. All of the instructors and 285 of the students were native speakers of Turkish and one of the students was a native speaker of French. The students were studying English in twenty different groups with three different levels of English, namely, elementary, pre-intermediate and intermediate levels. Among the instructors, 11 of them were teaching the elementary level students, 5 of them were teaching the pre-intermediate level students and 4 of them were teaching the intermediate level students (see Table 3.1).

Table 3.1. The distribution of the instructors according to the level they teach.

Levels	Frequency	Percent %
Elementary	11	55
Pre intermediate	5	25
Intermediate	4	20
Total	20	100.0

The students were from different departments in Pamukkale University; however, in the School of Foreign Languages, they were grouped according to their language proficiency. Among them, 148 (51.7 %) was at the elementary level, 81 (28.3%) was at the pre-intermediate level, and 57 (19.9 %) was at the intermediate level (see Table 3.2).

Table 3.2. The distribution of the students according to their level of English.

Levels	Frequency	Percent %
Elementary	148	51.7
Pre intermediate	81	28.3
Intermediate	57	19.9
Total	286	100.0

The instructors were chosen with regard to convenience, and they volunteered to participate in the study. The students were naturally in the classes that the instructors taught. The teaching experience of the instructors was different from each other, and one of the aims of the study was to see whether there was a difference in terms of the use of mother tongue in the classroom and attitudes towards it according to the experience of the teachers.

Table 3.3. The distribution of the instructors according to their teaching experience.

Experience	Frequency	Percent
3-5 years	7	35
5-10 years	5	25
10-15 years	5	25
15 or more years	3	15
Total	20	100.0

As it is shown in Table 3.3, 7 of the instructors had 3 to 5 years, 5 of them were 5 to 10 years, 5 of them were 10 to 15 years, and 3 of them were 15 or more years of teaching experience.

Another aim of the study was to see whether there was a variance in the amount of mother tongue use in the classroom and the instructors' attitudes towards it according to the educational background of the instructors. The instructors had different educational backgrounds in terms of BA, MA or PhD degrees they held. 13 of them were ELT graduates, and 7 of them were graduates of other language related departments. 9 of the instructors were MA graduates, 4 of them were still MA students, and 7 of them had only a BA degree. Among the MA graduates or students, only 5 of the instructors had their MA study in the field of ELT. 2 of the instructors were PhD students; however, neither of them was having their PhD in the department of ELT.

Before conducting the main study, the researcher carried out two pilot studies to find out possible shortcomings of the questionnaires. To this end, the questionnaire developed to collect data from the students was piloted with 30 preparatory class students in the School of Foreign Languages during the fall term. The participants of the pilot study were all elementary level students from two different classes. The profile of these learners was similar to the ones in the main study. All of them were the native speakers of Turkish and they were learning English in the same context. As a result of the pilot study, the questionnaire had the Cronbach's alpha value of .869.

The questionnaire developed to collect data for the pilot study from the instructors was administered to 11 preparatory class instructors in the School of Foreign Languages during the fall term. The profile of the instructors was also similar to the ones in the main study. As it can be seen in Table 3.4, 6 of the instructors participated in the pilot study were ELT graduates and 5 of them were graduates of other departments related to languages; 5 of them had an MA degree in ELT and 2 of them were PhD students in ELT.

Table 3.4. The distribution of the instructors according to their educational background in the pilot study.

Department	Frequency		Total	Percent %
	With MA in ELT	Without MA in ELT		
	PhD Student	Not a PhD Student		
ELT	2	3	6	54.5
ELL and Educational Administration			5	6
Total	2	3	6	11

3.4. Procedures for Data Collection

The data were collected through audio recordings in the classrooms, the questionnaires and the interviews with the instructors and the students in order to investigate the amount of mother tongue used by the instructors in the classrooms, the reasons why they use it and their attitudes towards it.

3.4.1. Instruments

3.4.1.1. Audio Recordings

The first step of the data collection was audio recordings of the classes. For this purpose, the first thing done was getting permission from the School of foreign Languages. When the permission was given, the researcher talked to the instructors at the school and asked them whether they would volunteer to attend the study. The topic of the study was not told them directly but they were informed about the procedure. There were 32 instructors volunteering to attend the study initially. However, when the recordings started during the spring term, 12 of the volunteered instructors either changed their minds, or their schedule changed. Thus, the study was carried out with 20 instructors.

As it was mentioned above, the skill based courses started during the spring term for some classes. Since all skills would be recorded for each class at least twice, the recordings started during the spring term to be able to record

all of the courses. Another advantage of doing the recordings during the spring term was that the instructors and the students knew each other better which made it easier for them to be recorded in the classroom. Each class hour lasted for about 45 minutes and all 20 instructors (each one) were recorded 8 times in different courses. These courses included two core language, two listening and speaking, two reading, and two writing courses.

The recordings were completed in about 10 weeks through a computer, a camera (used just for audio recording, without videotaping, because the students and the instructors felt uneasy about videotaping), and an audio recorder. The instructors and the students were informed not to do anything special for the recordings, they were asked just to carry on their regular courses. The students were also informed that their talks would not be counted in, so that they could be free to talk during the recordings. When the instructors were asked, some of them told that they were a little bit nervous at the beginning, but by the time, they got used to the recorders, and some of them reported that it did not affect them at all. Since nobody knew about the specific purpose of the research, and the researcher was not in the classroom; as it was also mentioned by Jingxia (2008), 'their teaching activities were, possibly, the same as in normal classroom discourse when no visitor was present' (p. 46). When the recordings were done, the instructors, who were really curious about the real aim, were informed about the topic of the study, and all of them confessed that they thought it was for something else. Only one of them guessed the content of the study, but because she thought that the ideal class was using no L1 in the classroom for her. Thus, she used L1 very little, during the recordings.

The recordings were, then, listened by the researcher and each time the instructors switched from English to Turkish was noted. Only the switches performed by the instructors were undertaken.

3.4.1.2. Questionnaires

The questionnaires were designed to back up the data collected through the audio recordings. In order to design the questionnaire in the main study, literature was reviewed and according to the questionnaires in the researches done before (Jingxia, 2008; Schweers, 1999; Duff and Polio, 1990; Levine, 2003; Bateman, 2008; Cook, 2001), or the results found in those researches, or the information given in them, the three questionnaires, one for students, and two for the instructors were designed. The first questionnaire aimed at finding out the beliefs of the instructors towards the use of Turkish in the classroom. The second questionnaire aimed at finding out the amount of Turkish the instructors used in the classroom. The two questionnaires were given to them separately in order to assure that the instructors were not distracted in their answers to these two groups. However, the questionnaire given to the students measured the two aspects; the amount of the Turkish used in the classrooms and the students' beliefs about it. The reason why the questionnaire was given to the students only in one piece was, the researcher did not want the students to write their names or any kind of sign that shows their identity on the questionnaires to let them express their ideas clearly and accurately, and if they were given separately, it would not be possible to match them with each other without a sign of the identities of the students.

When the questionnaires were prepared, they were analyzed by 4 experts in the ELT department and 2 instructors holding MA in ELT in the school to ensure its face and content validity. In the light of the comments of the experts and the instructors, the questionnaires were edited, new items were added to it, and some items were removed. When agreement was reached on the items of the questionnaires, they were piloted. The student questionnaire was piloted with 30 elementary level students. The questionnaires for instructors were piloted with 11 instructors working with the preparatory class students. Both the instructors and the students in the pilot study shared the same conditions with the real sampling of the study. The pilot study was applied in order to foresee the problems that may emerge during the study and correct them in advance.

To analyze the data, Statistical Package for Social Sciences (SPSS) 16.0 data editor was used. When the reliability of the students' questionnaire was calculated according to the data in the pilot study, the Cronbach-alpha coefficient was found as $\alpha = 0.87$ as shown in Table 3.5. The Cronbach-alpha coefficient of the results of the first teacher questionnaire was found as $\alpha = 0.90$, and the second questionnaire's Cronbach-alpha Coefficient was $\alpha = 0.90$ (see Table 3.6). As it is also shown in Table 3.7, (Özdamar, 2004, p. 633) these results proved that the questionnaires' reliabilities were high which meant revision was not necessary.

Table 3.5. Reliability statistics for the questionnaire for the students in the main study.

Reliability Statistics of the questionnaire for students	
Cronbach's Alpha	N of Items
.87	64

Table 3.6. Reliability statistics for the questionnaire for the teachers in the main study

Reliability Statistics of the first questionnaire for teachers		Reliability Statistics of the second questionnaire for teachers	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
.90	39	.90	56

Table 3.7. Reliability evaluation criteria for α value by Özdamar (2004, p. 633).

α value	Reliability of the instrument
$0.00 \leq \alpha < 0.40$	No reliability
$0.40 \leq \alpha < 0.60$	Low reliability
$0.60 \leq \alpha < 0.80$	Quite reliability
$0.80 \leq \alpha < 1.00$	High reliability

Since the Cronbach-alpha values of all the three questionnaires were above 0.80, which was high reliability (see Table 3.7), there was no reason to exclude any items in any of the questionnaires to increase the internal reliability of them according to the "if items deleted" function in the SPSS.

The final version of the student questionnaire in the present study consisted of four parts (see Appendix 1 & 2). The language of the questionnaire was in Turkish so that the participants could appropriately choose their answers to reflect their ideas. The first part of the questionnaire was about the demographic information of the learners such as gender, age, years of English background, class level, and class.

The second part of the questionnaire was on student views including 31 items. The third part was on the student expectations with 4 items and the fourth part was on the student beliefs including 32 items. In the second part, participants chose the related items on a five-point Likert scale:

(1) always (2) usually (3) sometimes (4) rarely (5) never

In the third part, participants chose the related items on a three-point Likert scale:

(1) more than now (2) the same amount as now (3) less than now

In the fourth part, participants chose the related items on a five-point Likert scale:

(1) completely agree (2) agree (3) neutral (4) disagree (5) completely disagree

The second part of the student questionnaire aimed to find out how much Turkish was used for what reasons and whether the class' ideas matched with the instructors'. In the third part, we asked about the expectations of the students on the use of target language in the classroom with questions such as 'How much English do you think should be used in the listening and speaking courses?' Through this part, the researcher would be able to compare the ideas of the instructors and their students, and whether the students were satisfied with the foreign language used in the classroom and whether the instructors were aware of this situation. The fourth part was on the students' beliefs on the use of mother tongue in the classroom. Whether they thought an English only

classroom was the best one or not, whether they believed some parts of the courses should be in the mother tongue or not was the topic of this part.

The final version of the first teacher questionnaire in the present study consisted of three parts (see Appendix 3). The language of the questionnaire was in English. The first part of the questionnaire was about the demographic information of the instructors such as gender, years of experience, and the educational background. As the classes the instructors taught were already known, they were not asked in the questionnaire.

The second part of the first teacher questionnaire was on instructors' views including 31 items. The third part was on their expectations and opinions on their students' expectations with 8 items. In the second part, instructors chose the related items on a five-point Likert scale:

(1) always (2) usually (3) sometimes (4) rarely (5) never

In the third part, instructors chose the related items on a three-point Likert scale:

(1) more than now (2) the same amount as now (3) less than now

The second part of the first questionnaire for instructors aimed to find out how much Turkish was used for what reasons, whether the instructors were aware of the amount of Turkish they used and whether the ideas of the instructors on the amount and functions of L1 use in the class matched with their students' ideas. The data collected through the audio recordings were compared with the instructors' answers to this part in order to be able to see whether they were aware of the amount of Turkish they use in the classroom. The third part was asking about the expectations of the instructors on the use of the target language in the classroom with questions such as 'How much English would you like to use in the listening and speaking courses?', and this part was also asking the instructors their guesses about their own students' expectations like 'How much English do you think your students want you to use in the listening speaking courses?'. This part aimed to see the instructors' awareness of their

students' beliefs since some of the instructors use the mother tongue in the classroom because they believe their students want them to do so although the students are satisfied with the current amount.

The final version of the second questionnaire for instructors consisted of two parts (see Appendix 4). The language of the questionnaire was in English. The first part was about the amount of mother tongue the instructors believe should be used in the classrooms according to different variables such as the level of the class or the content of the course or in different conditions. The aim was to see whether the expectations of the instructors matched the real situation asked in the previous questionnaire. The answers were given to this part through a five-point Likert scale:

(1) often (2) usually (3) sometimes (4) rarely (5) never

The second part of the second questionnaire was on the beliefs of the instructors about the use of mother tongue in the classroom through the statements such as 'in order to make our students successfully acquire English, we should not use any Turkish.' In this part, the instructors made their choices among the 40 items on a five-point Likert scale:

(1) totally agree (2) agree (3) neutral (4) disagree (5) totally disagree

The reason behind giving the questionnaires separately and in different times to the instructors was to prevent their being affected by the answers they give to the first questionnaire about the amounts of Turkish they use while they were telling the amount of Turkish suitable to use in the second questionnaire. Another reason was that the questionnaire would be too long for the instructors if two of them were given at the same time and this would prevent them from concentrating on the questionnaire adequately.

The final version of the student questionnaire was administered in regular class time to the twenty classes whose teachers volunteered to participate in the study during the spring semester of 2011-2012 academic year. The

instructors were also given the teacher questionnaires during this term, out of class time, and there were two or three weeks between the two questionnaires given to them. Until this time, the audio recordings were finished so the instructors would not know what the recordings were for, and the students who started the preparatory classes in September had about six months of the schedule with their instructors so that they knew each other and the course well enough to comment on the amount of mother tongue used in the classes. The instructors also knew their students enough to guess the amount of mother tongue their students want them to use. Before giving the questionnaires, the researcher informed the participant instructors and the students about the content, objectives, and procedures of the study. Moreover, the researcher reminded the participants that the data obtained from the questionnaire would be kept confidential and they would not be used for any other purposes other than this research. Since the students would not write their names and they were confirmed about the use of the questionnaires, they felt more comfortable and secure in choosing appropriate choices in the related items. All participants accepted to contribute to the research.

3.4.1.3. Interview

The follow up interview sessions were conducted in order to back up the questionnaires and the audio recordings and triangulate the data. Through the interviews, the quantitative data collected beforehand was supported by these qualitative data. As Özkardeş (2011) states in her thesis, “interviews serve as useful tools to acquire meaningful and explanatory data rich in nature.”(p. 61). Among the three basic approaches of collecting qualitative data through interviews that Patton (2002) specified, ‘standardized open-ended interview’ (p. 342) was used in this study; standardized open-ended interview is:

The standardized open-ended interview is, on the other hand, structured because questions to be asked are carefully worded and arranged beforehand, and participants are always asked identical questions (Gall, Gall, & Borg, 2003). Since questions are open-ended, participants are able to convey as much detailed information as they wish about their experiences. In this type of

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

In order to form the questions to be asked in the interviews, the questionnaire results and the research questions were reviewed and the most relevant questions were formed. The questions asked to the instructors and the students were matching with each other although there were also some differences between them (see Appendices 5 & 6).

Interviews were conducted with 20 instructors and 40 students. All the instructors in the study and two randomly selected voluntary students from each instructor's classes were interviewed. However, in one of the classes, only one student volunteered to be interviewed so the total number of the interviewed students was 39. All the participants were informed about the research before starting the interview and the students were informed that the interview would be in Turkish to make them feel more comfortable. The decision of which language would be used in the interview with the instructors was left to the interviewees, and they chose the language they wanted, English, or Turkish. To prevent the possible problems, a suitable environment was provided by the researcher. The questions of the interview was pre-determined, however, the researcher adopted both the questions and the order of asking them according to the answers of the interviewees. The questions 'why?' and 'how?' were also asked to encourage the participants to give more explanations or examples or to make them more clear. Moreover, paraphrases or explanations of the questions were made or examples were given when the researcher believed that the questions were not understood or misunderstood. The interviews were about ten minutes for each interviewee and they were recorded to be transcribed later.

3.5. Data Analysis

The data collected through audio recordings in this study were analyzed by listening to the recordings and taking notes of the instances when the mother tongue was used by the instructors, and thus, the functions of the use of mother tongue have been categorized under various group headings. The total use for each pre-determined category and their percentages to the total time of the course were calculated.

The categories were determined by reviewing the literature, listening to some of the recordings, and also according to the questionnaires and the answers given to the questions in the interviews both by the instructors and the students. While listening to the recordings, if an extra category was decided, it was added in the table (see Appendix 7). Five of the recordings were also listened to by two other instructors to ensure that the researcher was correctly categorizing the instances when mother tongue was used.

The data collected through the questionnaire were analyzed through the Statistical Package for Social Sciences (SPSS) 16.0. First, the data were calculated whether they were parametric or non-parametric. It was calculated as parametric. Next, independent sample t-tests were used in order to find out whether there was a significant difference between instructors' use of mother tongue and variables such as their educational background, teaching experience, gender, the level of the class they were teaching in. Comparisons between the beliefs and the reality were also carried out and the attitudes of the instructors and their students were also compared to see whether they affected each other.

While interpreting the instructors' use of mother tongue in terms of variables, in order to choose the right slot properly in the Likert scale, the participation level intervals have been found using $n-1/n$ formula. As a result of computation, the interval scale is $5-1/5= 0.80$. The interval scales in the study is shown in Table 3.8 below.

Table 3.8. Interval scale of the options in the questionnaires

Participation Level	Mean
Often/ Totally Agree	4.21 – 5.00
Usually/Agree	3.41 – 4.20
Sometimes/Not Sure	2.61 – 3.40
Rarely/Disagree	1.81 – 2.60
Never/Totally Disagree	1.00 - 1.80

The results of the audio recordings were compared to the results of the questionnaires and to the answers given in the interviews in order to be able to see whether the instructors were aware of how much Turkish they used in the classroom or not. The questionnaires and the interviews were also useful to see other instances when the instructors used Turkish which was not possible to see in the audio recordings since the time the records covered was limited.

CHAPTER FOUR

RESULTS AND DISCUSSION

The purpose of the study is to find out the effects of different variables such as educational background or experience of the teachers, or the language proficiency level of the students regarding the amount of the mother tongue used in the classroom and the attitudes towards it. For this purpose, we collected the data by questionnaires, interviews and classroom observations. The data have been analyzed both quantitatively and qualitatively. The results have been presented and discussed below. We have presented them on the basis of research questions in order to ease the readers' task.

In this chapter, the instructors that participated in the study will be mentioned as 'I' to refer to them and quote what they have said.

4.1. Research Question 1: How much L1 do the teachers use in the classes and in which situations, and are they aware of it?

When the results of the course recordings of 20 instructors were examined, it was observed that the instructors used L1 mostly "to make the topic/meaning clear (by giving examples, explaining, making extra explanations, etc) (R. Item 22)". On the other hand, when the questionnaires are examined, the instructors stated that they used L1 mostly "to communicate with students outside the class (Q. Item 25)" (m: 4.50, sd: .60) and all of them reported in the interviews that they did not use English at all outside the class. Since this aspect cannot be examined through the classroom recordings, the following items should be dealt with. There are three items that the instructors claim they usually use L1; "to explain difficult concepts or ideas (Q. Item 26)" (m: 4.15, sd: .58), "to talk about administrative information (course policies, announcements, deadlines, etc.) (Q. Item 24)" (m: 3.75, sd: .78), and "for rapport building

purposes (making jokes, showing concern to the students, showing empathy, etc) (Q. Item 29)” (m: 3.70, sd: .92). These results show that the answers to the questionnaires are different from the recordings, which are real situations, and this shows that the instructors are not aware of the situations they use L1 for (see Table 4.1).

Furthermore, the use of L1 ‘to explain difficult concepts or ideas’ is very low in the classroom recordings and it can be seen on the 45th rank in the recordings while it is in the second rank in the questionnaires. The third item in the questionnaire for which the instructors claim they use L1 the most is in the 49th rank when the recordings were examined, which is a contradiction between the questionnaires and the recordings. These show that what the instructors state and apply are not the same. Only the item 29, “for rapport building purposes (making jokes, showing concern to the students, showing empathy, etc)” is similar because the instructors both stated and used L1 a lot for this purpose and they were observed to do so when the recordings were examined (see Table 4.1). Almost all of the instructors also mentioned this item in the interviews when they were asked in which circumstances they used L1. They pointed out that they used L1 ‘to make jokes, to motivate the students, and to give advice on something’. When they were asked about the reason for this, 15% of them stated that they found L1 more effectively in these situations and I19 explained that:

- the students think as ‘I am a Turk, my context is Turkish, I speak Turkish, so if the teacher will advice on something, she should also use Turkish’, otherwise, the students perceive the advice sections – or as I call it ‘therapy sections’ as a lesson and they don’t want to listen.
- I17 claimed that making jokes in Turkish was more effective, and that’s why he used Turkish in this context.

- I8 stated that Turkish was a more emotional language, so he used Turkish for rapport building purposes and when he got angry with the students.

By rank, the frequency level of the items was mentioned. If the rank of an item is 1, it means that that particular item is at the highest level of its kind. While the least amount of L1 was used, in the class recordings, “to help the students find the correct answers to the questions and activities (R. Item 51)”, the least use of L1 according to the questionnaires of the instructors is “to elicit English words or sentences” (m: 2.50, sd: .60). This item is among the ones that L1 is mostly used when the recordings were examined, which means, although the instructors state that they use little L1 to elicit English words or sentences, they actually use a lot. The next item is “giving instructions” (m: 2.55, sd: .68), which is the least one in the belief questionnaire (m: 2.55, sd: .94) while it is again one of the items for which L1 is mostly used (see Table 4.1.).

Table 4.1. The comparison of the amount of L1 used the instructors' claim in the questionnaires and the class recording results.

Situation	Mean	Standard Deviation	Participation Level	The Rank in the Recordings
To communicate with students outside the class	4.50	.60	Often	-
to explain difficult concepts or ideas	4.15	.58	Usually	45
To talk about administrative information (course policies, announcements, deadlines, etc.)”	3.75	.78	Usually	49
For rapport building purposes. (Making jokes, showing concern to the students, showing empathy, etc)	3.70	.92	Usually	7

Thus, it can be pointed out that although the instructors believe that L1 should not be used to give instructions and they state that they do not use it in the classroom applications, however, it has been observed that they use L1 for this purpose a lot. “to explain the meaning of new words” (m: 2.55, sd: .76) and “to give instructions” are the two items with the same means, and again the real use of the instructors show that this is not true either, because it is on the fourth

rank when the analysis of the recordings are put in order according to the amount of L1 use. The following two items are “to explain what I aim to tell my students” (m: 2.80, sd: .61) and “to explain class rules” (m: 2.80, sd: .95). These two items are not present in the recordings at all (See Table 4.2 below).

Table 4.2. The comparison of the amount of L1 the instructors claim that they use the least in different situations in the foreign language classes and the class recording results.

Situation	Mean	Standard Deviation	Participation Level	The Rank in the Recordings
to elicit English words or sentences	2.50	.60	Rarely	14
to give instructions	2.55	.68	Rarely	6
to explain the meaning of new words	2.55	.76	Rarely	4
to explain what I aim to tell my students	2.80	.61	Rarely	-
to explain class rules	2.80	.95	Rarely	-

The items in which L1 is mostly used were “presentation & explanation of the topic” (R. Item 2), “giving feedback” (R. Item 13), “vocabulary teaching (give meaning)” (R. Item 5), “translating sentences s/he/the book/listening text says” (R. Item 48), and “giving/ explaining tasks – instructions” (R. Item 8). When the interviews with the instructors were examined, they had the similar results parallel with the recording results. The instructors stated that they used L1 mostly in the grammar and the writing sections while they were explaining difficult parts of them and all of the instructors interviewed also pointed out that they switched into L1 when they realized the students did not understand. For feedback, only one of the instructors claimed that he did not use L1 while giving feedback, the rest stated that they did.

For vocabulary teaching, 30% of the instructors simply stated that they directly used L1, but the others stated that they tried to explain the words in English, drew pictures, or acted out, etc. but if the students still did not understand, then they used L1. Again for translations, all of the instructors emphasized that when they realized that the students could not understand, they used L1 to explain more or to translate. For giving/ explaining tasks – instructions, some of them stated that they used L1 to explain the instructions

but all of them pointed out that they used L1 to give homework in order to avoid students' complaint 'I did not understand, I did not know, ...' or any confusion among them.

On the other hand, the items in which L1 is least used are the "introducing the grammar subject" (R. Item 7) "transitions (e.g. well, okey)" (R. Item 40), "to discuss course policies, attendance, and other administrative information" (R. Item 20), "conflict management" (R. Item 10), and "commenting on the topic/activity, not related to the rest of the conversation" (R. Item 50). These were the situations that were observed that L1 was the least used for. Figure 4.1 below shows the amount of L1 used in all situations examined in the study.

Greggio and Gil (2007) divided the use of L1 in the classes into two parts in terms of the levels of the classes. For the beginner level class, they found out the circumstances in which the teachers frequently used L1 as:

In the beginner group, the teacher made use of code switching especially in four moments: a) when explaining grammar; b) giving instructions; c) monitoring/assisting the students; and d) when correcting activities. The use of code switching from L2 to L1 by the beginner group teacher in these moments usually arose from her need to clarify words, expressions, structures and rules of the L2, and to make sure the learners understood her utterances. (p.376).

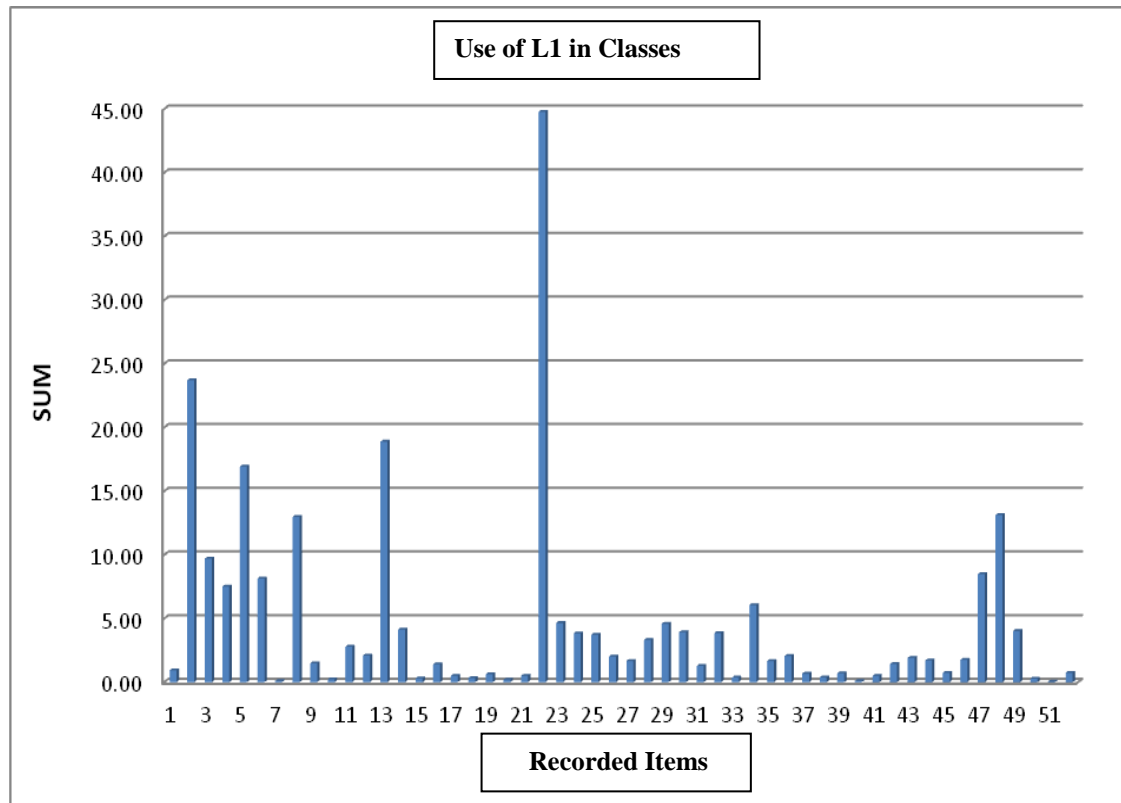


Figure 4.1. The amount of L1 used in different situations in the foreign language classes.

For the pre-intermediate level class, Greggio and Gil (2007) found out the circumstances in which the teachers frequently used L1:

In the pre-intermediate group, the teacher was observed to use little code switching in his classes. He resorted to the use of L2 and L1 especially in two moments: a) when explaining grammar, and b) when correcting activities. The teacher's use of code switching in these moments was also observed to arise from his need to clarify understanding of structures and rules of the L2 (p. 376).

In both circumstances, the teacher is actually trying to clarify the students' understanding of the course, which is the similar point in the present study as the instructors were found out to use L1 in order to make the topic/meaning clear. Morahan (2007) supports this idea by pointing out that "the key with teacher use of L1 is that it is used for clarification purposes, after an attempt has been made to communicate ideas in L2 and students still appear to be confused." (p. 1). This issue was emphasized by the instructors during interviews in the present study as they all stated that they used L2, when

the students did not understand they explained it more in L2, but when the students were still confused, they explained the subject in L1.

For instance, during the interviews, I4 said that she tried to explain the meanings of the vocabulary items in the reading texts first in English, and that she also tried the students' understanding the meaning from the context of the text, however, if they still do not understand it, she gave the Turkish meaning. I19 also stated that she tried to use as much English as possible, but if the students did not understand however hard she tried, then, she explained the things like the grammar rules in Turkish.

Even one of the students, S8, pointed out that, since they sometimes did not understand when the explanations were in English, the teachers were forced to use Turkish instead. In addition, S10 said that her teacher used Turkish after she explained a topic for many times in English and the class still did not understand it. These two students also support what the instructors already said.

4.2. Research Question 2: Is the teachers' use of L1 affected by different variables?

4.2.1. The Level of Class

When we look at the Kruskal Wallis statistics results of the class recordings ($p=0.357>0.05$) it can be stated that there is not a statistically significant difference between the level of the classes in terms of the amount of L1 instructors use. When the mean ranks of the levels are examined, it can be seen that the amount of L1 used does not differ a lot between the pre-intermediate and intermediate, and intermediate and upper intermediate levels. However, there is a bigger difference between the pre- intermediate (m:12.00) and upper intermediate (m: 7.13) levels, which shows us that, even not statistically significant, there is a fall in the use of L1 as the level rises (see Table 4.3).

Table 4.3. The amount of L1 use in different levels of classes (Recordings).

	Level of Class	Frequency	Mean	Kruskal Wallis Test P Value
Total L1 Use of the Instructors	Pre Intermediate	11	12.00	0.357
	Intermediate	5	9.90	
	Upper Intermediate	4	7.13	
	Total	20		

When we look at the Kruskal Wallis test results of the questionnaires of the teachers, the same results are observed as there is no statistically significant difference among the levels; however, upper intermediate level has a rather low mean (m: 6.50), which again shows that the use of L1 falls down as the level rises (see Table 4.4).

Table 4.4. The amount of L1 use in different levels of classes (Questionnaires).

Level of Class	N	Mean Rank
Pre Intermediate	11	11.64
Intermediate	5	11.20
Upper Intermediate	4	6.50
Total	20	

Among the instructors, 90% stated in the interviews that the use of L1 surely changed according to the levels of the students, and they used more L1 in the lower levels and as the level of the students increased, they used less L1. I16 stated that 'The pre-intermediate level students do not understand me when I only speak English, so how can I?' and I17 pointed out: 'I try to use English, once, twice, then, when I see that they do not understand at all, I start using L1.' The two instructors (10%), who said that they used more English in the lower levels were I1 and I19. On the other hand, I1 stated that her Turkish use did not change according to the levels of the students and she added that she tried to use more English with the lower levels because she wanted to force them more.

These findings are in line with various previous studies. For example, in Bateman's (2008) study, one of the teachers stated that it was getting easier for

her to use the target language as the students' target language level increases (p. 21). Liu, Ahn, Baek, and Han (2004) also state in their study that "Research is scarce on how much L1 is appropriate perhaps because the question depends on the students' L2 level" (p. 609), which means they think that using L1 depends on the students' proficiency levels of the L2. Furthermore, Atkinson (1987) divides the circumstances where mother tongue is used and tells especially in which levels it is used in those circumstances, for example, he claims that while giving instructions (p. 243), talking about the classroom methodology (p. 244), while presenting and reinforcing the language (p. 244) mother tongue is mostly used with the early stages of proficiency levels. Cole (1998) also claims in his article that the best use of L1 is with the beginning and low level students (p. 2), which, again, supports that L1 use in the classes differ according to the levels of the students.

Qing (2010) has also concluded in his study as "from the analysis of reasons for teacher code-switching, we may conclude that code-switching represents one of the strategies that EFL teachers often use to accommodate the students' level of English proficiency." (p. 112).

The result Moran (2009) found out in her thesis is different than the others as: the level of class is important in using mother tongue in the class, but in her case, the amount of mother tongue used was falling as the language level of the students was lower. Namely, mother tongue was used more with the intermediate level students than with the elementary level students (p. ii). This was the idea of one of the instructors (I19) in the present study, too. During the instructor interviews, I19 claimed that she used less L1 with the lower level classes because the vocabulary items were easier and it was possible to explain these by acting out or drawing, or using other ways of teaching vocabulary. However, she stated, the words become more difficult and abstract as the level increases and there are more idiomatic phrases, which makes it harder to explain them, and then the use of L1 becomes inevitable.

However, the claim made by Yıldırım and Mersinligil (2000) in their study was totally different from the results of the present study as "there is still a place

for the use of L1 regardless of language level of the students.” (p. 135). Sampson (2012) also expressed that “code-switching may not necessarily be connected to ability level and serves multiple communicative and learning purposes” (p.293).

4.2.2. The Content of the Course

According to the results of the non-random sampling two-way ANOVA test through SPSS, the means and the standard deviations of the use of L1 in different course contents are presented in Table 4.5 below.

Here, it can be seen that the writing course has the highest mean, which means L1 is used the most in the writing classes compared with the others. However, it is necessary to have a look at the p value in order to see whether these differences are significant or not. Since $P=0.03 < 0.05$, the differences in the means are statistically significant (see Table 4.5).

Table 4.5. The amount of L1 used in different course contents (Recordings).

Courses	Mean	Std. Deviation	P Value
Core Language	9.14	10.65	0.03
Reading	7.23	8.39	
Writing	22.81	23.78	
Listening and Speaking	6.11	6.53	

In order to support the data, the questionnaire results can be examined. As it is also seen on Table 4.6. below, in the questionnaires, instructors state that they use L1 mostly in writing classes (m: 3.65, sd: .81), then comes core language classes (m: 2.95, sd: .94), reading classes (m: 2.65, sd: .67) and the least in listening and speaking classes (m: 2.10, sd: .78) successively. These results are alike with the ones in the recordings (see Table 4.6).

Table 4.6. The amount of L1 used in different course contents (Questionnaires).

Courses	Mean	Std. Deviation	Participation Level
Writing	3.65	.81	Usually
Core Language	2.95	.94	Sometimes
Reading	2.65	.67	Sometimes
Listening and Speaking	2.10	.78	Rarely

All of the instructors stated that they used L1 mostly in the writing classes to explain how to write, and then comes the difficult grammar subjects. These results are also the same with the ones found out both in the recordings and the questionnaires.

When the literature is reviewed, it can be seen that the previous studies were on the use of mother tongue of the students while generating ideas before or during the writing process, and these studies show a significant improvement in the students' writings when compared with the ones that do not use mother tongue. Nazary (2008) mentions Hamin and Majid's (2006) study as:

In an experimental research, they investigated the effectiveness of the use of L1 to generate ideas for second language writing. They found a remarkable improvement in the writing performance of students who used their first language to generate ideas, for it could trigger their background knowledge (p.143).

Stapa and Majid (2009) also carried out a study on students' generating ideas for writing in their mother tongue. The study was; the researchers used two groups of students; control group, which used the target language in order to generate ideas for the writing tasks and an experimental group, which used their mother tongues for the same purpose. As a result of the study, it was found out that; (1) the experimental group had ideas with better qualities (Stapa and Majid, 2009: 45), (2) "the students in the experimental group has produced better quality essays in terms of organization, vocabulary, language and mechanics in comparison to the students in the control group" (Stapa and Majid 2009: 46), and (3) "when the individual scores were compared, the students in

the experimental group have outperformed those in the control group. This suggests that the use of L1 in L2 writing classroom with limited proficiency students produce better quality essays” (Stapa and Majid 2009: 46).

Different from these studies, however, in the present study, when the recordings are analyzed, it can be seen that the mother tongue is mostly used for explaining the topics to the students. For instance, the instructors use the mother tongue while teaching students how to identify and also write topic sentences, supporting sentences/ideas, paragraphs, thesis statements, and types of essays. The second use of mother tongue by the instructors in writing classes within this study is to give feedback to the students, which is also different from the previous studies. Table 4.7. below shows which courses have the difference when compared with each other.

Table 4.7. The Difference among the courses according to the amount of L1 used (Recordings).

Courses		Mean Difference	Std. Error	P Value
Core	Reading	1.91	1.67	1.00
	Writing	-13.68	4.16	0.02
	Listening and Speaking	3.03	1.81	0.67
Reading	Core	-1.91	1.67	1.00
	Writing	-15.58	4.71	0.02
	Listening and Speaking	1.12	1.30	1.00
Writing	Core	13.68	4.16	0.02
	Reading	15.58	4.71	0.02
	Listening and Speaking	16.70	4.75	0.01
Listening and Speaking	Core	-3.03	1.81	0.67
	Reading	-1.12	1.30	1.00
	Writing	-16.70	4.75	0.01

The difference in terms of use of Turkish between core and;

- Reading is $p=1 > 0.05$, so it is not statistically significant.
- Writing is $p=0.02 < 0.05$, so it is statistically significant.
- Listening and speaking is $p=0.67 > 0.05$, so it is not statistically significant.

The difference in terms of use of Turkish between reading and;

- Writing is $p=0.02 < 0.05$, so it is statistically significant.

- Listening and speaking is $p=1>0.05$ so it is not statistically significant.

The difference in terms of use of Turkish between writing and;

- Listening and speaking is $p=0.01<0.05$, so it is statistically significant.

4.2.3. Teachers' Educational Background

According to the results of the non-random sampling two-way ANOVA test, the means and the standard deviations of the differences in terms of the use of L1 in the recordings according to the BA departments of the instructors are shown in Table 15 below. When we analyze the means, the instructors who have graduated from non-ELT departments use more L1 than those graduated from ELT departments. However, since the p value is bigger than $p>0.05$ ($P=0.29>0.05$), the difference is not statistically significant (see Table 4.8).

Table 4.8. Comparison of the instructors' use of L1 in different course contents in terms of their BA degrees (Recordings).

Courses	BA Degree	Mean	Std. Deviation	P Value
Core	ELT	6.69	7.38	0.29
	NON-ELT	13.68	14.59	
Reading	ELT	6.23	7.20	
	NON-ELT	9.08	10.62	
Writing	ELT	22.95	26.05	
	NON-ELT	22.56	20.83	
Listening and Speaking	ELT	5.85	7.20	
	NON-ELT	6.60	5.55	

Moreover, as it can be seen in Table 4.9. below, since $p>0.05$ as a result of Kruskal Wallis Test, and so there is no significant difference in using L1 during classes in terms of the departments of the instructors, the questionnaire results also support the findings of the recordings.

Table 4.9. Comparison of the instructors' use of L1 in different course contents in terms of the departments they graduated (Questionnaires).

Courses	BA Department	N	Mean
Listening and Speaking	ELT	13	11.38
	Non ELT	7	8.86
	Total	20	
Reading	ELT	13	11.38
	Non ELT	7	8.86
	Total	20	
Writing	ELT	13	9.08
	Non ELT	7	13.14
	Total	20	
Core	ELT	13	10.54
	Non ELT	7	10.43
	Total	20	

Test Statistics^{a,b}

	Q4	Q5	Q6	Q7
Chi-Square	.944	1.014	2.468	.002
df	1	1	1	1
Asymp. Sig.	.331	.314	.116	.966

$p > 0.05$

However, in the recordings, it can be seen that non-ELT graduates use more L1 in the classes during all but writing classes although the ELT graduates seem to use more L1 especially in listening and speaking and reading classes according to questionnaire results. Moreover, it can be seen that they use almost the same amount of L1 in the writing classes in the recordings while the questionnaire results show that the non ELT graduates seem to use it more.

According to the results of the non-random sampling two-way ANOVA test, the means and the standard deviations of the differences in the use of L1 in different course contents in the recordings according to whether the instructors are MA graduates or not are shown in Table 4.10 below. In Table 4.10, it can be seen that the instructors without MA use more L1 in core language and reading lessons. However, since $P = 0.067 > 0.05$, this difference is not statistically significant.

Table 4.10. Comparison of the instructors' use of L1 in different course contents according to whether they are MA graduates or not (Recordings).

Courses	MA Graduate	Mean	Std. Deviation	P Value
Core	Yes	8.54	9.93	0.67
	No	9.33	11.20	
Reading	Yes	6.39	9.33	
	No	7.51	9.14	
Writing	Yes	25.66	7.51	
	No	21.86	7.23	
Listening and Speaking	Yes	7.90	21.86	
	No	5.52	22.81	

Similarly, the results of the Kruskal Wallis test on the questionnaire results also show that being an MA graduate does not make a statistically significant difference in terms of the use of L1 in the classroom ($p < 0.67$). Although it is not statistically significant, there is still a difference in terms of the means on the use of L1 between the instructors with MA and the others, as the MA graduates seem to use more L1 than the ones with BA. This is different from the results of the recordings because while the instructors with BA seemed to use more L1 in core language and reading classes in the recordings, the data in the questionnaires show the opposite (See Table 4.11).

Although she did not look at whether the MA degrees of the instructors were on ELT or not, a similar result was found out by Moran (2009) as there is not a significant difference among the teachers according to their educational background, namely, she found out that the teachers' use of L1 did not change according to whether they were MA graduates or not.

Table 4.11. Comparison of the instructors' use of L1 in different course contents according to whether they are MA graduates or not (Questionnaires).

Courses	MA Graduate	N	Mean Rank
Listening and Speaking	yes	5	12.70
	no	15	9.77
	Total	20	
Reading	yes	5	11.50
	no	15	10.17
	Total	20	
Writing	yes	5	13.20
	no	15	9.60
	Total	20	
Core	yes	5	13.00
	no	15	9.67
	Total	20	

Test Statistics ^{a,b}				
	Q4	Q5	Q6	Q7
Chi-Square	1.048	.233	1.595	1.374
df	1	1	1	1
Asymp. Sig.	.306	.630	.207	.241

4.2.4. Teachers' Experience

According to the results of the non-random sampling two-way ANOVA test, the means and the standard deviations of the differences in the use of L1 in different course contents in the recordings according to the years of experiences of the instructors are shown in Table 4.12 below.

Table 4.12. Comparison of the instructors' use of L1 in different course contents according to their experience (Recordings).

Courses	Years of Experience	Mean	Std. Deviation	P Value
Core	1-5	14.28	13.08	0.67
	6-10	8.94	11.72	
	11 and more	4.76	5.87	
Reading	1-5	8.62	7.62	
	6-10	9.93	12.44	
	11 and more	4.33	5.99	
Writing	1-5	34.11	22.78	
	6-10	13.52	15.01	
	11 and more	18.73	27.45	
Listening and Speaking	1-5	8.18	7.94	
	6-10	8.56	7.71	
	11 and more	2.78	2.54	

The results show that the amount of L1 used in core language course decreases, as the instructors get more experienced, however, in the other courses, we cannot observe such a decrease. In the core, reading, and listening and speaking courses, the least L1 is used by the most experienced teachers while in the writing lessons these teachers use more L1 than the ones that have the experience between 6 and 10 years. All these differences are not statistically significant since the p value is: $P=0.67 > 0.05$ (see Table 4.13).

According to the results of the Kruskal Wallis test on the questionnaires, the use of L1 decreases in the core language classes as the instructors get more experienced which is the same in the results of the recordings, and in this analysis, it is also statistically significant as $p=0.029 < 0.05$ (see Table 4.13).

Table 4.13. Comparison of the instructors' use of L1 in different course contents according to their experience (Questionnaires).

Courses	Years of Experience	N	Mean
Listening and Speaking	1-5	7	10.86
	6-10	5	12.70
	11 and More	8	8.81
	Total	20	
Reading	1-5	7	10.93
	6-10	5	12.20
	11 and More	8	9.06
	Total	20	
Writing	1-5	7	13.93
	6-10	5	10.30
	11 and More	8	7.62
	Total	20	
Core Language	1-5	7	14.57
	6-10	5	10.40
	11 and More	8	7.00
	Total	20	

Test Statistics^{a,b}

	Q4	Q5	Q6	Q7
Chi-Square	1.555	1.126	4.877	7.062
df	2	2	2	2
Asymp. Sig.	.460	.570	.087	.029

Although not statistically significant, the use of L1 also decreases with experience in the writing classes. With the listening and speaking and reading classes, there is not a certainty just as the results of the recordings also showed (See Table 4.13). Moran (2009, p. 97) also came up with similar results in her study. She found out that there was not a significant difference between the experienced and inexperienced teachers L1 use frequencies.

Ramos (2005), however, found out a different result from the present study. He carried out a study with English teachers that do not have any previous experience and at the beginning and at the end of one year of teaching English in Spain, he interviewed them about their opinions on using the students' mother tongue, and observed whether these ideas had changed or not. Three of the teachers stated that they did not change their positive opinions about using the mother tongue of the students while two of them stated that

their negative opinions about it changed towards being more positive. This means, when the teachers in this study gained some experience, they decided that using the mother tongue of the students is a good idea (pp. 427-428). The findings of this study do not correlate with the results of the present study because in Ramos's study, there is a difference with experience, while in this study, although there is difference in terms of the means, it is not statistically significant.

4.3. Research Question 3: What are the beliefs of the teachers on use of mother tongue in the foreign language classrooms?

When the means of the items (8-26) related to the beliefs have been analyzed, it can be seen that only one of the items, item 21, 'to communicate with students outside the class' was marked as often, six of them were marked as usually, 11 of them were marked as sometimes, and only item 12 'to give instructions' was marked as rarely (see Table 4.14).

Table 4.14. The means and the participation levels of the beliefs of the instructors on the use of mother tongue in the classroom according to the belief questionnaire (Part 1: items 8-26).

Items	Mean	sd	Participation Level
8. to explain what I aim to tell my students.	2.80	.52	Sometimes
9. to explain grammar rules.	3.45	.89	Usually
10. to explain the meaning of new words.	2.70	.92	Sometimes
11. to give feedback.	3.35	1.04	Sometimes
12. to give instructions.	2.55	.94	Rarely
13. to explain class rules.	3.00	.79	Sometimes
14. to talk about the exams.	3.41	.88	Usually
15. to maintain discipline.	3.15	.93	Sometimes
16. to make my students comfortable.	3.35	.93	Sometimes
17. to elicit English words or sentences.	2.70	.47	Sometimes
18. to catch the students' attention.	2.75	.97	Sometimes
19. to give assignments.	2.85	.75	Sometimes
20. to talk about administrative information (course policies, announcements, deadlines, etc.).	3.80	.95	Usually
21. to communicate with students outside the class.	4.40	.68	Often
22. to explain difficult concepts or ideas.	3.95	.89	Usually
23. to check comprehension.	3.25	.79	Sometimes
24. to discuss the techniques or procedures used in class.	3.35	.87	Sometimes
25. for rapport building purposes. (Making jokes, showing concern to the students, showing empathy, etc).	4.00	.86	Usually
26. because of time limitation. (I have to cover too much material in a short time).	3.50	1.00	Usually

When the means of the items (27-67) related to beliefs have been analyzed, it can be seen that participants totally disagreed with only two items, item 63 'instructions in the exams should be in Turkish' and item 64 'writing topics in the exams should be explained in Turkish', they disagreed with 12 of the items, they were not sure about 14 of the items, they agreed with 10 of the items, and they totally agreed with 3 of them, item 28 'the more English the students use, the better they will be in learning English', item 51 'It is easier for me to use English with more advanced students', and item 55 'If the students are motivated it makes it easier to conduct the class in English' (see Table 4.15).

Table 4.15. The means and the participation levels of the beliefs of the instructors on the use of mother tongue in the classroom according to the belief questionnaire (Part 2: items 27-67).

Items	Mean	sd	Participation Level
27. in order to make our students successfully acquire English, we should not use any Turkish.	2.45	1.45	Disagree
28. the more English the students use, the better they will be in learning English.	4.35	.75	Totally Agree
29. there is no need for Turkish to be used in the classroom at all.	2.10	.72	Disagree
30. the instructor should use only English to teach about grammar and use of English.	2.55	1.00	Disagree
31. students should use only English to learn about grammar and use of English.	2.45	.95	Disagree
32. the instructor should use only English when giving directions for activities.	2.90	1.07	Not Sure
33. the instructor should use only English to discuss course policies, attendance, and other administrative information.	2.50	1.00	Disagree
34. students should use only English to discuss course policies, attendance, and other administrative information.	2.70	.92	Not Sure
35. regardless of how much English students prefer to use, the instructor should use English at all times in the classroom.	2.90	1.07	Not Sure
36. students should use only English in the entire time they are in the classroom with both the instructor and fellow students, even when not working on a specific activity.	2.55	.76	Disagree
37. my students generally feel anxious about using English.	3.80	1.20	Agree
38. it is frustrating for my students to communicate in English.	3.41	1.14	Agree
39. students generally feel uncomfortable or anxious in speaking English during activities like family, weather, FL culture, literature, study abroad, sports, hobbies, daily routines, etc..	3.15	1.27	Not Sure
40. students generally feel uncomfortable or anxious	3.60	1.14	Agree

using English when working on or asking questions about grammar and use (e.g., verb conjugations, word order, agreement, idioms, vocabulary, etc.).			
41. students generally feel uncomfortable or anxious using English when working on or asking questions about tests, quizzes, and other assignments (how much will be covered, format of test sections, etc.).	3.45	1.05	Agree
42. in order to make our students successfully acquire English, we should use Turkish.	3.25	.91	Not Sure
43. use of Turkish aids comprehension.	3.65	.99	Agree
44. use of Turkish is more effective.	2.65	.99	Not Sure
45. I will lose control of the class if I refuse to speak in Turkish.	2.35	1.04	Disagree
46. using English demands more class time.	3.50	1.10	Agree
47. using English demands more preparation in advance.	3.05	1.23	Not Sure
48. using English needs extra effort.	3.05	1.23	Not Sure
49. When I am too tired, I don't use English.	2.20	1.15	Disagree
50. Using English all the time in the classroom tires me.	2.60	1.14	Disagree
51. It is easier for me to use English with more advanced students.	4.47	.75	Totally Agree
52. students do not have to use only English to learn about grammar and use of English.	3.63	.74	Agree
53. students convince themselves that they don't understand when I speak in English.	3.10	1.25	Not Sure
54. some of my students don't understand what I am saying when I speak in English.	3.41	1.14	Agree
55. If the students are motivated it makes it easier to conduct the class in English.	4.35	.59	Totally Agree
56. It is hard for me to use English in the classroom when my students see no use in it.	3.65	1.04	Agree
57. since my students are used to using Turkish, it is hard for me to change it.	2.90	.97	Not Sure
58. since students are used to their previous teachers' using Turkish, it is hard for me to change it.	3.00	1.02	Not Sure
59. using Turkish in classroom helps the students learn English.	2.80	.89	Not Sure
60. there are things that can be done more efficiently in Turkish than English.	2.90	.97	Not Sure
61. my students do not feel anxious about using English.	2.40	1.05	Disagree
62. the students feel more comfortable about some functions or topics in Turkish rather than in English.	3.85	.81	Agree
63. instructions in the exams should be in Turkish.	1.80	.77	Totally Disagree
64. writing topics in the exams should be explained in Turkish.	1.60	.60	Totally Disagree
65. rubrics in the exams should be explained/given in Turkish.	1.90	.79	Disagree
66. students can help each other during the classes by using Turkish.	3.30	1.17	Not Sure
67. Weather the students are motivated or not does not make any difference when conducting the class in English.	2.20	.83	Disagree

Although it is important for students to think that the language learned is a tool for communication, the instructors believe that they should use L1 mostly 'to communicate with students outside the class' (m: 4.40; sd: .68) (item 21). Then 'for rapport building purposes (making jokes, showing concern to the

students, showing empathy, etc)' (m: 4.00; sd: .85) (item 25) and 'to explain difficult concepts or ideas' (m: 3.95; sd: .88) (item 22) follows.

Rapport building is one of the functions mentioned for which L1 is used in most of the studies done previously such as Schweers (1999), Kharma and Hajjaj (1989), Li (2008), Saxena (2009), Ferguson (2003), Al-Nofaie (2010), Bateman (2008), Polio and Duff (1994), and Harbord (1992). Moreover, Köksal (2006) found out in his study that the non-native English teachers built rapport with the students easier when compared with the native speakers, (p. 67) which may be because the teachers can speak the learners' native language.

The item that L1 should be used the least according to the instructors is 'to give instructions' (m: 2.55; sd: .94) (QB-item 12). In Tang's (2002, p. 3) study, one of the teachers used L1 mostly so as to give instructions contrary to the beliefs of the instructors in the present study. Giving instructions by using L1 is also mentioned in the studies of Sampson (2012), Lin (1988), Kim and Elder (2005), Jingxia (2009), Atkinson (1987), Liu, Ahn, Baek, and Han (2004), Inbar-Lourie (2010), Mattioli (2004), Cole (1998), and Meyer (2008). The instructors, in our study, might have given the instructions in L2 simply because they appear in English in the text books used.

The following item for which the instructors believe the mother tongue should be used the least is 'to explain the meaning of new words' (m: 2.70; sd: .92) (QB-item 10), which is again one of items L1 was used the most in Tang's (2002, p. 3) study. Item 17 'to elicit English words or sentences' (m: 2.70; sd: .47) follows item 10 (see Table 4.13).

4.3.1. Research Question 3.a: Are these beliefs and the applications in the classes consistent?

The results of our data point out that the beliefs of the instructors about the use of L1 in classes and their applications in the classes do not correlate with each other.

The instructors claim that they should use L1 mostly for ‘for rapport building purposes (making jokes, showing concern to the students, showing empathy, etc)’ (m:4.00; sd: .858) (QB-item 25), and it was a reason given in the interviews for using L1 and it was mentioned by almost all of the instructors, and they claimed that using L1 was a better idea in this concern since it is the actual identities of the students, they stated that the students would feel more comfortable and care more when L1 was used. This idea is supported by Kavaliauskienė (2009) who pointed out that “if learners of a second language are encouraged to ignore their native language, they might well feel their identity threatened” (p.37).

The identity issue was also mentioned by Belz (2003) as “the vetoing of L1 use is applied to identity issues, for since language acts as a marker of identity, denial of first language use also denies students part of their identity and demeans the value of their language in comparison with the TL” (cited in Lourie, 2010, p. 353). However, this item is actually at the 7th rank in the classroom applications in the class recordings (see Table 4.16).

Table 4.16. The comparison of the amount of L1 the instructors claim that they should use mostly in different situations in the foreign language classes through the belief questionnaires and the real situation in the class recording results.

Situation	Mean	Standard Deviation	Participation Level	The Rank in the Recordings
For rapport building purposes. (Making jokes, showing concern to the students, showing empathy, etc)	4.00	.858	Usually	7
To explain difficult concepts or ideas	3.95	.887	Usually	45
To talk about administrative information (course policies, announcements, deadlines, etc.)	3.80	.951	Usually	49
To explain grammar rules	3.45	.887	Usually	9

More interestingly, although ‘to explain difficult concepts or ideas’ (m: 3.95; sd: .887) (QB-item 22) is the second item that is claimed to be the reason to use L1 for, it is very close to the end in the evaluation of the recordings which means, very little L1 is actually used for this item in application.

Furthermore, the item 20 'to talk about administrative information (course policies, announcements, deadlines, etc.)' (m: 3.80; sd: .95) is on the third rank in the questionnaire B, and it is also mentioned by the instructors during the interviews as a reason to use L1 in the classes, however, it is actually one of the items that they used very little L1 for according to the recording results.

Item 9 (QB) 'to explain grammar rules' (m: 3.45; sd: .88) is very similar to the 25th item (QB) 'for rapport building purposes. (Making jokes, showing concern to the students, showing empathy, etc).', that is, this item is on the fourth rank in the questionnaire, it was also mentioned in the interviews by almost all of the instructors as one of the primary reasons for using L1 in the class, but it is on the ninth rank in the recordings (see Table 4.17).

Table 4.17. The comparison of the amount of L1 the instructors claim that they should use the least in different situations and the results of class recording.

Situation	Mean	Standard Deviation	Participation Level	The Rank in the Recordings
To give instructions	2.55	.945	Rarely	6
To explain the meaning of new words	2.70	.923	Sometimes	4
To elicit English words or sentences	2.70	.470	Sometimes	10
To catch the students' attention	2.75	.967	Sometimes	32

When it comes to the items that the instructors say they should use L1 least for, the first rank is for item 12 'to give instructions' (m:2.55 sd: .945), however, when the actual use is considered, it is one of the items that the instructors use the most L1 for. Moreover, it was one of the reasons that mostly mentioned by the instructors during the interviews when asked about which situations they used L1 for. This means that, they do not believe that L1 should be used in this situation, but they use it for this item and they are aware of this.

Similarly, item 10 'to explain the meaning of new words' (m: 2.70; sd: .92) in the questionnaires is the second item that the instructors chose to use L1 the least for. Most of the instructors stated in the interviews that they used other ways of explaining the unknown words and that they used the mother tongue as

the last resort if nothing worked because when they immediately told the L1 meaning, the students could not learn that word (18). In addition, I4 pointed out that giving the Turkish meaning was not an effective teaching technique. However, it is on the 4th rank, which is one of the most frequently used items in the recordings.

Moreover, item 17 'to elicit English words or sentences' (m: 2.70; sd: .47) is on the third rank for the least L1 use in terms of the instructors' beliefs, although it is actually in the mostly used part of the recordings.

Lastly, item 18 'to catch the students' attention' (m: 2.75; sd: .96) is in the "least L1 should be used for" in the questionnaire but it is not in the same list when the recordings are examined although it is not among the ones that L1 is mostly used for. This item is also mentioned in the interviews, and most of the instructors claimed that they used L1 to catch their students' attention especially when the students started to lose concentration. The instructors stated that when they, suddenly, started using L1, the students woke up, and tried to understand what was going on and why the instructor was using L1, so it was a good way to help students to concentrate on the class again. Two of the instructors, I6 and I20 pointed out that they deliberately used Turkish to keep the students within the lesson, and to gather their attention.

When all these results for this research question are observed, it can be concluded that the instructors are actually aware of how much L1 they use for which purposes, but their beliefs and their applications are not consistent with each other because they cannot actually apply these things in the classroom, in an actual teaching environment.

4.3.2. Research Question 3.b: Do these beliefs differ according to the teacher related variables?

4.3.2.1. Teachers' Experience

When the means of the items (1-26) on the beliefs of the instructors and the years of their experience are examined ($p=0.73>0.05$), it can be seen that there is no statistically significant difference between them (see Table 4.18).

Table 4.18. The comparison of the beliefs of teachers on the use of mother tongue and their experience for the items 1-26.

	Years of Experience	Number	Mean	Kruskal Wallis Test P Value
Items 1-26	1-5	7	11.57	0.73
	6-10	5	9.30	
	11 and more	8	10.31	
	Total	20		

Similarly, when the means of the items (27-67) on the beliefs of the instructors and the years of experience they have are examined ($p=0.28>0.05$), it can be seen that there is no statistically significant difference between them.

Oflaz (2009) also found out in his study that “experience does not affect the attitudes towards the use of mother tongue in the classroom (Sig.=.46>P.05)” (p. 65). Furthermore, Moran (2009) found out that the frequencies of code switching of the teachers in her study did not differ according to the years of experience they had. However, contrary to what the present study and Oflaz’s (2009) and Moran’s (2009) studies found out, Crawford (2004) says something else as “besides learners’ level, teachers’ professional experience impacts the degree to which they resort to L1. The more they are experienced, the less they use L1” (cited in Al-Nofaie, 2010, p.7). Moran (2009) made another comparison between the experienced and inexperienced teachers’ frequencies of code switching according to the levels they teach and she found out that the experienced teachers used more code

switching than the inexperienced ones in the lower level classes which is again contrary to what Crawford says as mentioned above (see Table 4.19).

Table 4.19. The comparison of the beliefs of teachers on the use of mother tongue and their experience for the items 27-67.

	Years of experience	Number	Mean	Kruskal Wallis Test P Value
Items 27-67	1-5	7	11.86	0.28
	6-10	5	10.50	
	11 and more	8	9.31	
	Total	20		

4.3.2.2. Teachers' Educational Background

When the means of the items (1-26) on the beliefs of the instructors and the department they graduated (whether they are ELT graduates or not) are examined ($p=1>0.05$), it can be seen that there is no statistically significant difference between them (see Table 4. 20).

Table 4.20. The comparison of the questions (1-26) on the beliefs of the instructors and their BA departments.

	BA Department	Mean	Mean Rank	Mann-Whitney Test P Value
Items 1-26	ELT	13	10.50	1.00
	NON-ELT	7	10.50	
	Total	20		

When the means of the items (27-67) on the beliefs of the instructors and the department they graduated (whether they are ELT graduates or not) are examined ($p=0.15>0.05$), it can be seen that there is no statistically significant difference between them (see Table 4. 21).

Table 4.21. The comparison of the questions (27-67) on the beliefs of the instructors and their BA departments.

	BA Department	Mean	Mean Rank	Mann-Whitney Test P Value
Items 27-67	ELT	13	9.77	0.15
	NON-ELT	7	11.86	
	Total	20		

When the means of the items (1- 26) on the beliefs of the instructors and whether they are MA graduates or not are examined ($p=0.76>0.05$), it can be seen that there is no statistically significant difference between them (see Table 4. 22).

Table 4.22. The comparison of the questions (1; 26) on the beliefs of the instructors and their being MA graduates or not.

	MA Graduate	Mean	Mean Rank	Mann-Whitney Test P Value
Items 1-26	Yes	5	11.10	0.76
	No	15	10.30	
	Total	20		

When the means of the items (27- 67) on the beliefs of the instructors and whether they are MA graduates or not are examined ($p=1>0.05$), it can be seen that there is no statistically significant difference between them (see Table 4. 23).

Moran (2009) also examined whether the use of L1 in the classroom is affected by the teachers' having an MA degree or not by using the same method in the present study (Mann Whitney-U), and she also found out that there was not a statistically significant difference. The p value she found out was also "1.00". However, she did not look at the departments of the teachers they graduated, namely, whether they are ELT graduates or not, moreover,

while in the present study the instructors with only ELT MAs were counted as MA graduates, Moran counted every teacher that had an MA in English regardless of the departments (ELT, ELL, Linguistics, etc).

Table 4.23. The comparison of the items 27-67 on the beliefs of the instructors and their being MA graduates or not.

	MA Graduate	Mean	Mean Rank	Mann-Whitney Test P Value
Items 27-67	Yes	5	10.50	1.00
	No	15	10.50	
	Total	20		

4.3.3. The content of the course

When the Figure 4.3 below is examined, it can be seen that in three of the courses, namely, reading, writing, and core language courses, the instructors believe that they should 'sometimes' use L1 while they say 'rarely' for the listening speaking course.

For core language and writing classes, none of the instructors stated they should 'never' use L1 which means all of them believe that L1 is necessary to some extent in these courses. In their interviews, all of the instructors stated that they used L1 mostly in these skills, first in writing, and then, in core language classes. This means that, the instructors' beliefs on using L1 and the amount they claim they use are in accordance with each other.

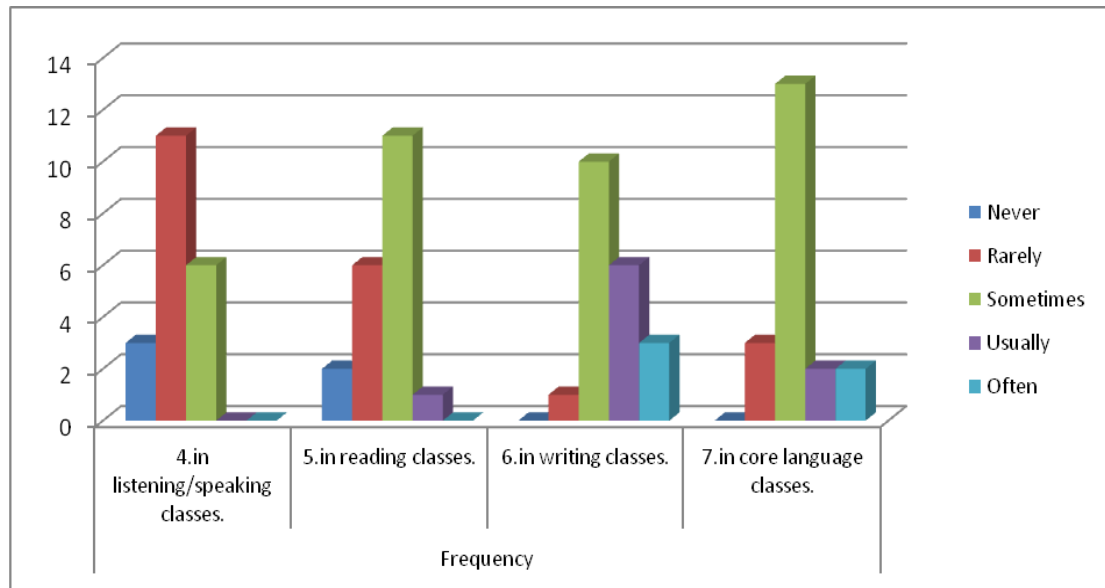


Figure 4.2. The answers of the instructors to the question on the amount of L1 they believe they should use according to different course contents.

The choice 'often' was not chosen for listening/speaking and reading courses and 'usually' was also not a choice for listening/speaking courses in using L1.

The means, standard deviations and the participation levels of the instructors beliefs on using L1 according to different course contexts can be seen on Table 4.24 below.

It is interesting that the participation level of listening and speaking classes was not 'never' because in the interviews they stated that English should mostly be used in these classes, and it is not necessary to use L1 there. For reading, most of them stated that they only used L1 to explain the vocabulary items that the students did not understand through the other techniques of teaching vocabulary.

There is another difference between the beliefs and the interview results; for writing and core language classes, none of the instructors stated they rarely used L1 in the interviews but there is one (5%) instructor stating that s/he uses

L1 rarely for the writing class and there are three (15%) for the core language classes (see Table 4.24).

Table 4.24. The beliefs of the instructors on the use of L1 in classes according to different course contexts.

Items	Mean	Sd	Participation Level
3. Listening/speaking classes.	2.15	.67	Rarely
4. Reading classes.	2.55	.76	Rarely
5. Writing classes.	3.55	.83	Usually
6. Core language classes.	3.15	.81	Sometimes

Moran (2009) also looked into whether the amounts of the teachers' code switching change according to the course they taught, and she also found out that there was not a significant difference among the reading, writing, and grammar courses as it is shown in the present study, too. She stated that "when the type of course is taken into account, teachers' CS is not observed more frequently in any one of the course types (reading, writing and grammar)" (p. 96).

4.4. Research Question 4: What are the beliefs of the students regarding the use of mother tongue in the foreign language classrooms?

The item that the choice 'totally agree' is mostly marked by the students (n: 212- 74%) is item 37, 'The more we use English, the better we learn it'. This shows that the students are aware of the importance of using the target language in the classroom.

There is only one item that was totally disagreed, and it was item 53 'When our instructor is too tired, s/he doesn't use English'. 8 of the items were marked as agree, 20 of them were marked as not sure, and 4 of them were marked as disagree (see Table 4.25).

Table 4.25. The means, standard deviations and the participation levels of the students' beliefs on the use of mother tongue in the classes.

Items	Mean	sd	Participation Level
In order to successfully acquire English, we should separate it from Turkish.	3.57	1.23	Agree
36. The more English we use, the better we will learn it.	4.70	.59	Totally Agree
37. there is no need for Turkish to be used in the classroom.	2.71	1.13	Not Sure
38. the instructor and students should use only English to learn about grammar and use of English.	3.00	1.12	Not Sure
39. the instructor should use only English when giving directions for activities.	2.97	1.06	Not Sure
40. The instructor and students should use only English to discuss course policies, attendance, and other administrative information.	2.36	1.07	Disagree
41. regardless of how much English students choose to use, the instructor should use English at all times in the classroom.	3.15	1.2	Not Sure
42. students should use only English in the entire time they are in the classroom with both the instructor and fellow students, even when not working on a specific activity.	3.15	1.2	Not Sure
43. I generally feel anxious about using English.	2.93	1.31	Not Sure
44. It is frustrating for me to communicate in English.	2.95	1.35	Not Sure
45. I generally feel uncomfortable or anxious speaking English during activities about English topics (family, weather, FL culture, literature, study abroad, sports, hobbies, daily routines, etc.).	2.67	1.29	Not Sure
46. I generally feel uncomfortable or anxious using English when working on, discussing, or asking questions about grammar and use (e.g., verb conjugations, word order, agreement, idioms, vocabulary, etc.).	3.05	1.18	Not Sure
47. I generally feel uncomfortable or anxious using English when working on, discussing, or asking questions about tests, quizzes, and other assignments (how much will be covered, format of test sections, etc.).	2.89	1.17	Not Sure
48. It is necessary to use Turkish in the class.	3.29	1.10	Not Sure
49. Use of Turkish aids comprehension.	3.69	1.0	Agree
50. Using English demands more class time.	2.97	1.20	Not Sure
51. Using English needs extra effort.	3.74	1.04	Agree
52. When our instructor is too tired, s/he doesn't use English.	1.69	.87	Totally Disagree
53. Using English all the time in the classroom tires me.	3.08	1.17	Not Sure
54. I think I don't understand when our instructor speaks in English.	2.18	.99	Disagree
55. There is no use in using English in the classroom.	2.23	1.14	Disagree
56. Students can talk in Turkish in the class both with the instructors and with the students when they are not doing a specific activity.	3.43	1.04	Agree
57. I am used to use Turkish in the classroom.	3.32	1.04	Not Sure
58. I am used to my teachers' using Turkish, it is	2.40	1.08	Disagree

hard for me to change it.			
59. Using Turkish in classroom helps me learn English.	2.95	1.21	Not Sure
60. There are things that can be done more efficiently in Turkish than English.	2.70	1.15	Not Sure
61. I feel more comfortable about some functions or topics in Turkish rather than in English.	3.65	.99	Agree
62. Instructions in the exams should be explained/given in Turkish.	3.14	1.18	Not Sure
63. Writing topics of the exams should be explained/given in Turkish.	2.86	1.24	Not Sure
64. Rubrics in the exams should be explained/given in Turkish.	2.86	1.22	Not Sure
65. We can help each other with my peers during the classes by using Turkish.	3.76	.95	Agree
66. Using English in the class all the time does not require more time.	3.25	1.13	Not Sure
67. Turkish should be used in order to talk about the class rules, attendance or administrative information in class.	3.72	1.06	Agree

Most of the students stated during the interviews that they can understand why English should be used in the classes and they believed that it should be used in order to help them improve their speaking skills. For instance, one of the students, S2, pointed out that Turkish should not be used in the classes, and the more English was used, the better it would be. Moreover, S4 stated that when the vocabulary items were explained in English, they were learnt better and the learning became more lasting.

They also stated that they did not use English while they were talking to their friends during the group/pair work activities but they all answered this question with a shy smile on their faces which meant that they knew and believed that they should not use L1. They also mentioned that they used L1 while they were trying to help their friends with something they did not understand in the class.

In a study, Brooks-Lewis (2009) used the mother tongue of the Spanish learners of English at the beginning levels and then she asked for feedback from the students. Although most of the students were satisfied with this method, one of the students stated that “I would like the teacher to talk more in

English because it is the only way that we are going to learn the language' (data #186, essay)" (p.224).

Brooks – Lewis (2009) talked about her Spanish learning experience in her article and she explained that since the teacher had used Spanish all the time, she did not feel comfortable and could not learn more than grammar. She added that she doubted that she may not have the ability to learn a language (p. 217). Therefore, it is acceptable that the students say 'I feel more comfortable when I use L1 in some uses or topics.' To support this idea more, Butzkamm (2003) says that 'The mother tongue is, for all school subjects, including foreign – language lessons, a child's strongest ally and should, therefore, be used systematically' (p. 3).

4.4.1. Research Question '4.a. Do these beliefs differ according to the target language levels of the students?'

When we analyze the differences of the beliefs according to the language levels of the students the below mentioned results are found.

When we compare the means of these items to the levels of the students, it can be seen that there is a statistically significant difference between their language levels and beliefs since $p=0.02<0.05$, (see Table 4.26).

When we examine which levels have the difference, the beliefs differ between the intermediate and upper intermediate levels as $p=0.02<0.05$. Nation (2003) pointed out that "using L2 can be a source of embarrassment particularly for shy learners and those who feel they are not very proficient in the L2" (p. 2). Hence, if the language level of the learners is low, they might want to use more L1 in the class and this idea supports the findings in the present study.

Table 4.26. The comparison of the means of the beliefs of the students with their levels.

Level		P Value
Pre Intermediate	Intermediate	0.60
	Upper Intermediate	0.07
Intermediate	Pre Intermediate	0.60
	Upper Intermediate	0.02
Upper Intermediate	Pre Intermediate	0.07
	Intermediate	0.02

However, there are also some contrasting studies. Sampson (2012, p.296), for instance, compared two different level (pre-intermediate and upper-intermediate) groups of students' codeswitching frequencies and found out that there was no difference between them. Eldridge (1996) also looked at the differences in code switching strategies of the students according to their levels and found no relation between them. He concluded that "to assume, therefore, that the greater the competence in the target code, the less the learner will switch to the native code, may not be correct" (p. 304).

4.5. Research Question 5: Are the instructors satisfied with the amount of English they use in the classes, or do they want to use more or less than the present one?

As it is also seen in Table 4.27 and Figure 4.4 below, most of the instructors are satisfied with the amount of English they use in their classes and some of them want to use it more. However, there are very few of them who think they should use less English, which means they are not in favor of using a lot of mother tongue in their classes. However, in the interviews, only three of the instructors (15%) stated that they believed they used English at the perfect amount, and they did not wish to decrease or increase it. The rest stated that they wished to use more English during the classes. Some of them also claimed that the ideal way was to use no L1 at all; however, they sometimes used it, and most of the time, the level of the students did not let them do so. As I17 pointed out 'Actually, Turkish should not be used, the ideal way is this, if I had to answer this question in a job interview, I would say I would not use any Turkish, but it is sometimes really necessary.'

Table 4.27. The amount of English the instructors want to use in the classes.

	Less Than Now		The Same Amount As Now		More Than Now		Total	
	F	%	F	%	F	%	F	%
32. Listening/Speaking Classes	3	15	10	50	7	35	20	100
33. Reading Classes.	2	10	11	55	7	35	20	100
34. Writing Classes.	2	10	11	55	7	35	20	100
35. Core Language Classes.	3	15	9	45	8	40	20	100

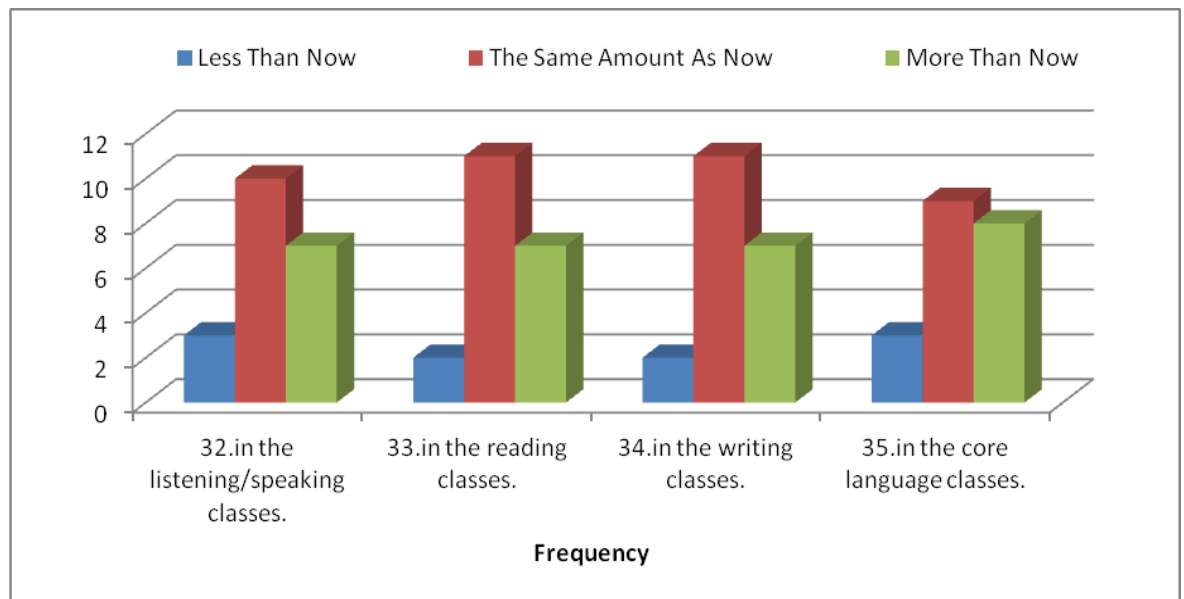


Figure 4.3. The amount of English the instructors want to use in the classes.

In contrast with the findings of the present study, Cianflone (2009) concludes that “teachers subscribe to the judicious use of mother tongue” (p. 3). Moreover, as Duff and Polio (1990) and Kim and Elder (2005) found out in their studies, even if the teacher is a native speaker of the language taught in the class, they still have the tendencies of using the mother tongue of the students. Therefore, some of the instructors’ use of mother tongue, and their belief that their being satisfied with their use of mother tongue cannot be thought to be too much.

4.6. Research Question 6: Are the students satisfied with the amount of English their teachers use in the class or do they want their teachers to use more or less English than now?

Regarding the beliefs of the students about the amount of English that should be used in the classes, we can report that more than 50% of them are happy with the amount of English used in their classes in all four skills.

Table 4.28. The satisfaction levels of the students with the amount of English their teachers use in the classes.

		More Than Now	Same As Now	Less Than Now	Total
32. How much English do you want to be used in the listening speaking classes?	F	13	154	119	286
	%	5	54	42	100
33. How much English do you want to be used in the reading classes?	F	17	166	103	286
	%	6	58	36	100
34. How much English do you want to be used in the writing classes?	F	20	185	81	286
	%	7	65	28	100
35. How much English do you want to be used in the core language classes?	F	22	182	82	286
	%	8	64	29	100

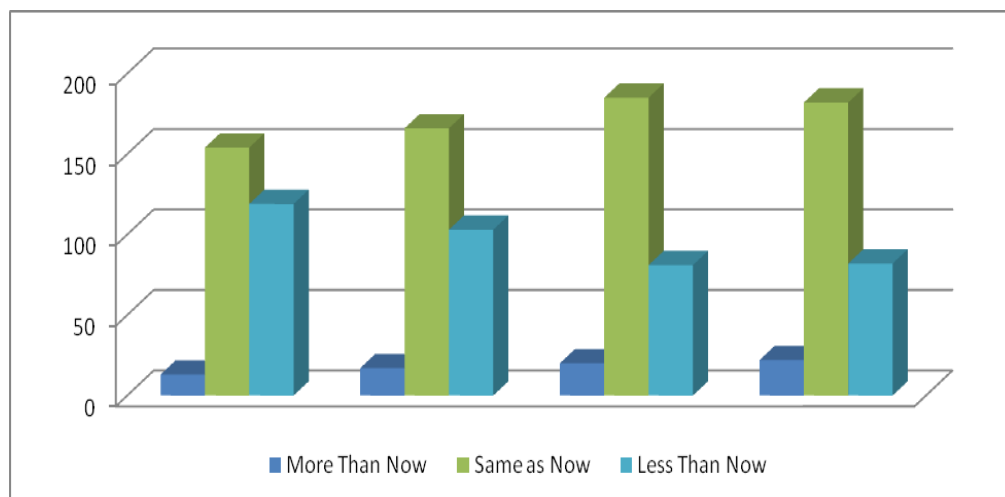


Figure 4.4. The satisfaction levels of the students with the amount of English their teachers use in the classes.

According to the results of our data, most of the students (54% for listening and speaking classes, 58% for reading classes, 65% for writing

classes, and 64% for core language classes) are happy with the amount of English used in the classes. On the other hand, some of them (42% for listening and speaking classes, 36% for reading classes, 28% for writing classes, and 29% for core language classes) even want it to be used less. The students also stated during the interviews that they were satisfied with the amount of English their teachers used in the classes, and they stated so no matter how much L1 their teachers used.

Duff and Palio (1990) asked the same question to the students in their study and expressed that “in every class, 71 to 100 percent of the students favored the current amount of English, regardless of what that amount actually was” (pp. 157,158). They also concluded that “more use of the target language (up to 100%) does not bother students; only 9 to 18 percent of the students in the three classes with the most TL use requested more English” (p. 158).

CHAPTER FIVE

CONCLUSION

5.1. Introduction

In this chapter, a brief summary of the study with its aims and findings has been presented. Then, the discussion of the implications of the study follows before a set of suggestions are presented for further research.

5.2. Overview of the Study

This study aimed to identify to what extent and in which situations the instructors use Turkish, the mother tongue, in their classes in the School of Foreign Languages, Pamukkale University, and whether they were aware of it or not. Another aim of this study was to investigate whether the instructors' use of Turkish was affected by different variables such as the level of class, the content of the course (writing, reading, core language, listening & speaking), the instructors' educational background and their teaching experience. In addition, another aim of the study was to find out as to what the beliefs of the instructors on the use of mother tongue in the foreign language classrooms were, if they were consistent with the applications in the classes or not, and if these beliefs differed according to different variables such as the instructors' experience, their educational background, and the content of the course. Furthermore, the study also aimed to discover what the beliefs of the students on the use of mother tongue in the foreign language classrooms and if these beliefs differed according to their target language levels or not. One more aim of the study was to explore whether the instructors were satisfied with the amount of English they used in the classes, or if they wanted to use more or less L2 than the present

one. To find out whether the students were satisfied with the amount of English their teachers used in the class or whether they wanted their teachers to use more or less English than the present situation was the last aim of the study. Therefore, the research was designed as a descriptive study consisting of both quantitative and qualitative research instruments. As a quantitative instrument, 160 classroom hours of a total of 20 instructors were recorded and analyzed so that the amount of the use of L1 in the classes and the reasons for using it emerged from the data. The other quantitative instruments were the three questionnaires based on 3-point and 5-point Likert scales. They were constructed in order to be able to support and make generalizations about the findings of the classroom recordings, and also to find out the beliefs of the students and the instructors on the use of L1 in their classrooms. Two of the questionnaires were administered to 20 instructors at different times and one of them questionnaires was administered to 286 students who studied in the classes of the participant instructors. In order to triangulate the findings of the classroom recordings and the questionnaires, two different semi-structured interviews were applied, one for the instructors, and the other for the students of these instructors as qualitative research instruments.

In the analysis of the data, the data collected through the classroom recordings were listened, the seconds L1 was used and the possible reasons for it were noted down, then the results of the recordings and the questionnaires were analyzed through SPSS 16.0. In addition, the data collected from the interviews of instructors and students were analyzed and used to back up and enrich the findings of the qualitative data.

As using L1 is seen as a taboo in the language classes in general, the language teachers developed many ways to avoid both their own and the students' use of it. As it was emphasized by Saxena (2009, p. 174) the teachers may ignore the students that use L1, they may say 'excuse me?' to make the students repeat it in L2, or even fine them with small amounts of money whenever they use L1. However, most of the teachers are also aware that it is sometimes 'inevitable' (Sawena, 2009, p. 174) to use L1 in the foreign language classes. Pollard (2008, p.6) gave some examples to these inevitable times of

using L1 as the times the students could not understand what you were trying to explain them in L2, or when you were in a hurry. The present study gives more situations when the teachers feel that they have to use L1 so, it will help other teachers to be able to decide whether to use L1 or not in different circumstances.

As for the first research question “How much Turkish do the instructors use in the classes and in which situations, and are they aware of it?”, the results of the recordings were examined and it was found out that the instructors used L1 mostly “to make the topic/meaning clear (by giving examples, explaining, making extra explanations, etc)”, the least “to help the students find the correct answers to the questions and activities” and the results found out through the recordings and the questionnaires were different, this means that the instructors are not totally aware of the circumstances they use L1 for.

The findings for the second research question “Is the teachers’ use of Turkish affected by different variables?” revealed that the L1 use of the instructors changed according to the level of the class, although it was not statistically significant ($p=0.357>0.05$). Furthermore, the use of L1 of the instructors changed according to the content of the course, and at this point, the change was statistically significant ($p=0.032<0.05$). In terms of the educational backgrounds of the teachers, the data revealed that the instructors who had graduated from non-ELT departments used more L1 than those graduated from ELT departments, however, this difference was not statistically significant ($p=0.29>0.05$). When the effect of the teacher experience analyzed, it was seen that there was a difference in the means, but it was not statistically significant ($p=0.67>0.05$).

The answers for the third research question “What are the beliefs of the instructors regarding the use of mother tongue in the foreign language classrooms?” and its sub-questions “Are these beliefs and the applications in the classes consistent?”, “Do these beliefs differ according to the teacher related variables: Teachers’ experience, teachers’ educational background”, “Do these beliefs differ according to the content of the course?” were found out as the instructors believed that they should use L1 often to communicate with students

outside the class' (m: 4.40; sd: .68) and the least 'to give instructions' (m: 2.55; sd: .94) However, the beliefs of the instructors and the applications of them did not correlate with each other. When the effect of the instructors' experience on their beliefs was analyzed, it was seen that there was no statistically meaningful effect of their experience on their beliefs ($p=0.73>0.05$) for the items (1-26) in the belief questionnaire, and ($p=0.28>0.05$) for the items (27-67) again in the belief questionnaire. Moreover, the educational background of the instructors also did not make a statistically significant difference regarding their beliefs on the use of L1 in the classes ($p=1>0.05$) for the items (1-26), and ($p=0.15>0.05$) for the items (27-67)). The beliefs of the instructors on the use of L1 changed according to the course content as, in one of the courses, namely, in writing course, they believed that they should 'usually' use L1 and in core language classes, they believed they should 'sometimes' use it while they state 'rarely' for the listening/speaking and reading courses.

Regarding the 4th research question "What are the beliefs of the students regarding the use of mother tongue in the foreign language classrooms?" and its sub-question "Do these beliefs differ according to the target language levels of the students?" it was found out that 212 of the participating students totally agreed with the belief 'The more we use English, the better we learn it' and to support this, most of the students stated during the interviews that they can understand why English should be used in classes, and they believed that it should be used in order to help them improve their speaking skills. When we look at whether these beliefs differ according to the students' language levels, a statistically significant difference was found ($p=0.02<0.05$) and the difference was between the intermediate and upper intermediate levels ($p=0.02<0.05$).

When the questionnaire results were examined to find out the answer for the 5th research question "Are the instructors satisfied with the amount of English they use in the classes, or do they want to use more or less than the present one?" it was found out that most of the instructors were satisfied with the amount of L2 they used in their classes while only 15% of them stated so, during the interviews the rest pointed out that they wanted to increase the amount of L2 they used in the class.

Both the questionnaire and the interview results for the 6th research question “Are the students satisfied with the amount of English their teachers use in the class or do they want their teachers to use more or less English than the present situation?” were in the same way as, no matter how much L1 the instructors used in the classes, the students were satisfied with that amount.

5.3. Implications of the Study

The findings of this study have some implications for language teachers which will help them in terms of their professional development and teaching skills. There is no doubt that L2 should be used in the classes as much as possible, however, as Atkinson (1993) also supports, L1 is a really good resource and teachers should not feel that using it in the classes is not right.

Research on the use of L1 in L2 classes has shown that there are different circumstances that the teachers use L1 for (Auerbach, 1993; Brooks-Levis, 2009; Janulevičienė & Kavaliauskienė, 2002; Kavaliauskienė & Mazeikienė & Valūnaitė-Oleškevicienė, 2010; Storch & Wigglesworth, 2003; Then & Ting, 2009; Harbord, 1992; Swain & Lapkin, 2000; Sharma, 2006). These researches have used different data collection methods like recordings, questionnaires or interviews. The present study attempted to use all three of these methods to find out more about these circumstances along with other research questions in mind through a large number of participants. Therefore, the results are expected to offer a comprehensive answer to the questions and help teachers to become more aware of the use of L1 in the classes.

Teachers should be aware of the amount and the circumstances in which others use L1 because it is generally thought that L1 should not be used in the classes at all, however, in practice, it is sometimes needed. It is the best idea for sure to use L2 most of the time but teachers should also know that there is no need to cut the ground out from under the students' feet so they should not feel guilty while using L1 when it is really appropriate to do so. The situation might also be in the opposite way, that is, the teachers might be counting too much on L1, which, again, is not a good idea. Through this study, we hope they

will be able to see the circumstances in which the others use L1, which are the realistic circumstances, and have it as a base for their use, too.

As one of the results of the present study also suggests, even the instructors in the study were not really aware of how much and why they used L1; thus, this study may have an impact on the teachers reading it in terms of questioning their own L1 use and being more aware of their own teaching.

Teacher trainers also may make use of the present study while they are training the teachers. They may explain them that using the target language as much as possible should be the goal of every foreign language teacher, however, the use of the students' L1 might also be necessary from time to time, so it should not be a taboo for them. This study might help them to decide how much and for which functions some teachers feel the necessity of using L1 in their classes. Hence, the teacher trainers might enlighten the teachers in terms of these situations. They might find some solutions for some of the functions, so that the teachers can use more of the target language, and they might explain them that there may be a moderate use of L1 in some situations so that the teachers will feel more relaxed regarding the use of L1.

The implication of the study for foreign/second language learners is that it is not a sin to use target language in their classes while learning L2. They do not need to be under stress for not being able to express themselves in L2. However, they should feel that L2 is the target, and it should be used as much as possible. They should push themselves to practice their L2 as much as possible, and use the time in the classes as an opportunity to improve their L2.

5.4. Suggestions for Further Research

This study described the functions of the instructors' use of L1 in L2 classrooms, the variables affecting these functions, the beliefs of the instructors and students on the use of L1 in L2 classrooms, and if the instructors' beliefs and their applications are consistent, and if these beliefs differ according to different variables, and lastly, whether the students and the instructors are satisfied with the amount of L2 use of the instructors in the classes. Further

study that will look into the same dimensions may use longitudinal studies and a higher number of participants in order to be able to find out more detailed, reliable and valid results.

Furthermore, the participants may be asked why exactly they used L1 in the situations directly after the recordings to find out the real reasons for it. Moreover, further study may look into the students' use of L1 in L2 classrooms, again, through longitudinal studies.

In the present study, some instructors were seen to be using L1 most of the time with no obvious reason, in further studies, the participants doing so might be interviewed and asked for the reasons for this use through think aloud protocol, even they might get some in in-service training on the use of L1 in foreign language classes, and the changes in their use of it may be observed.

A further study might also look into the effects of the use of L1 on the success of the students. Whether the use of L1 contributes to the success of the students or hinders it or whether the functions of using L1 help the students learn better can be analyzed through a longitudinal study.

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APPENDICES

APPENDIX-1. Student Questionnaire (English Version)

QUESTIONNAIRE FOR STUDENTS (ENGLISH VERSION)

Dear Students,

This questionnaire is a section of Master of Arts thesis named 'The Use of Mother Tongue in ELT Classrooms and Its Functions' The questionnaire is designed to determine students' views concerning the use of mother tongue in ELT classrooms. You are going to make contribution to this research by answering the questions below. Please read the statements carefully and answer them honestly. Thank you very much for your participation and valuable contributions to this research.

Instructor

Özlem Karaağaç

A. STUDENT PROFILE

I. Gender: Male Female

II. How long have you been learning English?

1-5years 5-10years 10-15years

III. Which level are you in?

A B C

IV. Your class is:

B. STUDENT VIEWS

Chose the best choice that indicates your view on use of mother tongue in your classes.	Often	Usually	Sometimes	Rarely	Never
1. I use Turkish during the group works.					
2. My teacher lets me use Turkish in class.					
3. I use Turkish to communicate with my friends in class while we are doing an activity.					
4. My teacher asks me to translate what I said into Turkish in order to understand me (When s/he does not understand what I said).					
5. My teacher asks me what I mean when I mispronounce a word and s/he doesn't understand it.					
6. I use Turkish in listening/speaking classes.					
7. I use Turkish in reading classes.					
8. I use Turkish in writing classes.					
9. I use Turkish in core language classes.					

The amount of Turkish my teacher uses in the circumstances below:	Often	Usually	Sometimes	Rarely	Never
10. In listening/speaking classes.					
11. In reading classes.					
12. In writing classes.					
13. In core language classes.					
14. To explain us what s/he is trying to say.					
15. To explain the grammar rules.					
16. To explain the meanings of the new words.					
17. To give feedback.					
18. To give/explain instructions.					
19. To explain class rules.					
20. To talk about exams.					
21. To maintain discipline.					
22. In order to help us say the English words or sentences.					
23. For rapport building purposes.					
24. To get our attention.					
25. Because of time limitations.					
26. To give homework.					
27. To talk about administrative information.					
28. To talk to us out of class.					
29. To organize the activities in the class.					
30. To check if we understood something.					
31. To explain difficult concepts/topics.					

Mark the suitable box according to your expectations about the items below.	More than Now	The Same Amount as Now	Less than Now
32. How much English do you expect to be used in the classroom?			
33. How much English do you desire to be used in the reading lessons?			
34. How much English do you desire to be used in the writing lessons?			
35. How much English do you desire to be used in the core language lessons?			

C. Student Beliefs

Mark the suitable box according to your beliefs about the items below.	Totally Agree	Agree	Not Sure	Disagree	Totally Disagree
36. In order to successfully acquire English, we should separate it from Turkish.					
37. The more English we use, the better we will learn it.					
38. there is no need for Turkish to be used in the classroom.					
39. the instructor and students should use only English to learn about grammar and use of English.					
40. the instructor should use only English when giving directions for activities.					
41. The instructor and students should use only English to discuss course policies, attendance, and other administrative information.					
42. regardless of how much English students choose to use, the instructor should use English at all times in the classroom.					
43. students should use only English in the entire time they are in the classroom with both the instructor and fellow students, even when not working on a specific activity.					
44. I generally feel anxious about using English.					
45. It is frustrating for me to communicate in English.					
46. I generally feel uncomfortable or anxious speaking English during activities about English topics (family, weather, FL culture, literature, study abroad, sports, hobbies, daily routines, etc.).					
47. I generally feel uncomfortable or anxious using English when working on, discussing, or asking questions about grammar and use (e.g., verb conjugations, word order, agreement, idioms, vocabulary, etc.).					
48. I generally feel uncomfortable or anxious using English when working on, discussing, or asking questions about tests, quizzes, and other assignments (how much will be covered, format of test sections, etc.).					
49. It is necessary to use Turkish in the class.					

50. Use of Turkish aids comprehension.					
51. Using English demands more class time.					
52. Using English needs extra effort.					
53. When our instructor is too tired, s/he doesn't use English.					
54. Using English all the time in the classroom tires me.					
55. I think I don't understand when our instructor speaks in English.					
56. There is no use in using English in the classroom.					
57. Students can talk in Turkish in the class both with the instructors and with the students when they are not doing a specific activity.					
58. I am used to use Turkish in the classroom.					
59. I am used to my teachers' using Turkish, it is hard for me to change it.					
60. Using Turkish in classroom helps me learn English.					
61. There are things that can be done more efficiently in Turkish than English.					
62. I feel more comfortable about some functions or topics in Turkish rather than in English.					
63. Instructions in the exams should be explained/given in Turkish.					
64. Writing topics of the exams should be explained/given in Turkish.					
65. Rubrics in the exams should be explained/given in Turkish.					
66. We can help each other with my peers during the classes by using Turkish.					
67. Using English in the class all the time does not require more time.					
68. Turkish should be used in order to talk about the class rules, attendance or administrative information in class.					

Your views about the use of native language in ELT classrooms:

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APPENDIX-2. Student Questionnaire (Turkish Version)

QUESTIONNAIRE FOR STUDENTS (TURKISH VERSION)

Sevgili öğrenciler,
Bu anket Pamukkale Üniversitesi, Sosyal Bilimler Enstitüsü, İngiliz Dili Eğitimi Bölümü'nde hazırlanmakta olan 'Yabancı Dil Olarak İngilizce Öğretilen Sınıflarda Ana Dil Kullanımı ve İşlevleri', konulu Yüksek Lisans Tezinin bir bölümüdür. Anket, öğrencilerin yabancı dil sınıflarında ana dil kullanımına karşı görüşlerini almak için hazırlanmıştır. Ankette cümleleri dikkatli bir şekilde okuyarak uygun bölme işaretleyiniz. Bu araştırmaya olan katılımınızdan ve değerli katkılarınızdan dolayı teşekkür ederim.

Okutman Özlem Karaağaç

A. ÖĞRENCİ PROFİLİ

I. Cinsiyet: Bay Bayan

II. _____ yaşımdayım.

II. 1-5yıl 5-10yıl 10-15yıldır İngilizce öğreniyorum.

III. A B C seviyesindeyim.

IV. Sınıfım:

B. ÖĞRENCİ GÖRÜŞLERİ

Derslerinizde Türkçe kullanımı ile ilgili görüşünüzü yansıtan uygun bölümü işaretleyin.	Sık sık	Çoğunlukla	Bazen	Nadiren	Hiç
1. Grup çalışmalarında Türkçe kullanırım.					
2. Öğretmenim sınıfta Türkçe kullanmama izin verir.					
3. Sınıfta arkadaşlarımla bir etkinlik yaparken iletişim kurmak için Türkçe kullanırım.					
4. Öğretmenim ne dediğimi anlayabilmek için söylediğimi Türkçeye çevirmemi ister. (Yazdığım/Söylediğim bir cümleyi anlamazsa)					
5. Bir kelimeyi yanlış telaffuz ettiğimde ve öğretmenim ne dediğimi anlamadığımda Türkçesini söylememi ister.					
6. Dinleme/konuşma derslerinde Türkçe kullanıyorum.					
7. Okuma derslerinde Türkçe kullanıyorum.					
8. Yazma derslerinde Türkçe kullanıyorum.					

9. Temel İngilizce (core language) derslerinde Türkçe kullanıyorum.					
Aşağıdaki durumlarda öğretmenimin sınıfta Türkçe kullanma sıklığı:	Sık sık	Çoğunlukla	Bazen	Nadiren	Hiç
10. Dinleme-konuşma derslerinde.					
11. Okuma derslerinde.					
12. Yazma derslerinde.					
13. Temel İngilizce (core language) derslerinde.					
14. bize ne demek istediğini anlatmak için.					
15. dilbilgisi kurallarını açıklamak için.					
16. yeni kelimelerin anlamlarını açıklamak için.					
17. geribildirim/dönüt vermek için. (feedback).					
18. yönergeleri verebilmek/açıklamak için.					
19. sınıf kurallarını açıklamak için.					
20. sınavlar hakkında konuşmak için.					
21. disiplini sağlamak için. (sessiz olun, oturun...)					
22. bizim İngilizce kelime ya da cümleleri söylememizi sağlayabilmek için.					
23. Öğrenci öğretmen ilişkilerini geliştirmek için. (Şaka yapmak, bizimle ilgilendiğini göstermek için, empati göstermek için, vs.)					
24. dikkatimizi toplamak için.					
25. zaman kısıtlaması yüzünden. (Kısa bir sürede çok fazla materyal işlememiz gerektiği için)					
26. ödev/görev vermek için.					
27. idari bilgiler hakkında konuşmak için. (dersin kuralları, duyurular, teslim tarihleri, vs.)					
28. sınıf dışındayken bizimle konuşmak için.					
29. sınıfta aktiviteleri organize etmek için.					
30. bir şeyi anlayıp anlamadığımızı kontrol etmek için.					
31. zor konuları ya da fikirleri anlatabilmek için.					

Aşağıdaki maddelerle ilgili beklentilerinizi uygun kutucuğa işaretleyiniz.	Şimdikinden daha fazla	Şimdikiyle aynı	Şimdikinden daha az
32. Dinleme-konuşma derslerinde ne kadar İngilizce konuşulmasını umuyorsunuz?			
33. Okuma derslerinde ne kadar İngilizce konuşulmasını umuyorsunuz?			
34. Yazma derslerinde ne kadar İngilizce konuşulmasını umuyorsunuz?			
35. Temel İngilizce (Core language) derslerinde ne kadar İngilizce konuşulmasını umuyorsunuz?			

C. ÖĞRENCİLERİN İNANÇLARI

Aşağıdaki maddelerle ilgili düşüncelerinizi uygun kutucuğa işaretleyiniz.	Tamamen katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
36. İngilizceyi başarılı bir şekilde edinebilmek için onu Türkçeden tamamen ayırmalıyız.					
37. İngilizceyi ne kadar çok kullanırsak o kadar iyi öğreniriz.					
38. Sınıfta Türkçe kullanmaya hiç gerek yoktur.					
39. İngilizcenin kullanımı ve dilbilgisini öğrenirken öğretmen de öğrenciler de sadece İngilizce kullanmalıdırlar.					
40. Öğretmen aktiviteler için yönergeleri verirken sadece İngilizce kullanmalı.					
41. Ders kurallarını, devamsızlığı, ya da idari bilgileri konuşmak için sadece İngilizce kullanılmalı.					
42. Öğrenciler ne kadar kullanırlarsa kullansınlar, öğretmen sınıfta her zaman İngilizce kullanmalı.					

43. Özel bir aktivite üzerine çalışıyor olmasalar bile öğrenciler sınıfta hem öğretmenle hem de arkadaşlarıyla sürekli İngilizce kullanmalıdır.					
44. İngilizce kullanma konusunda her zaman endişeliyimdir.					
45. İngilizce konuşmak beni gerer/kasar.					
46. Aile, hava, kültür, edebiyat, yurtdışında okuma, spor, hobiler, vs gibi güncel konularda İngilizce konuşurken rahatsız ve gergin olurum.					
47. Dilbilgisi ile ilgili çalışma, tartışma ya da soru sorma gibi konularda İngilizce kullanmada genellikle rahatsız ve gergin olurum.					
48. Sınavlar, quizler ve diğer ödevlerle ilgili çalışma, tartışma ya da soru sorma konusunda İngilizce kullanmada genellikle rahatsız ve gergin olurum.					
49. Sınıfta Türkçe kullanmak gereklidir.					
50. Sınıfta Türkçe kullanımı anlamaya yardımcı olur.					
51. Sınıfta sadece İngilizce kullanmak daha fazla zaman harcamamıza neden oluyor.					
52. Sınıfta İngilizce kullanmak fazladan çaba gerektirir.					
53. Öğretmenimiz çok yorgun olduğunda İngilizce kullanmaz.					
54. Sınıfta sürekli İngilizce kullanmak beni yorar.					
55. Öğretmenimiz İngilizce konuştuğunda anlayamıyorum.					
56. Sınıfta sürekli İngilizce kullanmanın hiçbir gereği yoktur.					
57. Özel bir aktivite üzerine çalışmadıkları zaman öğrenciler sınıfta hem öğretmenle hem de arkadaşlarıyla Türkçe					

konuşabilirler.					
58. Sınıfta Türkçe kullanmaya alışkınım.					
59. Önceki öğretmenlerimin sınıfta Türkçe kullanmasına alışkın olduğum için şimdi bunun aynen devam etmesini istiyorum.					
60. Sınıfta Türkçe kullanmak İngilizce öğrenmeye yardımcı olur.					
61. Sınıfta İngilizce yerine Türkçe kullanarak daha etkili yapılabilecek şeyler vardır.					
62. Bazı konular ya da konularda Türkçe kullandığımda daha rahat hissederim.					
63. Sınavlarda yönergeler Türkçe açıklanmalı /verilmeli.					
64. Sınavlarda yazma konuları Türkçe açıklanmalı/verilmeli.					
65. Sınavlarda notlandırma ile ilgili açıklamalar (rubrics) Türkçe açıklanmalı/verilmeli.					
66. Ders sırasında arkadaşlarımla birbirimize Türkçe kullanarak yardımcı olabiliriz.					
67. Sınıfta sadece İngilizce kullanmak daha fazla zaman harcamamıza neden olmaz.					
68. Ders kurallarını, devamsızlığı, ya da idari bilgileri konuşmak için Türkçe kullanılmalı.					

Yabancı dil olarak İngilizce öğretilen sınıflarda Türkçe kullanılmasına yönelik görüşleriniz:

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Katkılarınızdan dolayı teşekkürler

APPENDIX-3. First Teacher Questionnaire

QUESTIONNAIRE FOR TEACHERS

Dear Colleague,

This questionnaire is a section of Master of Arts thesis titled 'The Use of Mother Tongue in ELT Classrooms and Its Functions'. The questionnaire is designed to determine teachers' views concerning the use of mother tongue in ELT classrooms. You are going to make contribution to this research by answering the questions below. Please read the statements carefully and answer them. Thank you very much for your participation and valuable contributions to this research.

Instructor Özlem Karaağaç

A. TEACHER PROFILE

I. Gender: Male Female

II. Years of experience: 1-3 3-5 5-10 10-15 More than 15 years

III. Your educational background:

BA Department:

MA Department: Graduate?: Yes No Student

PhD Department: Graduate? : Yes No Student

B. Please indicate the frequency of Turkish you use in the items below:	Often	Usually	Sometimes	Rarely	Never
1. in pre-intermediate classrooms.					
2. in intermediate classrooms.					
3. in upper-intermediate classrooms.					
4. in listening/speaking classes.					
5. in reading classes.					
6. in writing classes.					
7. in core language classes.					
The frequency of Turkish I let my students use:					
8. in the pre-intermediate classroom.					
9. in the intermediate classroom.					
10. in the upper-intermediate classroom.					
11. during the group/pair work activities.					
In my classes, I use Turkish:					
12. to explain what I aim to tell my students.					
13. to explain grammar rules.					
14. to explain the meaning of new words.					
15. to give feedback.					

16. to give instructions.					
17. to explain class rules.					
18. to talk about the exams.					
19. to maintain discipline.					
20. to make my students comfortable.					
21. to elicit English words or sentences.					
22. to catch the students' attention.					
23. to give assignments.					
24. to talk about administrative information (course policies, announcements, deadlines, etc.).					
25. to communicate with students outside the class.					
26. to explain difficult concepts or ideas.					
27. to check comprehension.					
28. to discuss the techniques or procedures used in class.					
29. for rapport building purposes. (Making jokes, showing concern to the students, showing empathy, etc).					
30. because of time limitation. (I have to cover too much material in a short time).					
31. I ask my students to translate something into Turkish to check what they exactly mean. (If I don't understand a sentence they say/write).					

Please specify the amount of English you would like to use :	more than now	The same amount as now	Less than now
32. in the listening/speaking classes.			
33. in the reading classes.			
34. in the writing classes.			
35. in the core language classes.			
Please specify the amount of English your students would like you to use :			
36. in the listening/speaking classes.			
37. in the reading classes.			
38. in the writing classes.			
39. in the core language classes.			

Your views about the use of native language in ELT classrooms:

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Thank you for your contribution.

APPENDIX-4. Second Teacher Questionnaire

Dear Colleague,

This questionnaire is designed to determine teachers' beliefs concerning the use of mother tongue in ELT classrooms. You are going to contribute to this research by answering the questions below. Please read the statements carefully and answer them. Thank you very much for your participation and valuable contributions to this research.

Instructor Özlem Karaağaç

A. Please indicate the frequency of Turkish you believe you should use in the items below:	Often	Usually	Sometimes	Rarely	Never
1. in pre-intermediate classrooms.					
2. in intermediate classrooms.					
7. in upper-intermediate classrooms.					
8. in listening/speaking classes.					
9. in reading classes.					
10. in writing classes.					
11. in core language classes.					
27. to explain what I aim to tell my students.					
28. to explain grammar rules.					
29. to explain the meaning of new words.					
30. to give feedback.					
31. to give instructions.					
32. to explain class rules.					
33. to talk about the exams.					
34. to maintain discipline.					
35. to make my students comfortable.					
36. to elicit English words or sentences.					
37. to catch the students' attention.					
38. to give assignments.					
39. to talk about administrative information (course policies, announcements, deadlines, etc.).					
40. to communicate with students outside the class.					
41. to explain difficult concepts or ideas.					
42. to check comprehension.					
43. to discuss the techniques or procedures used in class.					

44. for rapport building purposes. (Making jokes, showing concern to the students, showing empathy, etc).					
45. because of time limitation. (I have to cover too much material in a short time).					

Please tick the appropriate slot depending on what you believe about the following items. I believe that:	Totally agree	Agree	Not sure	Disagree	Totally disagree
68. in order to make our students successfully acquire English, we should not use any Turkish.					
69. the more English the students use, the better they will be in learning English.					
70. there is no need for Turkish to be used in the classroom at all.					
71. the instructor should use only English to teach about grammar and use of English.					
72. students should use only English to learn about grammar and use of English.					
73. the instructor should use only English when giving directions for activities.					
74. the instructor should use only English to discuss course policies, attendance, and other administrative information.					
75. students should use only English to discuss course policies, attendance, and other administrative information.					
76. regardless of how much English students prefer to use, the instructor should use English at all times in the classroom.					
77. students should use only English in the entire time they are in the classroom with both the instructor and fellow students, even when not working on a specific activity.					
78. my students generally feel anxious about using English.					
79. it is frustrating for my students to communicate in English.					
80. students generally feel uncomfortable or anxious in speaking English during activities like family, weather, FL culture, literature, study					

abroad, sports, hobbies, daily routines, etc..					
81. students generally feel uncomfortable or anxious using English when working on or asking questions about grammar and use (e.g., verb conjugations, word order, agreement, idioms, vocabulary, etc.).					
82. students generally feel uncomfortable or anxious using English when working on or asking questions about tests, quizzes, and other assignments (how much will be covered, format of test sections, etc.).					
83. in order to make our students successfully acquire English, we should use Turkish.					
84. use of Turkish aids comprehension.					
85. use of Turkish is more effective.					
86. I will lose control of the class if I refuse to speak in Turkish.					
87. using English demands more class time.					
88. using English demands more preparation in advance.					
89. using English needs extra effort.					
90. When I am too tired, I don't use English.					
91. Using English all the time in the classroom tires me.					
92. It is easier for me to use English with more advanced students.					
93. students do not have to use only English to learn about grammar and use of English.					
94. students convince themselves that they don't understand when I speak in English.					
95. some of my students don't understand what I am saying when I speak in English.					
96. If the students are motivated it makes it easier to conduct the class in English.					
97. It is hard for me to use English in the classroom when my students see no use in it.					
98. since my students are used to using Turkish, it is hard for me to change it.					
99. since students are used to their previous teachers' using Turkish, it is hard for me to change it.					

100. using Turkish in classroom helps the students learn English.					
101. there are things that can be done more efficiently in Turkish than English.					
102. my students do not feel anxious about using English.					
103. the students feel more comfortable about some functions or topics in Turkish rather than in English.					
104. instructions in the exams should be in Turkish.					
105. writing topics in the exams should be explained in Turkish.					
106. rubrics in the exams should be explained/given in Turkish.					
107. students can help each other during the classes by using Turkish.					
108. Wether the students are motivated or not does not make any difference when conducting the class in English.					

Thank you for your contribution.

APPENDIX-5. Student Interview

1. Are there any strategies you apply in order to avoid using L1? What do you do?
2. How much English do you use in your classroom?
3. How much English does your teacher use in the classroom? Does it change according to the course?
4. Do you think that your teachers' using mother tongue in the classroom is a good idea? Which course needs more mother tongue? (Reading, writing, core, listening/speaking)?
5. Do you think that your using mother tongue in the classroom is a good idea?
6. Would you like to decrease or increase your use of mother tongue in the classroom?
7. Would you like to decrease or increase your teachers' use of mother tongue in the classroom?
8. What is the role of Turkish in your classroom discourse?
9. What kind of things can be done more efficiently in L1 rather than L2?
10. When do the students feel more comfortable in using L1?

APPENDIX-6. Teacher Interview Questions

1. How much Turkish do you use in your classroom?
2. Does it change according to the level of the students?
3. In which course do you use Turkish the most?
4. Are there specific circumstances when you use Turkish?
5. How much do you think your students want you to use Turkish in class, in which course, when and why?
6. How much Turkish do you think teachers should speak in class?
7. Do you think that using mother tongue in the classroom is a good idea?
8. Would you like to decrease or increase your use of mother tongue in the classroom?
9. Do you think your students are satisfied with the amount of English you use in class, or do you think they want you to use more or less English?
10. When do you deliberately use Turkish? Why? What is the role of Turkish in your classroom discourse?
11. What kind of things can be done more efficiently in L1 rather than L2?
12. When do you deliberately use English? Why?

APPENDIX – 7. Student Interview Questions

1. How much English do you use in your classroom?
2. How much English does your teacher use in the classroom? Does it change according to the course?
3. Do you think that your teachers' using mother tongue in the classroom is a good idea? Which course needs more mother tongue? (Reading, writing, core, listening/speaking)?
4. Do you think that your using mother tongue in the classroom is a good idea?
5. Would you like to decrease or increase your use of mother tongue in the classroom?
6. Would you like to decrease or increase your teachers' use of mother tongue in the classroom?
7. What is the role of Turkish in your classroom discourse?

**APPENDIX-8. The Instances of Mother Tongue use and Their Functions –
to Evaluate the Classroom Recordings.**

Teacher: Variables	Course: Exactly when used	Duration: Total use	Per centage
Amount of Turkish used			%
Classroom Management – Maintain discipline			%
Presentation of the topic			%
Rapport building – to make students comfortable (Making jokes, showing concern to the students, showing empathy, etc).			%
Vocabulary Teaching (Elicit vocabulary)			%
Grammar			%
Explaining Tasks – Instructions			%
Check Comprehension			%
Conflict Management			%
Convey anger & Escalate an Argument			%
Translate Mis-non-understood parts (Aid comprehension)			%
Give Feedback			%
Elicit words or sentences			%
To Check Sense (Did you mean...)			%
To catch ss' attention			%
To give assignments			%
During Group/pair work			%
Explaining difficult concepts& ideas			%
To discuss methods used in the class			%
to discuss course policies, attendance, and other administrative information.			%
Out of Control (Sorry??)			%

CV

PERSONAL INFORMATION	
Name	Özlem
Surname	KARAAĞAÇ
Birth date and place	22 April 1986 / Beyşehir
Nationality	Turkish
Address and e-mail address	Pamukkale Üniversitesi Yabancı Diller Yüksekokulu, 129 Nolu Oda, Denizli ozlemkaraagac@pau.edu.tr
EDUCATIONAL BACKGROUND	
High School	Akşehir Anadolu Öğretmen Lisesi
University (Undergraduate)	ODTÜ
University (German Minor Degree)	ODTÜ
PROFESSIONAL BACKGROUND	
June 2008 – August 2009	İzmir Özel Ege Lisesi
September 2009 – Ongoing	Pamukkale Üniversitesi
FOREIGN LANGUAGES	
English- YDS- November 2009	96.00