THE REPUBLIC OF TURKEY
SAKARYA UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

STUDENTS' PERCEPTIONS TOWARDS THE USE OF MOTHER TONGUE IN THE FOREIGN LANGUAGE CLASSROOM

A MASTER'S THESIS

ZEYNEP ÇOLAKOĞLU SABURLU

SUPERVISOR
PROF. DR. FİRDEVS KARAHAN

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DECLARATION

In this study I prepare in accordance with thesis writing guide of Sakarya University, Institute of Educational Science, I declare:

- this master's thesis has been composed by me with respect to academic honesty,
- I did not change any of the data used in the study,
- this thesis has not been presented or published anywhere before.

Zeynep ÇOLAKOĞLU SABURLU

DEDICATION

I dedicate this thesis to my sons to whom I am thankful for their love and presence in my life and to my father in law to whom I am grateful for his great support and encouragement.

JÜRİ ÜYELERİNİN İMZA SAYFASI

'Students' Perceptions towards the Use of Mother Tongue in the Foreign Language Classroom' başlıklı bu yüksek lisans tezi, İngiliz Dili Eğitimi Bilim Dalında hazırlanmış ve jürimiz tarafından kabul edilmiştir.

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Üye: Doç. Dr. Doğan YÜKSEL

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Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylarım.

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(İmza)

Prof. Dr. Ömer Faruk TUTKUN

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ÖZET

YABANCI DİL SINIFLARINDA ANADİL KULLANIMI İLE İLGİLİ ÖĞRENCİ ALGILARI

Zeynep ÇOLAKOĞLU SABURLU, Yüksek Lisans Tezi

Danışman: Prof. Dr. Firdevs KARAHAN

Sakarya Üniversitesi, 2019

Bu çalışmada İngilizceyi yabancı dil olarak öğrenen hazırlık öğrencilerin yabancı dil eğitiminde anadil kullanımına ilişkin görüşleri araştırılmıştır. Bu bağlamda, çalışmanın örneklemini Gebze Teknik Üniversitesi Yabancı Diller Bölümünde İngilizce hazırlık eğitimi alan 40 öğrenci oluşturmaktadır. Bu öğrenciler çalışmanın değişkenleri açısından anlamlı bir farklılık göstermeyen iki sınıftan rastgele deney (N=5) ve kontrol grubu (N=5) olarak seçilmiştir. Deney grubuna 'Using the Mother Tongue' kitabındaki aktiviteler kullanılarak, bir dönem boyunca Türkçe anadil destekli bir eğitim uygulanmıştır. Kontrol grubunda ise program İngilizce olarak yürütülmüştür. Bu deneysel uygulama 2018-2019 güz dönemi boyunca devam etmiştir. Dönem başında öğrencilerle yarı yapılandırılmış görüşme yapılmış, öğrencilere yabancı dil eğitiminde anadil kullanımı hakkındaki görüşleri sorulmuştur. Dönem sonunda da aynı görüşmeler tekraren yapılıp, öğrencilerin görüşlerinde verilen eğitimler sonrasında değişiklik olup olmadığı araştırılmıştır. Öğrencilerden alınan izinler üzerine bu görüşmeler kaydedilmiş ve bu kayıtlar, öğrencilerin gerçek isimleri kullanılmadan yazıya dökülmüştür. Toplanan bu veriler içerik analizi yöntemiyle analiz edilerek ve temalar çıkarılarak iki grubun görüşlerini karşılaştırmak için nitel olarak incelenmiştir. Bu nitel araştırmanın sonucunda hazırlık öğrencilerinin yabancı dil olarak İngilizce öğretiminde anadil kullanımı konusunda olumsuz görüşleri olduğu ortaya konmuştur. Öğrencilerin sınıf dışında herhangi bir şekilde İngilizceye maruz kalmadıkları ve takip eden eğitim-öğretim yılında bölüm derslerinin % 30 ve(ya) % 100 olacağından sınıf içinde anadil kullanım süresinin minimum tutulması yönünde görüş beyan etmişlerdir. Nicel çalışma dönem boyunca uygulanan testlerin her iki grubun da sınav sonuçları karşılaştırılarak gerçekleştirildi. Sınavlar iki ara sınav ve bir seviye sınavından oluşmaktadır. Sonuçları inceleyerek, dönem boyunca deney grubuna uygulanan uygulamanın akademik başarı üzerindeki etkisini saptamak amaçlanmıştır. Bağımsız örneklem t-testinde kontrol ve deney grupları sınav sonuçları karşılaştırılarak final sınavı sonuçları açısından istatistiksel ve anlamlı farklılık olup olmadığını açığa çıkarmak amaçlanmıştır. Kontrol grubundaki

öğrenciler deney grubundaki öğrencilerden daha iyi performans göstermişlerdir (t = -2, 944; p <.01). Başka bir deyişle, kontrol grubunun ortalaması (79) deney grubunun ortalamasına (69,35) göre daha iyi olması bu üstünlüğü kanıtlamaktadır. Türkiye'de konu ile ilgili yapılan araştırmaların öğretmen görüşleri odaklı olduğu görülmüştür. Sınırlı sayıdaki öğrenci merkezli çalışmaların eksikliği bu araştırmanın yapılmasını teşvik etmiştir. Bu bakımdan, yapılan araştırmanın benzer desen kullanılarak daha fazla öğrenci katılımıyla genişletilmesi önerilmektedir.

Anahtar Kelimeler: Yabancı dil olarak İngilizce, yabancı dil eğitiminde anadil kullanımı, öğrenci görüşleri.

ABSTRACT

STUDENTS' PERCEPTIONS TOWARDS THE USE OF MOTHER TONGUE IN THE FOREIGN LANGUAGE CLASSROOM

Zeynep ÇOLAKOĞLU SABURLU, Master Thesis

Supervisor: Prof. Dr. Firdevs KARAHAN

Sakarya University, 2019

This study investigated the perceptions of the students learning English as a foreign language towards the use of first language, Turkish in foreign language classrooms. The sample of this research consisted of 40 students receiving English preparatory education in the Foreign Languages Department at Gebze Technical University. The classes were assigned as experimental (N=20) and control groups (N=20). In the experimental group, the syllabus was followed accompanied with students' first language, Turkish assisted activities chosen from the book 'Using the Mother Tongue' while the control group was taught in the foreign language, English in foreign language classes following the same course syllabus. This experimental practice continued throughout the fall term of the 2018-2019 academic years. At the beginning of the semester, semi-structured interviews were conducted with 10 participants who were selected randomly from both experimental and control groups (5 students from the experimental group, 5 students from the control group) which did not differ significantly regarding the variables of the investigation. Participants were asked about their perceptions of receiving English lessons in Turkish or English. The same interview was carried out at the end of the term to investigate any changes in the students' perceptions after the intervention. The interviews were recorded upon the students' permissions and the records were transcribed without using the real names of students. The collected data were analysed by content analysis method and examined qualitatively to compare the perceptions of two groups through extracting themes. It was found out that preparatory students had negative perceptions about the use of mother tongue, Turkish in foreign language learning. Moreover, students expressed that Turkish should be used at a minimum level in the classroom since they are not exposed to English out of the classroom. Another concern was that the medium of instruction is English which ranges between 30 % and 100% in the students' departments. Therefore, learners found it necessary to study the lessons in English. Another measurement was carried out by comparing the results of each group's tests which

were held during the whole term. By examining the results (two midterms and one level exam), it was aimed to have an insight into possible academic achievement resulted from intervention. Independent Samples T-Test was run again to explore if students control and experimental groups statistically and significantly differed in terms of their final exam results. It was revealed that the means of the scores the students in the control group significantly performed better than those in the experimental group (t = -2, 944; p <.01). In other words, a better mean of the control group (79) than the experimental group (69,35) proves this superiority. The previous studies conducted in Turkey were mostly focused on teachers' perceptions. Lack of student-centred studies which examines students' perceptions encouraged this present research to be conducted. In this regard, it is recommended to further this study with more student participation using a similar design.

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CHAPTER I

INTRODUCTION

1.1 The status of the problem

The reconsideration of English language in the context of globalization and rapid internationalization (Doughty, 2013; Nunan, 2003; Pan & Block, 2011) leads one to discover its importance in many different domains as it is obvious that even from a highly individualistic perspective, a good knowledge or proficiency of English language enables us to integrate into a wider community (Ricento, 2000) as well as other obvious benefits in the fields of science, research and recruitment. To illustrate, recent research expands the already recognized role of a shared English in communication and exchanges in general into corporate identity, in which language enables international knowledge transfer (Welch & Welch, 2008). Situated in more macro-level developments of the modern world, teaching English as the international language or the lingua franca (Seidlhofer, 2005) has become a significant research agenda which has received a considerable amount of attention not only from researchers and practitioners in the field but also from policymakers in general.

It is evident from the evolution of approaches to the language learning that there is a growing intention to implement more effective programs in English language teaching. All over the world, especially in those countries where English is not the native language or one of the official languages, governments are showing a willingness to introduce English as one of the compulsory subjects in the wider educational curriculum (Seidlhofer, 2005). As well as formal educational institutions, the growing demands from business and industry for employees with proficient English results in higher expectation from educators (Nunan, 2003).

There are various reasons well documented in the literature for the drivers behind the embracement of English as the medium of teaching in educational settings. Though it may require a comprehensive research to cite all of them within the scope of this study, major ones include academic internationalization, future employment prospects, state-level intentions to gain competitive advantage, globalization of research and teaching, distance education (Coleman, 2006). These and other factors made English language education a major agenda all over the world. From a state-level perspective, it means policies directed at

developing effective language teaching programs. From individual points of view, more and more people invest time and resources in language learning. However, there have been ongoing debates as to what are the components of an effective English language teaching program. In line with that, one major discussion in the field of ESL settings is the use of learners' mother tongue. An overview of the research indicates that there are two camps (Kim & Petraki, 2009; Macaro, 2001; Tan, 2015). While the advocates of L1 use in L2 settings emphasize the potential benefits of L1 use in L2 settings, those who discourage it state that increased exposure to the target language is essential and L1 use in such settings may lead to negative consequences including transfer errors and over-reliance on L1 (Voicu, 2012).

Historically, the research in this field seems to disfavour the use of L1 in L2 settings. Sometimes referred as linguistic purism (Lin, 2006), L2-only teaching has certain roots in Krashen's input hypothesis, where comprehensible input in L2 are seen essential to successful language acquisition (Krashen & Terrell, 1983). This valid theory has had important implications for practitioners, in other words, teachers of English. Isolated from wider contextual factors such as political and economic factors that also play a role in the popularity of English-only curriculums, the theoretical implications have led many teachers to discourage the use of learners' L1. This explains the reason why in the past and present, teachers cautioned and still caution the use of L1 in L2 teaching practices and curriculum, though it may not be stated explicitly, enforced an English-only approach.

An investigation of methods and approaches in language teaching and their implications also reveal the tendency to use L2 only. Apart from the Grammar-Translation method, which inherently relies on L1, contemporary methods and approaches do discourage L1 use. In the Natural approach, input in the target language is one of the most important components of successful language acquisition. In this approach, immersion classes are classic examples of effective language learning environments. A number of other linguists (Brooks, 1992; Ellis, 1999; Gass, 1997; Johnson, 1995) also supported this view of teaching.

Similarly, Direct Approach also heavily rests upon an intensive use of L2. One significant keystone in language teaching is Makarere Report (1961), where one of the five tenants is the banishment of the use of learners' native language. At that time, though it may seem controversial now, the tenants were widely accepted. In the 21st century, the Communicative Approach, the prevalent approach applied by language teachers and emerged as a response to the Grammar Translation Method and Audiolingual Method, defends the use of the target

language as exclusively as possible in foreign language classrooms and if possible also outside the classroom (Cook, 2001). This view also supports the idea that learners do not need to understand every single word the teacher says. Instead, the learner needs to be challenged to get the message from the context (Wolf; 1977; Wong-Filmore, 1985). In 2009, the American Council on the Teaching of Foreign Languages (ACTFL) published a Draft Position Statement about the use of mother tongue in the foreign language classroom; it states that the target language should be used at least for 90% of the time in a foreign language classroom. This and other visible evidence shows that L2-only approach has traditionally been a powerful one, manifesting itself in various curriculum around the world and embraced by many. Even for those researchers who have a more balanced approach regarding the potential benefits of L1 use in L2 teaching settings, it is still regarded as a potential drawback in that teachers may be inclined to overuse it.

This being the case in L2-only camp, however, there is a growing body of literature which is focused on the potential beneficial use of L1 in L2 settings (Auerbach, 1993; Duff & Polio, 1990; Littlewood & Yu, 2011). The demands for bilingualism in many diverse settings for reasons outlined before seem to urge teachers and researchers to find and implement effective teaching methods. This turn led some researchers to question and reconsider the position of L1 in L2 class environments. Now, a growing body of literature challenges the dominant paradigm that L1 use is banished at all costs and outlines several benefits. Research favouring the strategic manipulation of learners' L1 for improvement of language skills indicates several benefits in practical, cognitive, sociocultural and pedagogical domains (Bhooth, Azman, & Ismail, 2014; Blackman, 2014; Calis & Dikilitas, 2012; Eldridge, 1996; Gudykunst, 2004; Luk & Lin, 2015; Macaro, 2001). As well as supporting the use of L1, research in this vein also regards the English-only camps' assumptions groundless and unverified by empirical research (Auerbach, 1993).

Research in favour of L1 use has so far outlined several reasons why teachers employ code-switching in L2 teaching environments. The findings of the research indicate that teachers resort to L1 for classroom management issues, explaining grammar and vocabulary, building rapport between students and themselves and explaining ambiguous and difficult concepts (García, Flores, & Woodley, 2012; Sali, 2014; Sharma, 2006). It is also claimed that teachers' codeswitching between students' mother tongue and target language contributes to the contextualization of some keywords and concepts and development of metalinguistic awareness (García & Wei, 2017). One other claim made by the researchers is that total

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banishment of L1 in such settings may lead students to develop negative attitudes towards L2 (Faltis, & Hudelson, 1994), which stands for Krashen's affective filter (Krashen, 1985), where the basic assumption is that such an attitude serves as a hindrance to language acquisition. Such discouragement may result in anxiety, demotivation, and reluctance to experiment with the language.

Another research perspective in this field suggests a more balanced approach (see Lo and Lin, 2018; Tan, 2015; Turin, 2014) and indicates that further research should be directed at discovering how, when and why teachers and students resort to L1. This is a valuable approach as a thorough understanding of the underlying causes of L1 use may indeed yield insights into teachers' own practices. There are articles and dissertations available in the literature that focus on discovering these causes, which are mentioned in the literature review section of the paper in detail. For example, one of the most prominent studies on the use of L1 has been conducted by Atkinson (1987). The author claims "the potential of mother tongue as a classroom resource is so great that its role should merit considerable attention and discussion in an attempt to develop a "Post-communicative Approach" to TEFL for adolescents and adults". He presents three general reasons which allow a limited native language use in the foreign language classroom: as a learner preferred strategy, as a humanistic approach, and as efficient use of time.

Putting things together, it is evident that the macro-level developments in the world made language learning and bilingualism a necessity. English in that sense serves the lingua franca or the international medium of communication; and effective teaching of it has been the main motivation for policymakers, practitioners and researchers. Among the components of what makes up the effectiveness of language teaching practices, there lies the use of L1. It seems that there are two main arguments regarding it. While one stresses out the importance of exposure to L2 as much as possible, the other challenges this and seeks to benefit from L1 in teaching L2. It is also noteworthy to point out that there is also another point of view which may be referred as the grey area, where L1 use is not totally ignored but approached with caution. This moderate perspective is intended to reveal the underlying reasons why teachers need to use L1 in their L2 practices. In my research, I also adopt a similar approach. Considering the contributions of both camps to the field, it can be claimed that both the exposure to L2 as much as possible and potential benefits of strategic manipulation of L1 in L2 teaching environments are important and well documented. Therefore, instead of putting efforts into rediscovering the wheel, it seems more sensible to embrace a moderate approach

and try to gain insights into the underlying reasons of L1 use (Lo & Lin, 2019). Research directed at figuring out how, when, why and how much L2 is used by the teachers and how students react to their teachers' use of L1 may further our understanding of the issue (Miri, Alibakhshi, & Mostafaei-Alaei, 2017; Tavares, 2015). Instead of trying to put forward a general outline of the problem, it is a better idea to take the context into account.

In line with this, the main reason why I chose this topic is based on both the literature and my own personal experiences as a teacher of English in Higher Education Preparatory Class context. I have some hesitations about the use of mother tongue, how much to use it and where to use in my daily classroom practices. My observations have also revealed that many language teachers in my field also lack self-reflection regarding it. Both the research and my own personal observations address a gap in the literature. In that sense, it is highly required that not only we, as the practitioners, need to gain insight into our use of L1 but also a deep understanding of students' perceptions about the use of L1 use is needed. These led to questions to be answered in my mind: 'Should only the target language 'English' be used in the EFL-classroom? Can the students' L1 facilitate their learning? Does the excessive use of L1 obstruct their learning?

Another important factor to be considered is the special context of Turkey regarding the expansion of higher education and the growing interest of policy makers, curriculum developers, practitioners, researchers and the public in general. Though the history of language education in Turkey is not intended to be analysed within the scope of this study, the current interest in language education, in many cases this language is English, has roots embedded in historical developments. In fact, language education has always been a controversial issue in Turkey. However, it has been under severe criticism recently (Soruc & Cepik, 2013) mostly due to the failure in all levels from primary school to higher education. Turkey's internal dynamics and the shaping of these dynamics based on global trends such as internationalization, globalization, and privatization (Akalın & Zengin, 2007) made the English language especially important. Despite all the interest and unsustainable policies directed at effective teaching of English, students' level of proficiency in the English language is far from satisfactory. While private schools offer intensive English courses as part of their curriculum, the situation in state schools is not promising. That's why, despite reforms, language educators are under pressure and attack, as they are seen the main culprits of this failure.

This study was conducted in a higher education context for several reasons. First of all, the massification of higher education in recent years in Turkey has led universities to embrace a competitive attitude to attract high performing students. Especially with the establishment of many private universities, the competition has turned into a fierce one. English language education, in this regard, is used by universities as an advertisement tool. Secondly, due to the influence of internationalization of research and education and free flow of students and academics, students in higher education see English a personal asset. Therefore, more and more universities adopt English as the medium of instruction. In Turkey, there are already universities where the medium of instruction in totally or partially English and more universities try to achieve this. Currently, there are 206 universities in Turkey.

What makes higher education English preparatory classes especially a valuable research context is that these, in the forms of Schools of Foreign Languages or Departments, are the places where students are provided an intensive English language education program. Whether these students are able to go on studying their major is dependent on their level of proficiency. Since students, especially those graduated from mainstream state schools, fail to acquire even a basic level of English, English preparatory classes are key to their language learning experiences. Therefore, there are both high expectations from the students and academics and a lot of stress on both English language teachers and students as they are expected to have at least B1+ or B2 level of English in terms of academic standards. This has become a more obvious situation following the accreditation efforts and the introduction of quality assurance systems in Turkey, in which foreign language preparatory programs are under close inspection.

1.2 Aim of the study

The goal of this study is to report the students' perceptions towards the use of L1 in foreign language learning, to learn whether the students think its use a harm or an aid in their overall language education. Auerbach (1993) has suggested that instead of the teacher determining the language needs of the language classroom, it should be left up to the students to decide when they think the use of their first language or the target language is appropriate. In higher education level, students may have awareness of their own needs and skills, thus can know what works best for them and benefits them in their language learning. Therefore, it is important for teachers to identify students' opinions towards the use of mother tongue in the English classroom to be able to meet students' needs as efficiently as possible.

With this study, it is also aimed to compare the students' perceptions after they get L1 assisted education in foreign language learning. Therefore, the research is intended to figure out whether there is any significant difference in their perceptions after they get the education. In that sense, the students in the experimental group were exposed to different activities carried out in their native language.

Moreover, this study plans to analyse the effects of L1 use on students' achievement, which was not studied before. This study offers to fill these gaps with the data collected by learners. So, this study aims to reveal students' perception towards the use of L1 and to investigate the effects of mother tongue on students' achievement, to explain whether the use of L1 affects students' achievement or not; if so, in what way, it affects and to measure the contribution in students' achievement. To measure the effects of using L1 on learning is a difficult and complicated task which requires controlling all the other variables and then measure the improvement of students. The aim of the study is to evaluate whether student learning can be attributed directly to the use of L1 or not.

1.3 Research questions

1. To what extent do L1 assisted and L2 centred foreign language instruction affect students' EFL performance?

2. What are the students' perceptions towards the use of mother tongue in their EFL classroom settings?

3. To what extent do students' perceptions change at the end of L1 assisted foreign language instruction?

4. To what extent do students' perceptions change at the end of L2 centred foreign language instruction?

5. For what purposes do students favour/disfavour their instructors' use of L1 in L2 classroom setting?

1.4 Significance of the study

International and domestic research makes it evident that there is an ongoing debate on the use of mother tongue in language teaching and it is one of the most problematic issues in foreign language classrooms yet little research has been conducted on this important issue in Turkey. Although there are studies on using L1 in Turkey (Demirci & Tekiner-Tolu, 2015;

İnan, 2016; Kayaoğlu, 2012; Paker & Karaağaç, 2015; Taşkın, 2011; Timuçin & Baytar, 2015; Tunçay, 2014), there has been little research which has measured the effects of using mother tongue on students. Most of the studies have been done on teachers' attitudes and the reasons behind teachers' L1 use. Therefore, the gap in the literature on students' perspective, more specifically, the perception of students towards the instructors' use of L1, namely Turkish, in English language education has been a motivation for me to conduct research on this topic.

Secondly, the special case of Turkey has also played a pivotal role in my preference of research setting. This study was carried out in Turkish Higher Education setting, in a state university where most departments require English as the medium of instruction. In Turkey, for most students, the class environment is the only place where they can be exposed to the English language. Due to socio-economic reasons and recent problems in the country, internationalization at the university level is still not satisfactory, though there are attempts. Therefore, most universities lack a multinational environment where students can interact with other foreign students and can be exposed to the target language. When the need for English in students' academic life and prospective professional life and the environment are taken into account together, expectations from English language instructors are high. Considering that there is not an available code dictating or encouraging teachers to employ an English-only approach and instructors do not have self-reflection about their own use of L1, this research is intended to address the situation better and enable instructors insight into their own experimentation with L1 use in L2 settings through students' perception.

Finally, considering the qualitative approach employed in this study, it has the potential to provide in-depth implications for L1 use in L2 settings. Though there are both national and international research available addressing issues, they fall short of giving students' perception. In this study, as to be discussed in the methodology section, the instructor employs qualitative analysis, where students' perceptions are investigated through interviews before and after the instructor's deliberate use of L1 and employing an L2-only approach.

1.5 Assumptions

The data for the study were collected through interviews. Therefore, it is assumed that the students involved in the study would be willing to participate and answer the questions readily. For the reliability and validity of the research, only those students who showed a

willingness to participate in the study were selected. Students were also informed that this study has nothing to do with their performance and scores. The students were also interviewed in a relaxed environment outside the classroom. It is also assumed that the activities chosen by the researcher are applied in an effective way in practice. Another assumption is that the exams held during the whole term (two mid-terms and one level exam) are reliable and valid.

1.6 Limitations

At first, I wanted to use a questionnaire to collect data regarding students' perception. However, an investigation of the available questionnaires intended to reveal students' perception showed that the items in them are often ambiguous or biased. Due to time constraint, I wasn't able to develop a questionnaire. The literature review also led me to change the direction of the research in a way that will allow in-depth data from students. Therefore, the study is a qualitative one and it is not intended to generate generalizable findings. Since my intention is to gain insights into students' perception of their instructor's use of L1 in a specific context, the qualitative method was employed. Thus, the research group consists of 40 students in two A2 level classes in one state university. Even though the findings are not generalizable and this may be a limitation of the study, both practitioners and other researchers may benefit from the study. Another limitation of the study is that the level of students was A2. Since the level of proficiency may be a variable in determining teachers' use of L1 and students' perception towards it, the findings of this study are only limited to this group of students.

Another limitation is that the exams taken by the students in one term and prepared by the testing office in Foreign Language Department are accepted as a valid and reliable test to measure students' foreign language achievement for one term. To understand the effect of using mother tongue in classrooms by comparing the students' one term exams (two mid-terms and one level exam) results may not reflect the exact outcome. Finally, the uncontrollable variables, such as students' motivation, level of anxiety, exam anxiety, personal traits such as reservation, attitudes to English language learning and other background experiences also pose a limitation.

1.7 The list of the study abbreviations

ELT English Language Teaching

EFL English as a Foreign Language

L1 First Language, Native Language, Mother Tongue (in this study, the researcher-instructor and the students share the same native language, namely Turkish)

L2 Second Language (here in this study, English)

FL Foreign Language (here in this study, English)

TL Target Language (here in this study, English)

A2 Elementary level of English based on CEFR

1.8 Definitions

L1: The term L1 is used to refer to students' and teachers' mother tongue. Within the context of this research, L1 refers to the Turkish language.

L2: This study does not differentiate between a second language and a foreign language. Therefore, L2 refers to the English language which is taught in the classroom as a part of students' curriculum.

English-only / L2-only: The term English-only / L2-only is used to refer to the use of English as the medium of instruction. In classes where the researcher employed English-only teaching, the teacher only used English during the whole class.

L1-assisted: L1-assisted teaching refers to the teacher's use of students' L1, Turkish, in certain activities determined before the courses by the teacher in parallel with the syllabus.

Perceptions: Here, the term perception refers to students' beliefs, attitudes and opinions about the use of L1 or L2-only teaching.

A2: A2 refers to the level of students. Based on CEFR levels, it stands for elementary level.

CHAPTER II

LITERATURE REVIEW

2.1 Conceptual explanation

In the literature, the use of mother tongue in teaching L2 is sometimes referred to code-switching, code choice or translanguaging. In order not to be trapped a conceptual fallacy, it is essential to understand how these concepts are used in general and within the scope of this study. Code-switching is defined as '*the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems*' (Gumperz, 1982, p. 59). In that sense, code switching refers to both intentional and unintentional switch of languages. Therefore, Levine (2011) suggest that code choice might be a better concept to refer to deliberate switch between languages. Furthermore, Garcia (2017) proposes a broader term, translanguaging, in that this concept includes the bilingual's use of different languages in different contexts and discourses.

Within the scope of this study, however, code-switching is repeatedly used to refer to teachers' and learners' resorting to L1 in classroom environments for both intentional and unintentional purposes. This being the case, however, this study deals with the use of L1 in L2 classroom settings. Thus, what is referred by code-switching here is mainly the use of Turkish in English language classes where students learn it as a foreign language. It is noteworthy to state that the scope of the literature covered here is specifically the use of L1 in L2 settings and this study is not intended to include a comprehensive discussion of such topics as English as the lingua franca, English language program design or any macro-level analysis.

However, the use of L1 in L2 settings is an important and highly controversial subject and is related to broader developments in the field. Without gaining modest insights into the role of English in the global world, the need for quality language education in countries where it is not the native language (like Turkey), and historical evolution of methods and approaches in language teaching along with their relationship with code-switching in L2 classrooms, the subject might be mistakenly taken merely a technical discussion. On the contrary, the use of L1 in L2 settings includes both technical and socio-political and cognitive aspects and deserves a more comprehensive review of the literature.

2.1.1 Language learning in a globalized world

Compared to the past when it was difficult, if not impossible, to keep in touch with distant parts of the world, today's world has become dominated by an ever-increasing communication and interaction as a result of globalization. Kachru (1997) summarizes the spread of English in three related circles. In the first cycle, English spread as the primary language or the mother tongue. In the second, colonization was the main motive as it became the second language in many overseas territories. The last but the most important cycle was its expansion into many other countries where the realization of its importance and heavy reliance on it as the lingua franca brought about a massive tide of language education.

This new wave of global capitalism, also referred as informationalism, may have various effects on many domains and how English language is used and learnt is no exception. It is obvious that in such an environment, English seems to both maintain its position as the international language and further spread in many diverse areas (Doughty, 2013; Nunan, 2003; Pan & Block, 2011). The belief that being able to speak English well enables the individual to access to the western world and find better employment prospects lead to a reassessment of its importance (Ricento, 2000). As such, the fast-paced changes brought about by globalization should be taken into account and understood well by professionals in the field of English teaching; as a post-industrial world, with its inherent flexibility and network-intensive interaction, necessitates English as the leading means of communication across borders (Lysandrou, 2003; Warschauer, 2000). Emergence and dominance of communicative approach may be one of the preliminary outcomes of globalization but teachers need to be able to comprehend more macro-level implications ranging from the link between language and culture, bidialectalism and multidialectism to 'correct' language (Warschauer, 2000).

The importance of English in such a globalized environment reemphasizes language learning and leads researchers and practitioners in the field to devise more effective programs. In countries where English is not the native language and there is a growing need for it, how educational policies are designed and implemented is of utmost importance and TESOL professionals play the pivotal role in the process (Nunan, 2003).

> *…governments around the world are introducing English as a compulsory subject at younger and younger ages, often without adequate funding, teacher education for elementary school teachers, or the development of curricula and materials for*

younger learners. In business, industry, and government, workers are increasingly expected to develop proficiency in English. These demands for English offer opportunities to the TESOL profession, but at the same time, they have created many challenges for TESOL educators internationally (Nunan, 2003, p.591).

As a global lingua franca, English is shaped by not only its native speakers but also its non-native speakers. Therefore, it is crucial that a growing body of work deals with the nature of English as the lingua franca so that data can be utilized in taking informed decisions, language policy implementation and teaching (Seidlhofer, 2005).

Due to English' unrivalled position in many diverse areas, EFL education has become a central curricular element in many educational systems (Guilherme, 2007), which is manifest in the growing number of public and private schools from elementary level to higher education where the curriculum includes intensive English classes or the medium of instruction is English. Due to macro level movements such as international flow of students and academics, globalization of research and teaching, the emergence of distance education, English has become the leading foreign language and the medium of instruction in higher education institutions worldwide (Doiz, Lasagabaster & Sierra, 2012).

The rise of English as the medium of instruction in higher education level can also be explained by the institutions' seeking to maintain global competitiveness, which is crucial to attract high performing students all over the world and guarantee resources. Additionally, Coleman (2006) outlines some of the major drivers behind the global tendency to embrace English-medium instruction as academic internationalization, staff mobility, employability and the growing market of international students.

Considering the classroom environment and the acquisition of English as a foreign language and the growing role of English in a communication intensive world, the use of L1 in English language classroom setting (in our case, use of Turkish in higher education level university preparatory classes), has become an important research agenda. There remain fundamental questions to be answered about the use of L1 in these settings and its implications.

2.2 An overview of English language education in Turkey

In this section, my intention is not to provide an extensive historical perspective of language education in Turkey, which is neither practical considering the amount of research needed and nor required within the scope of this study. However, modest insights into the past and present of language education in Turkey are thought to be beneficial for the readers for several reasons. Firstly, an understanding of the evolution of language education in the

country bear marks of macro-level developments. Secondly, one can understand better the fact that there is a growing demand for quality language education and not only professionals in the field but also the public, in general, see English language proficiency an important asset. Though not directly, this may partially explain assumptions about what quality language education is like and how it sees the use of mother tongue in the classroom. Finally, contexts may play a role in students' perception and teachers' cognition of L1 use in L2 classes. An understanding of language education in Turkey may actually help scholars understand the specific contexts and this and future research implications can be better understood.

2.2.1 English language education in Turkey (past and present)

Turkish people's experimentation with Western languages can be traced back to Ottoman times when primarily the attempts to enhance military and technology necessitated transfer, cooperation and assistance from western nations, especially from France (Alptekin & Tatar, 2011). Therefore, the period known as Tanzimat Period in the second half of the nineteenth century was the time when the movements of westernization began (Saricoban, 2012). At that time, French was the foreign language, upon which foreign language education used to be based through missionary school and military training schools. At that time, English was almost absent in the Turkish context due to the dominance of French (Sarıgül, 2018).

The first years of Republic Period were actually marked by the purification efforts of Turkish Language but the same period also saw a massive massification of education, which was then quite elitist mostly due to socioeconomic constraints. However, a lot of tertiary level students were sent abroad in order that they can gain expertise in many different fields and contribute to the development of the country (Alptekin & Tatar, 2011). This can also be accepted as the initial steps of English foreign language education in Turkey.

An important development regarding English language education is the establishment of Anatolian lycees, modelled after American colleges, where English was the medium of instruction in courses as maths and science along with intensive language education. In higher education domain, first Middle East Technical University (1956) and then Boğaziçi University (established on the long-standing Robert College in 1971) was founded as English medium state universities. What really had a dramatic impact on English language education in Turkey was the interaction between the USA and Turkish state, which led in coming years to the establishment of American colleges (Sarıgül, 2018).

The closer relations with the USA in the aftermath of World War II, and Turkey's initial steps in world politics by joining the United Nations in 1945 and NATO in 1952, have each spurred greater interest in English as an international language in Turkey. As a result, English as a medium of instruction was made available by the Turkish government, having been brought into existence at the secondary and tertiary levels in the 1950s and having moved onto a new level with private universities in the 1980s (Selvi, 2014, p. 146).

However, the real expansion of higher education institutions occurred the eighties and nineties when privatization of higher education was allowed by the state. 1983 was a turning point for language education in that the massification and privatization of education resulted in a shortage of qualified English teachers and this led to the import of native English teachers (Sarıgül, 2018), which is a trend still prevalent. In primary and secondary schools, 1977 educational reform is important as it not only extended the duration of compulsory education, but it also initiated growing interest in a neglected issue: foreign language education. Following 1997, a number of reforms were made such as earlier introduction to language education, textbook improvements and English teacher training programs. One area to which criticism is directed is language teacher education programs, which at the time lacked the mechanisms to provide teachers with expertise and pedagogical content knowledge (Soruc & Cepik, 2013). This can be partly explained by the fact that the shortage of English teachers in the face of a growing demand led policy-makers to find quick solutions such as out-of-service teaching or alternate certification programs.

As a reflection of global trends, Turkey has undergone a massive privatization, massification and internationalization process, which has led to a common acknowledgement of the importance of foreign language education. Once dominated by state schools in all levels, privatization of education, as a reflection of macro level global and national neoliberal policies, brought about a surge in the number of private schools (Akalın & Zengin, 2007). These schools put more emphasis on their English education curriculum. Today, English is taught from second grade in state schools but in many profit-oriented private schools, an intensive English curriculum are provided starting from first grade and even nursery school. Similarly, there are now many private universities where the medium of instruction is English or partially English. In many state and private universities, a compulsory English preparatory year is present where students are expected to gain proficiency in the target language so that they can follow their courses in English-medium classes in their departments. A lens through which why English language education is at the heart of the

curriculum in many schools from primary schools to higher education institutions is it is seen as a valuable asset in a highly competitive global education.

Despite this unprecedented interest in English language education in all levels and attempts to improve English curriculum, language teaching education has not progressed as expected and often receives harsh criticism (Soruc & Cepik, 2013). A common claim made repeatedly is that students in state schools fail to produce even the most basic English phrases despite studying English for years. As an instructor in a higher education English preparatory class, my observations also confirm this claim as almost 80 percent of the students admitted to the university start their preparatory class from elementary level. The culprit may be teacher education, materials, system, students or teaching methods or all of them.

A recent comparative study in which problems encountered by Turkish and Polish English language teachers were discussed revealed that challenges emerge from classroom level issues: students' emotional inhibitions, class size, lack of high quality training and learners' lack of motivation (Madalińska-Michalak & Bavli, 2018). One point to explain learners' lack of motivation might be fact that the education system in Turkey heavily rests upon exam oriented teaching, in which the percentage of English scores do not match with those of others. This may lead students to consider English classes more as a burden.

Haznedar (2010) states that there have been certain improvements and a growing realization of the importance of EFL education after1997 education reform. However, her research findings indicate that English language teachers in Turkey fail to implement contemporary teaching methods in their classroom practices despite having knowledge of them; occasional in-service education provided by the Ministry of education are found ineffective by teachers; and undergraduate teacher education programs provide prospective teachers with only a superficial understanding of such crucial subjects as language acquisition, methods and approaches, material development and evaluation (Haznedar, 2010).

A global report that seeks to outline English Proficiency Levels of individuals by countries, EF English Proficiency Index, shows that Turkey has a very low English proficiency; ranking 31st in 32 European countries and 73rd out of 88 countries globally. Since 2012 when it ranked 32nd, there has been a gradual decrease in total scores and rankings (for a more detailed report and further country/region comparisons and methodology visit https://www.ef.com/wwen/epi/regions/europe/turkey/).

All in all, there is a growing demand for and interest in quality English language education in Turkey. This makes L1 use in L2 settings a particularly important research topic as it has traditionally been associated with the quality of language education. On one hand, there is a long-standing traditional view that exposure to L2 is the key and monolingual classroom settings are the perfect places to immerse into the target language. On the other hand, there is a growing body of research which indicates the potential benefits of judicious use of L1 in L2 classes though it seems that the debate over the optimal use of it as well as underlying reasons why teachers use L1 is still prevalent.

Therefore, in the following sections, I discuss the findings of the research in both camps. Following a brief introduction of the ongoing debate over the use of L1 in L2 settings, further information is present to gain insight to the literature in both camps.

2.3 The debate over L1 use in L2 settings

Use of L1 in ELT classroom settings has traditionally been a highly debated subject (Kim & Petraki, 2009; Macaro, 2001; Tan, 2015) where opponents and proponents of both camps have produced contradictory findings as to whether use of L1 actually facilitate learning or result in certain drawbacks, the most obvious one being a more reduced amount of exposure to target language. Those in favour of English-only camp particularly emphasize the potential learning outcomes through increased interactions where continuous exposure to target language is believed progressively to result in better learning outcomes. While it may be a more valid point in multilingual language classroom setting in which students have different mother tongues or the practitioner may not share the same L1 with the students, those who condemn the use of L2 mainly base their arguments on the potential drawbacks of L1 use in these settings including errors resulting from transfer, over-reliance on the use of L1, and its interfering with and impeding L2 acquisition. As of yet, research findings in both camps fail to be persuasive in justifying the superiority of one over the other.

The literature on the use of L1 in L2 classroom settings seem to suggest a turn into the potential positive outcomes of native language use in such settings and there is a growing body of empirical research indicating the benefits, the claims made by the opponents mainly rest upon certain points. Many teachers believe that L1 may be seen as a safe harbour in the face of difficulties experienced in L2; L1 may sometimes be misleading; errors are made due to transfer from L1 to L2; and L1 use in L2 classes impedes sufficient amount of comprehensible input (Voicu, 2012).

2.3.1 Research supporting the use of L1 in L2 teaching

There is now a growing consensus as to the use of L1 in L2 settings and its positive outcomes for learners (Auerbach, 1993; Duff & Polio, 1990). Instead of superficially accepting the monolingual, English-only movement's superiority, recent research focuses on the potential benefits of using L2. Indeed, one area where more empirical research may contribute important insights into the subject matter is how and to what degree L1 should be used (Littlewood & Yu, 2011). The historical dominance of exclusive L2 use despite an occasional challenge by several teaching approaches has prevailed so far and it seems that until recently there have not been major initiatives to uncover the reasons for insistence (Blackman, 2014).

Once legitimate claim, native speakers are the ideal ones seems to be losing popularity. It is undeniable that as English becomes a more and more required asset in many diverse fields in today's global world, more non-native teachers are teaching the students. Additionally, the claim that exposure alone can guarantee high performance in language classes seems to be undermined as language acquisition is a vast phenomenon in which many aspects must be taken into account. That is, learners' native language might serve as a potentially valuable resource that may facilitate the process.

With the rise of the bilingual approach, a growing body of literature dealt with how L1 use can actually benefit the students. The proponents of bilingual approach base their claims on many diverse benefits including practical, cognitive, sociocultural and pedagogical ones (Bhooth, Azman, & Ismail, 2014; Blackman, 2014; Calis & Dikilitas, 2012; Eldridge, 1996; Macaro, 2001; Nikula & Moore, 2016).

Despite traditionally thought to be a result of bilingual speakers' lack of linguistic competence and not worthy of investigation (Nzwanga, 2000), code-switching may serve many purposes (Gudykunst, 2004) and may indeed be utilized as strategically (Tavares, 2015). While language teachers may use code-switching for all these purposes, the use of mother tongue in ESL and EFL settings for the purpose of scaffolding is a controversial subject (Tunçay, 2014). However, a large volume of research now questions the dominant paradigm of exclusive L2 use in classroom environments and points out the fact that sacrificing a valuable asset as L1 may indeed have detrimental effects on students' language learning experience. For example, several authors claim that different languages share some common skills and processing capacities, and this can be used as a strategic tool by students

in that some cognitively demanding tasks can be achieved better in students' mother tongue (Luk & Lin, 2015).

One common criticism against the English-only camp is that their standpoint is based on traditionally accepted belief and assumptions, the roots of which are not scientific and verified. That is, '*the rationale used to justify English only in the classroom is neither conclusive nor pedagogically sound*' (Auerbach, 1993, p. 15). This is a valid claim in that there is growing literature about the justifications of L1 usage while the English-only camp seems to have failed to produce scientific evidence to prove their point.

> *Despite the lack of evidence to support the issue either way, some national curricula appear to quite assertive in their recommendations for use of the L1. Some advocate the total exclusion of the L1 on the grounds that it inhibits L2 acquisition and learning or that it communicates the wrong messages about the TL* (Macaro, 2001, p. 532)

One important finding of recent research is that teachers use students' native language for classroom management purposes (Y. Kim & Petraki, 2009; Sali, 2014; Sharma, 2006). In cases of noise and lack of attention during the class, teachers often resort to L1. Findings indicate that the use of L1 in such settings serve a special discourse and is believed to convey more power and autonomy.

It is claimed that teachers' code-switching in foreign languages classrooms may help learners contextualize some keywords and concepts used extensively (García, Flores, & Woodley, 2012), contributes to the development of metalinguistic awareness of the students (Garcia et al., 2017). Especially with lower level students who have little or no knowledge of the target language, use of L1 in reflecting differences between two languages, illustrating basic utterances with L1 can give students a head start (Cole, 1998).

Some research indicates the importance of a more balanced approach to the use of mother tongue in L2 classes. Instead of maintaining a black or white position, some scholars in the field acknowledge the potential benefits and need to use L1 but insist that the use of L1 should be judicious in a way that students' exposure to comprehensible input to target language is not reduced (Eldridge, 1996; Koucká, 2007; Sharma, 2006).

Considering that in many settings access to L2 exposure outside the classroom is not a viable option, teachers are advised to approach the use of L1 with caution, not in a way to sacrifice precious time to engage in activities in L2. In this regard, resorting to L1 in certain circumstances seems to be justifiable. For example, letting students experiment with their native language can be a humanistic approach. It may help students reduce anxiety and can

give them a sense of security so that they can take risks to use the target language (Faltis & Hudelson, 1994). This position is also explained by Krashen (1985)'s emotional barrier. According to the Krashen's affective filter hypothesis, affective filter functions indirectly as an obstacle to language acquisition and the emotional variables can prevent the input from reaching the brain. In that sense, discouraging students from using their L1 may indeed lead to tension, anxiety, lack of motivation and reluctance to experiment with the language.

Studies on learners also highlight the fact that the same tendency is also existent (Varshney & Rolin-Ianziti, 2006). In one study, students use L1 in interactive tasks and here L1 is an important psychological tool (Antón & DiCamilla, 1998). The only reason why students codeswitch to L1 is not a failure in being able to use L2 properly (Liebscher & DAILEY–O'CAIN, 2005). In fact, students may perceive the use of L1 both as a helpful strategy and a hindrance simultaneously (Varshney & Rolin-Ianziti, 2006). The study indicates that students are aware of the dual role of the L1 and understand the requirements of language learning than assumed by teachers. This is an important insight as it suggests that student perceptions may be more informative and guiding for teachers to decide when, why and how much they use L1 in their classes.

2.4 The English-only camp

Historically, the use of L1 in L2 classrooms has been undesired and except for a few methods and approaches, most theories rest upon this assumption. The use of L1 was accepted so unorthodox that policies formulated and language teaching practices adopted were based upon a linguistic purism (Lin, 2006). One way to approach this long traditional view is that Krashen's Input Hypothesis makes it clear that comprehensible input in L2 is fundamental to target language acquisition and the more input is provided the better the consequences are. One common criticism against the L1 use in L2 settings is that the former has an adverse effect on the latter, depriving learners of mechanisms to produce L2 (Turnbull & Arnett, 2002).

This long-standing and relatively powerful assumption has traditionally manifested itself in curriculum. The use of L1 both by teachers and students have been discouraged and even banished. Another explanation for English-only teaching stems from political and economic aspects, which refer to both an uneven power balance between the imperial English and native languages and English native teachers' inability to utilize the mother tongue (Akbari, 2008). Although recent literature indicated potential benefits of L1 use in L2 settings, it

seems that there is still discomfort not only by educators who actually use it in day-to-day practices but also by institutions and parents.

Perhaps a more sensible approach to investigate the use of L1 in L2 classes is to go through the methods and approaches and their implications of L1 use in teaching target language. Developing as a response to long-standing Audiolingual Method and Grammar-Translation Method, the widely accepted and employed Communicative Approach suggests the use of the target language exclusively in instructional settings (Cook, 2001). Discontent with Grammar-Translation Method in its failure to improve speaking and communication led to the emergence of new methods. This can be partially explained by the need for improved oral proficiency required as a result of the increased communication in Europe.

The justification for the exclusion of L1 in L2 classrooms rests upon Krashen's Input Hypothesis. As a part of Natural Approach, Input Hypothesis indicates that input in the target language is the most important factor for acquisition to occur, therefore, L1 use is discouraged as it reduces exposure to L2, resulting in less comprehensible input (Krashen & Terrell, 1983). Similarly, Direct Method also discouraged the use of L1 on other grounds. Resting on the assumption that second language learning follows the same patterns of first language acquisition, grammatical analysis and translation work was disregarded at the expense of extensive oral interaction. For Natural Approach, immersion classes are the perfect examples of effective language learning environments.

In Natural Approach, instead of codeswitching, language teachers are expected to simplify the target language and make it more comprehensible. Otherwise, any use of L1 in L2 classes are believed to lead to a wasted opportunity to provide rich input for language learners (Littlewood & William, 1981). Despite a few methods allowing for limited L1 use, it seems that since the sixties and seventies, language teachers and curriculum developers have tended to distance themselves from the use of L1 in L2 settings and English exclusive teaching has become the mainstream in many schools all over the world.

Turnbull (2001), reflecting on his own experience as a teacher teaching French to his students, claims that both theoretical perspectives and empirical work are sufficient enough to argue that the more use of target language there is, the better the chances are for students to acquire the target language. The author doesn't deny the fact that L1 and L2 are complementary and sometimes, though in rare occasions, switching to L1 might be a time-saver. However, overreliance on L1 especially in settings where instructional time is limited

and students do not have much access to L2 outside the instructional time has a detrimental effect on L2 acquisition (Turnbull, 2001). Turnbull's point is a valid one for several reasons. The teachers may find L1 use quite tempting in many cases and most often they tend to use it comfortably without actually realizing the underlying rationales. In this regard, not being able to realize when, why and how much they use L1, they may unintentionally overuse L1 even in cases when there is not actually need to do so. Secondly, *licencing* (a kind of encouragement by supporting the use of L1) language teachers to use L1 is unnecessary as they already use it. What should be done is to foster the use of L2. Therefore, research may focus on explaining the factors interplaying with teachers' code selection.

Here, it is noteworthy to state that the roots of using Only-English movement can be traced back to Makerere Report (1961), which basically outlined five tenets about teaching L2. In summary, the implications of the report suggest that English be taught in monolingual classes ideally by a native speaker; beginning from the earliest age possible and with as much English input as possible as use of L1 is believed to damage English standards (Barrantes-Montero, 2018). It seems that those tenets were widely accepted at the time and influenced language learning practices all over the world and led its way into communicative approach. Once it was regarded as the 'legitimate' and 'correct' way of teaching, a great number of researchers and practitioners in the field supported the abolition of all L1 use in L2 classes basing their claims on the interference of L1 with L2, error transference and reduced input. Only-English movement then became the dominant aspect of language curriculum.

This being the case for a very long time, a new trend in language teaching is eclecticism, which refers to the manipulation of a number of methods, thus allowing a kind of pluralism where a stronger, more flexible method can be tailored to the diverse needs of the students. Referred as the post-communicative era, eclecticism allows for a more balanced approach to language teaching as communicative approach is also vulnerable to criticism (Ur, 1996) in that it disregards formal aspects, grammatical awareness and rests heavily on structural elements of the target language.

The literature review of those studies discouraging the use of L1 is quite limited. In fact, it seems that there are not any articles or dissertations presenting findings favouring the exclusive use of L2. Most contemporary research, on the contrary, indicates that L1 can be used as a facilitator in L2 classes and serves to diverse purposes. However, the recent research also suggests that teachers should be cautious to use L1 in L2 settings and gain insights into their own practices in order to avoid overreliance. Therefore, in the following

sections, both those studies that directly support the use of L1 and others that adopt a more balanced perspective towards L1 use are presented.

2.5 Related research

2.5.1 International studies

In this part, only the studies conducted outside Turkey has been included. The section only focuses on the research conducted relatively recently as other key studies have already been covered in previous sections.

Tan (2015) conducted research to explore teachers' beliefs about first language use in New Zealand Higher Education Context. In this study, the author specifically intended to reveal English language teachers' belief about L1 use and factor affecting these beliefs. Collecting data through focus groups, questionnaires and classroom observations, the author came to the conclusion that in multilingual classes where there is informal English-only policy, teachers try to use L2 as much as possible but they were not totally against the use of L1. In fact, they were found to be positive towards the use of L1 and mentioned that the strategic use of L1 indeed supports student learning. One interesting finding of the study was that teachers' belief about the use of L1 were based on two main factors: teachers' own language learning experiences, which makes elimination of translation between L1 and L2 impossible, and their recognition of bilingual nature of the students. The students in the study group mainly indicated that they were content with instruction in L2 but also comfortable with the strategic use of L1. A confirmatory finding of the study is that sometimes teachers resort to L1 use due to the curricular pressure and time constraints however unwilling they are.

Another large scale study was conducted by Mansor (2017) as a part of doctoral dissertation. The author undertook the research to reveal the extent of Arabic use in EFL classes, reasons for teachers' and students' use of L1 and attitudes towards it. The findings indicated that in the Libyan context where L1 is Arabic, there is a common tendency to use L1 in L2 settings among teachers (though there is a high variance in individual teacher's use of L1), who were found to use L1 for various reasons including their theoretical stance, training, proficiency level and learning styles along with other pedagogical purposes that are well documented in the literature. A key finding of the research is that in the Libyan context the use of L1 is also related to certain challenges such as high-class size, variance in students' proficiency levels, problematic course books and the content of examinations, which mostly covers memorization of form and structure. Finally, L1 use by teachers and students was especially

common in lower proficiency groups. The author here argues that this kind of L1 use is a defensive mechanism as it stems from a failure to embrace L2, rather than an actual need.

Turin (2014) conducted research in which data from both students and teachers in elementary level classes were collected through questionnaires, interviews and classroom observations. Data analysis revealed that the majority of students are positive towards the use of L1 and feel comfortable when teachers use their native language, Bangla, in the classroom. Findings also indicate that students learn better and understand classroom instructions better when L1 is used. Teachers were reported to resort to the use of L1 to facilitate learning especially in young students, elementary level students and when confronted with a difficult concept or grammar structure. Simplification of grammar, correcting mistakes and building rapport with students were found to be the key reasons to use L1 in teaching but the teachers were also found reserved about the overreliance on L1. These findings are also in line with earlier research by Polio and Duff (1994) and Cook (2001), whose findings also outline the reasons of L1 use as teacher-learner rapport and effective conveying of meaning along with classroom management purposes.

Azkarai and Mayo (2015) wrote an article that examined whether task-modality influences L1 use in task-based English as a foreign language setting. Conducted with 44 EFL Spanish learners, the study indicates that learners' use of L1 and its function is dependent on the task. The findings show that students have a tendency to use L1 when they work on collaborative speaking + writing tasks and L1 in this context serves as a facilitating strategy to scaffold students' production and successful management of tasks. In general, the student participants in the study group used L1 more in the production of written reports in order to deal with grammar issues and in speaking to find out vocabulary.

Lo and Lin (2018) conducted research by observing 40 lessons with 12 teachers and five different schools in Hong Kong. The research was intended to reveal how teachers employ L1 an L2 in different patterns to support students and how these patterns could be analysed in relation to curriculum genres and task structure. Along with other key findings, the study revealed that teachers' L1 use increased when working with students who were perceived to need language support. In schools with less proficient students, L1 was used for many purposes such as preparing students for the tasks and asking questions. Generally, teachers working with more proficient students were observed to mainly use L2 but there was also some L1 use in some particular parts of the task for the purpose of extending students' learning experiences with their own life experiences. This study is especially important in

that it provides a detailed and more focused analysis of when and why teachers use L1 during the instruction time.

Another study by Doiz and Lasagabaster (2017) investigated whether teachers and school management staff share the same ideas about the use of L1 in CLIL (Content and Language Integrated Learning) classes in Spanish context. In this research, some schools had a school-wide policy about the use of L1 while in others; it was up to the decision of individual teachers. The general findings indicate that in the absence of a school level English-only policy, teachers tend to use L1 based on their own experiences and beliefs though the management staff may have differing ideas about it. The authors suggest that in order to create more coherent programmes, school-level policies are needed.

2.5.2 Research in Turkey

The research about the use of L1 in L2 settings conducted in Turkey is scarce but it offers some key findings.

Tuncay (2014) conducted a comprehensive analysis of teachers' perception of their L1 use in L2 classes. The study was conducted in a school of foreign languages in one of the state universities in Turkey, with the participation of 120 language instructors. Data was collected through a questionnaire survey and analysed quantitatively. The findings indicate that participants had a negative attitude towards the use of L1 in L2 settings and were reluctant to resort to L1 continuously. However, teachers also felt that L1 doesn't actually hinder L2 acquisition. In fact, the participants indicated that students' native language may act as a valuable resource. The main findings of this research are (1) teachers reported using L1 as a methodological tool rather than a communicative tool; (2) most participants still hold the idea that use of L1 for either methodological or communicative purposes is not correct; (3) exclusive L2 usage is intended as students do have access to comprehensible input outside the classroom in Turkey; and (4) teachers resort to L1 in low levels, grammar classes and giving instructions; (5) teachers sometimes use L1 for communicative purposes but do not feel comfortable with it. This study provided valuable insights into the perceptions of the teachers but it also calls for research exploring student side of the story and experimental designs to reveal the effectiveness of L1 use or exclusive L2 use in such settings.

Sali (2014) wrote an article focusing on what purposes Turkish EFL teachers' use of L1 for. The research was conducted in a state secondary school, where students were provided a one-year English preparatory program upon their admission to the school. Data was collected

through non-participatory observations and semi-structured interviews. The findings indicate that the teachers in the study used L1 for academic, managerial and social/cultural purposes. Explaining aspects of English, translating, eliciting, reviewing and comprehension checks were found to be the main components of academic purposes of using L1. Managerial use of L1 was mostly restricted to classroom management, discipline issues and raising attention. Finally, the social/cultural functions of L1 use were focused on rapport construction. The general findings indicated that L1 use is positively perceived by the participants in this study and employed for various reasons.

Taskın (2011) also conducted a more detailed case study in which she intended to cover the perceptions of teachers, students and administrative staff regarding L1 use in a private higher education institution. The study provided interesting findings. The participant responses revealed that although the instructors had a neutral perception towards the use of L1 and even tried to distance themselves from overusing L1 in the class, having to cover too much within a limited time and exam –based teaching seemed to leave no other choice than resorting to L1. Time constraint and heavy load were reported to lead to the use of L1 in grammar and vocabulary classes though L1 was also utilized for more common purposes such as classroom management, comprehension checks and motivation. The learners were found to have a positive attitude towards the use of L1 and see it as a valuable resource in grammar and vocabulary. Students at lower levels were found to have a more positive attitude. Interestingly, students in the highest level also had a positive attitude in this study but this was explained by the exam anxiety as students needed to take a proficiency test at the end of the program and L1 was favoured as it was believed to contribute to their overall performance. The findings of this study are in line with another in Hong Kong, where teachers stated that it is particularly difficult to provide adequate support to learners in L2 under the pressure of a heavy and tight examination syllabus (Hoare, Kong & Bell, 2008).

A relatively recent case study conducted at a preparatory school with elementary level learners investigated the use of translation to improve comprehension and the results indicate that use of L1 and L2 together was welcome by the students (Calis & Dikilitas, 2012). The findings of the research indicate that controlled translation activities were associated with a better understanding of target language and more interaction among students. It was also found that the translation activities also reduced learner anxiety for elementary level students in the study.

Another interesting study in Turkish context was carried out by Ustunel and Seedhouse (2005) in higher education level EFL conversation classes. The study aimed at sequential organization of teacher's code-switching and the link between language choice and pedagogical focus (Üstünel & Seedhouse, 2005). The findings indicate that there is a systematic pattern to resort to L1 or L2 and code-switching occurs when there is a need to align or misalign with the teacher's pedagogical focus. This study is especially useful in that it provides an analysis of the timing and sequence of codeswitching in EFL classes and its embeddedness in interactional aspect. One study in a high school with the participation of elementary and intermediate level EFL students, though not recent, indicates that when and where learners resort to codeswitching is important in that it can be predictive of the gaps of knowledge in the target language such as lexical deficit or concerns about floor-holding mechanisms (Eldridge, 1996).

2.6 Overview of literature and implications

What makes L1 use in L2 settings a fundamental research topic needs to be carefully understood. The previous review of literature is seen to be mainly focusing on teachers' use of L1 in L2 settings, the underlying reasons for resorting to L1, its benefits and the amount of optimal use. Research suggests that all teachers use L1 in different proportions and for different purposes. This being the case, so far any classification of teachers' reasons to manipulate L1 has failed to reach conclusions as to whether which uses of L1 –explaining vocabulary and grammar, management of classroom, social and affective purposes, motivating learners, etc.- are best (Varshney & Rolin-Ianziti, 2006).

However, what seems to be the basic issue that remains unresolved and requires more research is the context. That is, an insight into the contexts where L1 is used by teachers can actually yield crucial outcomes and contribute to a better understanding of the subject matter (Lo & Lin, 2019). Especially a better understanding of students' attitudes is considered having utmost importance in that it may reveal potential areas of conflict between teachers and learners and enhance EFL classroom experience (Varshney & Rolin-Ianziti, 2006).

The amount of and purpose of L1 use may change from one classroom setting to another and can be determined by a number of factors from students' perception, readiness, willingness, motivation, level to teachers' lack of proficiency, teaching habits and the importance they attribute to L1 usage. Therefore, the underlying problem here is not to acknowledge or disregard the use of L1 usage. The issue that has to be handled with more in-depth studies is

how and why L1 is used regarding the contexts and discourse. In a study, Duff and Polio (1990) outlined four key variables interplaying with the amount of L2 used in foreign language instruction: the resemblance of L1 to L2, the policy of the institution towards the amount of L2 usage, the lesson context and teachers' formal training. Such research may provide more valid points and perhaps a framework as it seems to consider contextual circumstances.

Similarly, another contextual variable might the type of activity (S. H. O. Kim & Elder, 2005). The authors stated that teachers tend to use more L1 in activities where students have to deal with complicated instructions and task-based activities. For example, Lo and Lin (2019) found in their study that EFL learners who need more explicit instruction on academic language and L1 in this context seems to be necessary and supportive. The authors proposed a two-level (macro and micro) framework for teachers to systematically design their use of L1 serving different purposes. Teachers may still need to utilize L1 spontaneously in their daily teaching practices but having a solid plan may actually contribute to the timely and correct use of L1 in the classroom (Lo & Lin, 2019).

It is also noteworthy to state that students' perception and level may be a key determinant of the amount of L1 use. Thus, teachers must be well aware of how students perceive their use of L1 and decide whether they actually need L1 use or the demand stems from some other factors. Instead of looking for a one-fits-of-all approach – like totally disregarding or overusing L1 in L2 settings or holding the idea that complex grammar can only be explained by the use of L1 or discipline is guaranteed when teachers resort to L1- teachers are expected to have a thorough understanding of an insight into students' needs.

An interesting study carried out by Kim et al. (2017) with Korean engineering students in English medium of instruction classes suggest how school policy shapes the practices of instructors at the expense of disregarding students' and academics' perception of L1 use. The findings indicate that formally imposed English as the medium of instruction engineering classes are found a valuable opportunity but not welcome by students as they seem to be having difficulty understanding the lectures (E. G. Kim, Kweon, & Kim, 2017). In the Korean context, teachers seem to be using L1 primarily on the grounds that the students' may not be proficient enough to understand the lectures in their EMI classes. The point made here is especially valuable in that it justifies the reason why more qualitative research in unique settings is needed as, despite commonalities, each classroom is unique. Such a research approach may also highlight the controversial findings of the studies which

actually employed similar or the same methods but reached different results. Although researchers all over the world are trying desperately to provide answers to very intricate questions about the subject matter, they seem to fall into a generalization fallacy, which is impractical and unrealistic considering the unique characteristics of each classroom settings.

In any case, especially for EFL classes, exposure to L2 plays a fundamental role in language acquisition as in many countries; learners have limited access to L2 outside the formal learning environments. This explains the vast literature about the judicial use of L1 in L2 settings in that it not only acknowledges the potential benefits of L1 use but also approach its use with caution. As a result, the recent literature calls for the examination of how L1 can be used in judicious and strategic ways in a way to influence learners' positively, which may also have important implications for teacher education (Tavares, 2015). One important study by Miri et al. (2017) aiming at revealing teachers' cognition of their L1 use provided valuable insights. The findings indicate that teachers' reconsideration of their own intuitive cognitions about L1 use may unearth their concerns and thus, they can reflect on data based on actual classroom practices (Miri, Alibakhshi, & Mostafaei-Alaei, 2017). Their findings also strengthen the argument that students' perception and teachers' cognition about the use of L1 in different contexts contribute to a deeper understanding of the underlying causes of L1 use.

CHAPTER III

METHODOLOGY

This chapter presents the methodological procedure of the study by presenting the setting, participants, the procedure of the data collection and data collection techniques.

3.1 Research design

Qualitative and quantitative methods are the two most frequently used research methods in educational sciences. The quantitative studies are explained as; "Quantitative research involves data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods." (Dörnyei, 2007, p. 24) Likewise, qualitative methodology is described in Dörnyei (2007, p. 24) "Qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods." It can be understood from the definitions that quantitative research mainly deals with numbers. On the other hand, the interpretive power of the researcher becomes prominent in qualitative research. Besides these two methods, there is a third method, mixed method, which makes benefit of both quantitative and qualitative data collection and analysis techniques by merging the two methods (Creswell & Zhang, 2009; Dörnyei, 2007, p. 163). 'Mixing' these two methods, the researcher obtains a better understanding of the issue that is investigated (Creswell & Zhang, 2009).

In this study, the mixed method was used to get a clear result. To test the students' success, their one term exams were used; two midterms and the level exam at the end of the term analysing whether there is a significant change in their achievement at the end of the practice. The statistics obtained by the exam results taken from one term exams which were done in the first, second and the third month of the term were analysed with using SPSS program.

To interpret the students' perceptions, an interview was done as a qualitative part of the study and transcriptions were explicated regarding the activities in which L1 was used with the qualitative content analysis. A semi-structured interview was done at the beginning and the end of the term to identify students' perceptions towards L1 use in foreign language class. The interview was recorded with recorder and transcribed verbatim. Not to be affected by

other students' opinions, the interview was done individually. The students who are willing to participate in the interviews are selected randomly in which the main factor is selecting the willing participants which are of high importance for achieving rich data (Dörnyei, 2007, p. 129). Lankshear and Knobble (2004) state that the interview is a useful tool to generate comprehensive information about the phenomena studied. It can be inferred that more than any other data collection tool, an interview gives the interviewer a unique opportunity to probe for clarification and in-depth information on the related topic.

Mackey and Gass (2005, p. 182), and Polio and Duff (1994) named this process as 'quantification'. In other words, data were collected both in a quantitative way and qualitative way. Merging these two types of data collection methods would allow improving the credibility and the reliability of the results. If just one method is used in collecting data, the truth may not be reflected in the results (Cohen et al., 2007). Therefore, mixing methods and triangulating the data through them is very crucial in research studies.

3.2 Setting and participants

This study was carried out at Gebze Technical University Foreign Language Department, Kocaeli, Turkey in 2018-2019 Fall Term. The medium of instruction in all departments is English at Gebze Technical University except geomatics engineering and economy which were started to get the student in the 2017-2018 academic years. So departments use English as a medium of instruction, and these departments require their students to have the passing grade that is 60 in proficiency level in an English language proficiency exam before taking classes in their majors. The students can either submit a petition to the administration of the Foreign Languages Department for being transferred to their departments getting the passing grade 55 from the national exam such as YDS. Getting a passing grade (60 from proficiency exam and 55 from YDS) is compulsory to get the education in their majors even in geomatics engineering which the medium of instruction is Turkish. If they don't get the grade, they cannot start their department courses.

The Foreign Languages School has a level system in which a learner who is not successful at one level is required to repeat the same level. Each level lasts for 16 weeks. There are two different levels at the beginning of the term; elementary and pre-intermediate. Students who get 60 and above from the placement test applied at the beginning of the term start the language education at pre-intermediate level and the students who get below the minimum passing grade start in elementary level. The learners receive 24 hours of instruction every

week. Evaluation of two mid-terms and one level exam determine the level success grade for each student. The students need to score 65 on a hundred scales to pass their level and then have the right to enter the proficiency exam. All the tests are generated and administered by a group of experienced instructors in the testing office.

In 2018-2019 fall term, 949 students enrolled in many departments at the university entered the proficiency exam in September, 2018. 733 students who couldn't get 60 from proficiency exam studied in the Foreign Languages Department for one academic year. The students' foreign language levels were determined by means of a placement test, implemented at the beginning of the term. The students who participated in this study were at elementary level. Their level was A2 according to the Common European Framework of reference for language in the fall term. At the end of the term, they were tested again to pass the level. If they pass the level, they have the right to take the January proficiency exam at the end of the term. It is the opportunity for the students to start their major courses for the spring term. If they don't get the passing grade from the proficiency exam, they go on studying in the Foreign Languages Department for the second term.

The participants are comprised of two A2 level classes; each class is composed of 20 students studying in Foreign Languages Department. Examining students' one term exam results were targeted to clarify the change that using L1 caused. To analyse students' perceptions deeply, 10 of them were recorded randomly for the interview in order to remove the effects of any variable which can affect the outcomes of the study. All of the participants completed their education in Turkey, with no experience of living abroad. They are enrolled in different departments at the university.

Table 1

Participants descriptive statistics

		Control Group	Experimental Group
Gender	Male	10	14
	Female	10	6
Age (average)		19,1	19

Table 1, Table 2, and Table 3 present the demographic information about the participants who participated in the study. The students' profiles regarding their gender, age, and their mother tongue are presented in Table 1, and their departments are given in Table 2.

The female students consisted of 20 learners (50% of the total number of the learners) and male sample constituted of 20 learners. Their average age is 19 and all the students' mother tongue is Turkish.

Table 2

Participants' departments

Undergraduate Program	Percentage of English	Control Group	Experimental Group
Computer engineering	100	2	2
Bioengineering	100	1	1
Environmental Engineering	100	2	2
Electronics Engineering	30	3	3
Civil Engineering	100	2	2
Chemical Engineering	100	1	1
Mechanical Engineering	100	2	0
Materials Science and Engineering	30	2	1
Architecture	30	2	4
Physics	100	1	0
Management	30	0	1
Molecular Biology and Genetics	100	2	2
Mathematics	100	0	1

Table 2 presents the departments of both the control and experimental groups in the study and also indicates the intensity of English in their departments via percentages.

Table 3

Participants' foreign language learning experience

		Control Group	Experimental Group
High School	Anatolian High School	11	14
	Science High School	4	1
	Anatolian Religious High School	2	0
	Industrial Vocation High School	2	3
	Private High School	1	2
Department	Science	20	19
	Equally-Weighted	0	1
Private English Course	Yes	0	1
	No	20	19
Language Learning Experience	1 - 4 Years	1	2
	5 - 9 Years	11	14
	10 - 15 Years	8	4

As demonstrated in Table 3 above, the participants' foreign language learning experience has been shown with variables such as the high school and the branches they graduated from, the private English lessons they got and the duration they have learnt English.

3.3 Data collection procedures

The current study was conducted in the fall semester of 2018-2019 in the Foreign Languages Department at Gebze Technical University. Firstly, the head of the department was contacted in order to obtain consent for the study and intervention. At the beginning of the term, students filled in the demographic information. Students' one term exam results were taken with the permission of the department coordinator to be used in the quantitative part of the

study. Students who are voluntary for the interviews participated in the semi-structured interview and the researcher gained their consent.

3.4 Data collection techniques

There are two classes in the study; experimental group and control group. The groups consist of 20 students whose English level is A2. While in control group, the syllabus followed by the teachers in the Foreign Languages Department at Gebze Technical University was carried out, in the experimental group, in addition to the regular syllabus, Turkish assisted activities were performed from the book 'Using the Mother Tongue' by Sheelagh Deller and Mario Rinvolucri. The book has two main parts; Part A -Classroom Management and Part B- Living Language. In Part A; there are three different sections namely advocating and avoiding mother tongue, starting new groups and getting on-going feedback. In part B; there are five different sections under the name of grammar, vocabulary, skills-input, skills-output and using translation. The book includes various activities from warm-up activities to the activities of difficult grammar subjects. Subjects that were taught in the syllabus were supported by appropriate activities from the book in the experimental group. It was investigated whether the activities had an impact on students' achievement and changed their perceptions towards using the mother tongue in foreign language learning.

There were a total of five questions in the interview. The first two questions were asked to inquire about the current situation in the courses. Other questions were prepared to learn the students' thoughts about the use of mother tongue in foreign language education. In the last question, students have been asked about their old experiences of foreign language learning. Open-ended question format was used in a face-to-face interview with the aim of looking more deeply into the topic providing more detailed information about the use of first language in English classrooms. The interviews enable the researcher to get a clearer and deeper insight into the participants' ideas and responses. It also allows the researcher to ask questions and make connections (Creswell & Poth 2017). Conducting interviews is the oldest method of collecting data in research (De Leeuw, 2005). Using face-to-face interviews help reduce any errors in the online surveys that may occur if participants do not pay attention to the questions of the survey. With face-to-face interviews, both interviewer and interviewees need to pay attention to the questions to answer them appropriately. De Leeuw (1992) also talked about nonresponse possibilities in written surveys that do not happen in face-to-face interviews.

CHAPTER IV

RESULTS & FINDINGS

The main aspect of this study is the students' perceptions towards L1 use in the foreign language classroom. To be able to examine this aspect, qualitative data were analysed. As previously mentioned in the methodology part, qualitative data was gathered with a semi-structured interview which consists of 5 open-ended comprehensive questions. The interview was carried out at the beginning of the term. After three months of education, the students were asked the same questions again. The first two questions are aimed to understand the present situation in the foreign language classroom. The objective of the other questions is to comprehend the students' perceptions towards the use of L1 in foreign language learning. The interview enlightened the researcher about the students' perceptions.

A semi-structured interview was carried out at the beginning and the end of the term with the control group and experimental group. The interviews were transcribed verbatim. The transcribed data was read several times line by line and was analysed through coding into themes. Punch (2005) states that coding is the concrete activity of labelling data, which gets the data analysis underway and which continues throughout the analysis. This process enables the researcher to understand how to discuss the findings by means of categorization. Frequency of each answer was also calculated to determine the important points in the study. Students' responses were compared within each group and between the control group and experimental group. At the end of the data analysis, main themes are drawn from the student's answers.

3.5 Quantitative results

Table 4

Independent samples t-tests for 1ˢᵗ mid-term exam

Factor	Groups	N	$\overline{\text{x}}$	S	$Sh_{\overline{x}}$	t-Test			
						t	Df	*p*	d
1st Mid-term Exam	Control	20	77,60	11,495	2,57				
	Exper.	20	72,50	15,195	3,39	-1,197	38	,239	----

As shown in Table 4, *Independent Samples T-Test* was employed to find out if created two groups of EFL students differ in terms of their performance in their first mid-term exam. The results indicated there was no significant difference between two groups of students regarding their first mid-term exam scores (t = -1,197; p > .05). In other words, it was explored that two groups were assumed to be significantly no different based on their 1ˢᵗ mid-term exam performance.

Table 5

Independent samples t-test for 2ⁿᵈ mid-term exam

Factor	Groups	N	$\overline{\text{x}}$	S	$Sh_{\overline{x}}$	t-Test			
						t	Df	*p*	d
2nd Mid-term Exam	Control	20	72,5	10,18	2,28				
	Experimental	20	66,80	12,33	2,76	-1,594	38	,119	---

As shown in Table 5, Independent Samples T-Test was run to find out if there was a statistically significant difference between control and experimental students' mean scores of 2ⁿᵈ mid-term exam. The results indicated no significant difference in the performance of the students between groups (t = -1, 594; p >.05). In other words, it was noted that students did not improve their performance from 1ˢᵗ to 2ⁿᵈ mid-term exam as to significantly outperform those in the other group.

Table 6

Independent samples t-test for final exam

| Factor | Groups | *N* | x̄ | **S** | Sh x̄ | t-Test | | | |
						t	Df	*p*	*d*
Final Exam	Control	20	79	9,52	2,12	- 2,9 44	38	,005	-,93
	Experimenal	20	69,35	11,14	2,49				

As shown in Table 6, Independent Samples T-Test was run again to explore if students control and experimental groups statistically and significantly differed in terms of their final exam performance. Within this perspective, the table reveals that the means of the scores the students in the control group significantly performed better than those in the experimental group (t = -2, 944; p <.01). In other words, a better mean of the control group (79) than the experimental group (69,35) proves this superiority.

In the second fold of the analyses shown in the table, the researcher made an effort to present the effect size of significant. Therefore, Cohen's *d* (degree of impact), which indicates the standardized difference between means for t-tests results regardless of the variables, sample sizes or measurement types (Cohen, 1994), was computed to elaborate on the significant difference. In the interpretation of objective effect size of the significant difference, the guidelines provided by Cohen in three ranges as "small = $0.2 < d < 0.5$," "medium = $0.5 < d < 0.8$,"," and "large = $d > .80$," was followed (Ruscio, 2008). In this respect, also following Cohen's (1994) suggestion of ignoring the positive or negative value that are caused by positive or negative t value and taking the absolute value, *Cohen's d of* – 0,93 indicated large effect of the significant difference in the final exam performance of the students in control and experimental groups in favour of the former (*d*> .80).

3.6 Qualitative findings of control group

The medium of language of the study which continued for the fall term in 2018-2019 academic years at Gebze Technical University, Foreign Language Departments was English. Although the control group received excessive English, L1 was used in necessary cases such as in the absence of subject learning or communication problems. The main themes of the control group were revealed considering pre and post-interview categories. The themes are specified as 'the use of L1 in foreign language classroom', 'students' perceptions towards

the use of L1 in foreign language classroom', 'students' reaction to the use of L2 at the end of the term' and 'effects of education system on learning L2' with analysing the transcribed data with the control group. Within these main themes, a number of sub-themes were also identified, as presented within the text.

3.6.1 The use of L1 in the foreign language classroom

Table 7

The first theme of the control group

The First Main Theme of Control Group	Sub-themes of Control Group		Frequency of students' answers in pre-interview	Frequency of students' answers in post-interview
	The frequency of L1 use by the students	frequent use of L1	4	-
		equal use of L1 and L2	1	-
		increasing the amount of L2 use	-	6
	The frequency of L1 use by the teacher	frequent use of L2	5	-
		using L1 when it is needed	4	-
		increasing the amount of L2 use	-	4
The Use of L1 in Foreign Language Classroom	The reasons for students' L1 use	low proficiency level	5	3
		insufficient foreign language background	5	8
		lack of time	3	4
		students' laziness	2	3
	The tasks in which students' L1 use	grammar study	2	2
		vocabulary study	2	-
		chatting with friends	2	1
	The reasons for teachers' L1 use	clarifying ambiguity	6	4
		explaining grammar points	5	3
		vocabulary teaching	7	6
		creating a friendlier context	-	2

Students in the control group state that they use L1 so often. This response was emphasized four times in the pre-interview (Table 7):

> *"I am using Turkish a lot."*
> *"We use Turkish so often because we don't have an English basis"*

One of the students expressed that she uses both L1 and L2 in half in the pre-interview:

"I use both languages in half during the course."

It is found that the students use Turkish in general rather than English in the foreign language classroom.

In the post-interview at the end of the term in which they get foreign language education for three months, students' answers changed in the way the use of L2 increased. This utterance was mentioned six times (Table 7). Two of the students expressed that they were motivated to use L2. The amount of their using L2 increased compared to the beginning of the term. In the pre-interview students emphasized their frequency of using L1 as often. However, in the post-interview, it is clearly understood that at the end of the education they used L2 more. This increase also affects their motivation to learn a foreign language. To illustrate, the students remarked:

"In fact, we are able to give answers in English, this makes us happy. I become hopeful to speak English."

"As we can realize that we can achieve the language, we feel more self-confident about foreign language. I am more determined to learn English."

It is obvious that the teacher used L1 when it was vital to use at the beginning of the term. The teacher taught L2 in a usual phase of teaching; she was expected from her students to make effort to understand and use L2 accordingly which was not the case in this group as it is understood from students' answers. That is, the medium of instruction is English in a considerable amount. Students noted:

"She rarely speaks Turkish when she thinks we don't understand."

"In general, she uses English but only in the situations where the intervention is supposed to be taken place, the teacher uses Turkish."

Under this sub-theme, the findings for the two interviews differed. In the post-interview, students reported that through the end of the term, the teacher used L1 much less since the level of the students progressed relatively. As the learners' levels improve, the amount of L1 input decreases. There is a remarkable change in teachers' frequency of use of L1. This response was given four times by the students in the post-interview as illustrated in Table 7. To exemplify, one of the students revealed this change in the post-interview:

"Surely now, our teacher speaks Turkish far less. As we did not understand many things at the beginning of the semester, he was obliged to speak Turkish. Since some of our classmates' level was a bit low, our teacher had to speak Turkish but the amount of Turkish has decreased in time. Our teacher needs to speak Turkish much less now."

It is figured out that the students use L1 but their amount decreased throughout the term, the first question is also aimed to get the reasons why students use L1. There are various reasons

for students' tendency to prefer their first language in the foreign language classroom. The first reason is students' low foreign language level. Their English level is A2 and it isn't sufficient to use during the whole course. Both in pre and post-interview the most frequently uttered reason for using L1 is not having enough foreign language competence. When their foreign language capacity is not adequate to use, they prefer L1 to state themselves in a clear way. Five of the interviewees mentioned that they use their first language when they cannot properly express themselves in the foreign language and when they have difficulties in communicating with the teacher (Table 7). Oxford (2000) viewed the learners' use of L1 as a useful tool to compensate for the shortcomings in both comprehension and production stages. Therefore, learners can comprehend and produce the TL despite the shortcomings through using their L1. Students gave information about their level in the pre-interview:

> *"I am using Turkish a lot, my current level isn't so high to use English because I am not at a good level of English and I am using Turkish directly."*

> *"We use Turkish so often because we don't have an English basis. I mean, since I haven't had a very good English education in the past, I figure out that there's a problem in using it."*

The second reason for students' use of L1 is insufficient foreign language background. Both in pre and post-interview, this subtheme was reported 13 times. The frequency of this utterance shows that it is one of the overriding reasons. In both interviews, the students emphasized that they did not get a proper language education before higher education. Two of the students mentioned that they graduated from vocational high school in which language education is not the focus but the technic courses and science is. They stated that they and their teachers did not attach importance to foreign language because of their department foreign language course was of secondary importance. So they neglected the foreign language courses. All the students graduated from 'science' department. In high school, rote-learning which aims to memorize the subjects that will be asked in the exam for language courses is adopted. Their emphasis is the science subjects which have more density in the university exam for their departments. Because of their background education, students did not improve their foreign language competence. They supported this view:

> *"We didn't have any extensive English education like this year. In general, our teachers, of course, cared English less than the other subjects such as Maths, Chemistry, Physics, and Biology. We were graduated from the science department in high school. Language teachers dealt with language classes privately. I mean, we and our teachers didn't concentrate much on English because we were thinking about the university exam. This year is a great chance for us to remove the borders."*

Another reason is lack of time. They stated that the course hours, twenty-four hours a week is not sufficient for low proficient learners to use the foreign language three times in pre-interview and four times in post-interview (Table 7). The course hour is 40 minutes and they reported that while they are trying to use the foreign language, it is like time is going by so fast. In addition, they expressed that they did not want to take their friends' time while they were dealing with the foreign language. Because of time concerns, they felt obliged to refer to L1. They complained that they had to answer teacher's question in a short time, the time is limited and the learners are slow and in low foreign language level. Because of time pressures, they prefer to use L1 to speed things up. It is clearly understood from students' responses about subtheme that having more time to improve their especially productive skills can result in an increase in the amount of students' use of L2. They reported that allocating more time to use the language that they learned can accelerate their learning process:

> *"For example, if I don't know the word that I am trying to use or if I don't have enough time, I use Turkish. That's why I speak Turkish."*

> *"I think it will take time for me to translate English because I can't think fast when I need to answer the question at first I think in English then try to translate into English. In fact, because of the shortage of time and not to take my friends' time, I use Turkish."*

Another cause that students prefer to use L1 is students' laziness. They explained that the reason for not being able to use the foreign language is not only the deficiency in their education background but also students' fault. The students feel lazy or dilatory while they attempt to use the foreign language. They don't want to make any effort to learn and use it. They mentioned the subtheme in both interviews. In addition to laziness, anxiety is the other factor that affects students' use of L1. They feel anxious about using the foreign language because of that they skip to their first language. They hesitate whether they would make any errors in using L2. To overcome language anxiety, L1 played a mediating role. They expressed this issue in the pre-interview two times and in the post-interview they pointed out that when they learned and their level improved, the anxiety level decreased. They feel more self-confident to use L2. However, Auerbach (1993) states that L1 use reduces anxiety and enhances the affective environment for learning, takes into account socio-cultural factors, facilitates incorporation of learners' life experiences, and allows for learner-centred curriculum development. Students opposed Auerbach's view:

> *"My foreign language level is low. But I am trying to use English. I started thinking in English. At the beginning of the term, I was thinking Turkish and then trying to translate it from Turkish to English. The situation is the same for writing class, I wrote in Turkish at first and then translating. Now I'm trying to write English*

> *directly. I'm talking more or less English now. At least I'm trying to help and speak L2 when I see a tourist. At least I overcame my anxiety.”*

Students presented their idea about laziness by reporting:

> *“Of course, I'm talking my mother tongue more than foreign language because our brains are always turning to something that's easier.”*
>
> *“Speaking Turkish is easy; you don't have to make any effort.”*

Students also prefer to use L1 in studying some skills such as grammar and vocabulary. They claimed that to make grammar learning easier, they compare the structures both in L1 and in L2. Students especially the ones at low levels made use of their L1 to compare with the foreign language. It was revealed students need L1 in learning a grammar structure in English. Two of the students mention the use of L1 in grammar both in pre and post-interviews (Table 7).

Learning the meaning of a new word during the lesson comprised one of the other reasons behind learners' use of mother tongue. When they memorize the words, they have to know their definition in their mother tongue to understand. So, two students are in favour of using the first language in vocabulary learning. The learners stated that when Turkish is used in vocabulary teaching, they can easily remember the meaning of the words. Although the students remember the meanings of the words well, they have problems in doing the questions in the exams; this may be the result of focusing too much on the meaning and ignoring the usage. In the pre-interview, they perceived Turkish as a valuable resource in grammar and vocabulary learning which may facilitate their learning process but in post-interview, students' opinions about using L1 in vocabulary learning changed. They stated that they are in favour of using a monolingual dictionary (English to English) to learn more words and how they are used:

> *“It can be useful in the vocabulary learning process. Of course, it is better to use English-English dictionary but in high school or our previous school we got used to memorizing with their translations.” (Pre-interview)*
>
> *“I used to memorize the words in Turkish, but now I memorize them using the English-English dictionary. I'm looking at English definition of the unknown word and if I cannot memorize, I look at the example sentences and trying to write examples with using that word, via this technique, I remember its meaning easily.”(Post-interview)*

In addition to vocabulary learning, students prefer to use mother tongue while talking with classmates when the context allows using such as asking the time, exchanging lesson materials and talking to each other while they are studying together as pair work. One of the students in the control group stated that they tend to use their first language while they are

chatting with their friends. In pre-interview, one student expressed that at the beginning of the term, they have the tendency to use L1 primarily in group work but in post-interview L2 is preferred even in group work:

> "I am trying to speak both of them especially while I am talking to the teacher, I tend to use English on the other hand while I am talking to my friends I use my mother tongue."(pre-interview)

> "Although we speak Turkish with each other in our free times during the course, we speak English while doing group activities."(post-interview)

As reported above, L1 was used for various reasons by students in the classroom. As well as being used by students, it is also used by the teacher. The learner responses related to reasons for teachers' L1 use were examined with regard to their teacher's L1 use. It was found out that the teacher uses L1 for clarifying ambiguity, explaining grammar points and teaching vocabulary. The items related to the teacher's use of L1 were thematised accordingly and presented to be able to give a deeper understanding of the students' perceptions.

Teacher use L1 to clarify the subjects especially she feels that it is needed for low proficient students. 'Clarifying the subjects' theme were uttered six times, the frequency of this utterance revealed that it is one of the most frequently used reasons. The level of the classroom is A2, it means that not all the students can understand all the points taught by the teacher, there can be ambiguity and to avoid the ambiguity teacher skipped to L1 from time to time. When she wanted to be sure that the points were received by the students, she checked their comprehension and if she felt the obligation, she switched to Turkish. Also in the post-interview, students stated that teacher use L1 at the least even if their level progressed. On the other hand, they expressed this reason that students' levels are not the same, the differences among students caused to use of L1 through the end of the term, too. The teacher felt obligated to use L1, not for all students but three of the students whose levels are really low and have difficulty in catching up their friends. This finding coincides with the study of Butzkamm (2003) who discussed L1 as a tool to overcome such misunderstandings and its facilitating role for clarification of the meaning and thus, developing confidence on the part of the learners. Wilkins (1974) suggested that using learners' L1 is sometimes beneficial especially when the use of the foreign language causes confusion and ambiguity. The analysis of the students' answers of pre-interview and post-interview supports the use of L1 for low-proficient learners to facilitate the foreign language learning process. Students claimed their views about teacher's use of L1:

> "I think she uses it when the subject isn't understood by all students. Not so often, but she refers to Turkish from time to time."

> *"In general, she uses mother tongue where the intervention is supposed to be taken place. I mean, I don't think Turkish use is unnecessary. If students don't understand, it should be used."*

> *"Surely now, our teacher speaks Turkish far less. As we did not understand many things at the beginning of the semester, he was obliged to speak Turkish. Since some of our classmates' level was a bit low, our teacher had to speak Turkish but the amount of Turkish has decreased in time."*

The second reason for the teacher's use of L2 is explaining grammar topics. Teachers generally believed L1 had a positive effect on the learners' success in their setting because of the fact that it helps the learners to have a quicker understanding of the L2 grammar. (Taşkın, 2011) This perception of teachers is also supported by Miles (2004) who claims that L1 facilitates the success of the learners rather than hinder it. The learners feel more secure when L1 is used and they become more successful.

The students' pre-interview reports demonstrated that teachers' use of L1 is useful for explaining grammatical points for low level. Further, they suggested that teachers should be realistic if the grammar topics aimed to learn cannot be comprehended, teachers should refer to their L1 background and make linguistic comparisons while teaching grammar.

To sum up, it is clear from the students ' point of view that the teacher is an advocator of using the foreign language in the foreign language classroom. But she sometimes gives preference to Turkish because the level of the students is low and the students do not understand. The teacher doesn't want to pass the subject without students' understanding so; she applies Turkish from time to time. Students mentioned:

> *"She uses Turkish to clarify grammar subjects and this is actually very good. Of course, it is also so good to expose to the foreign language in terms of getting used to hearing the sentence structure, but we need to be used Turkish because there are places that we don't understand in the English language."*

From students' utterances, it is concluded that the teacher sometimes preferred to use L1 in vocabulary teaching. Although she didn't appreciate this use, she felt obliged to refer to L1 order to avoid some misunderstanding in vocabulary teaching. She did not give the Turkish equivalent of the words directly but after trying to explain in English or using her body language, she provided the Turkish definition of the words. She gave the Turkish equivalent of a word just for once to approve the students' answer. In the pre-interview, students reported that she preferred to clarify the meaning of the words in L1 because of a great number of unknown words in the beginning. As time passed and students had the command of the language, they started to use a monolingual dictionary, so the teacher did not feel the need for clarifying unknown vocabulary in L1so often. In pre-interview, teacher's use of L1

in vocabulary teaching was stated seven times while in post-interview, it was reported six times (Table 7):

> *"Mother tongue should be used in conditions where we can't understand, even we cannot guess. Some words, for example, we can't even guess and have no idea about it, in these cases, we look up the dictionary for its meaning, in such cases Turkish can be used." (Pre-interview)*

Lastly, the teacher uses L1 to create a friendlier context especially at the beginning of the course. The teacher uses L1 to ask students about their health, their life. It can be concluded that the teacher uses the L1 for a sense of closeness with students. As expressing solidarity, the teacher creates an informal chatting setting. Cook (2001) maintains that the main benefits of L1 use in these situations are personal contact and authenticity: "When using the L1, the teacher is treating the students as their real selves rather than dealing with assumed L2 personas." He also claims that the teacher gains contact with individual students through the L1, and not the L2. This use was stated in post-interview two times (Table 7):

> *"Our teacher speaks Turkish much less now. She speaks Turkish when she asks about how we feel before she starts the class."(pre-interview)*

3.6.2 Students' perceptions towards the use of L1 and L2

Table 8

The second theme of the control group

The Second Main Theme of Control Group	Sub-themes of Control Group		Frequency of students' answers in pre-interview	Frequency of students' answers in post-interview
Students' Perceptions towards the Use of L1 and L2	Appropriate time to use L1	the time when students do not understand	4	5
		low proficiency level	5	3
		grammar study	2	4
	Inappropriate time to use L1	high proficiency level	5	5
		productive skills	-	2
		distracting the attention	-	3

The last three comprehensive questions aimed to get a deeper insight into students' perceptions towards the use of L1. Students' perceptions were revealed through the analysis of the data transcribed from the pre and post- interview.

The appropriate time to use L1 was asked to students in control group and the responses of five students were examined studiously, it was found out four students expressed L1 should be used at the time when students do not understand. In addition, five of the students answer

the same question with the same answer in the post-interview. If students have difficulty in understanding the foreign language because of their low level, the teacher should give place to L1 in foreign language classroom. After one term education which students get through the foreign language as a main medium of instruction, students' answers did not change. Because of their previous experience, their views did not change. In the context with low foreign language level students, students considered that it is appropriate to be used. The first language should not give preference in the classroom with students whose foreign language level is high. One of the students expressed by saying:

> *"For the first level or let's say A level I think the teacher needs to use mother tongue but as the level progresses, the amount of Turkish needs to be reduced or it needs to be removed."*

Students mentioned that when the level is low, first language can be helpful to some extent; on the other hand, it is obstructive as the level increases. This judgment was declared in both pre and post- interviews.

The first language can provide benefit for some difficult grammar topics such as relative clauses. They thought that associating L1 to L2 can be beneficial for the low proficient students to learn. Numerous language experts have discussed the relationship between learners' L1 and the L2 in terms of universal grammar. Chomsky (1976) explained that all the present languages in the world share a number of grammatical structures. Therefore, knowledge from learners L1 can be transferred into L2 acquisition. In addition, transferring knowledge from the L1 to the TL is a strategy utilized by almost all foreign language (FL) learners in most situations (Atkinson, 1987; Harbord, 1992; Rubin, 1975). However, students defended the idea that the first language can also hinder the learning process in some of the grammar topics which differ from the foreign language such as word order. The benefit of associating L1 and L2 was acknowledged:

> *"The only advantage of using the first language for us was when we learnt the relative clause. In that grammar topic, we did translations which make me understand clearly. But for the other skills, I do not think it is helpful."*

Use of L1 is also obstructive in learning productive skills. Students pointed out that in writing and speaking, the use of first language prevents the improvement of productive skills. For the beginners of the foreign language, it can be accepted to use L1 to some extent but not for the other levels. It was reported two times in the post-interview (Table 8) Unlike the results of Miles (2004) who reported that the insecure feeling in English only classroom caused slow progress in speaking skills of the learners in his study, the response of the students revealed that learners were aware of the fact that exposure to L2 is crucial for the

production of the language. In other words, the more L2 resulted in more production as mentioned in the student's line:

"In speaking, mother tongue should never be used anyway."

Moreover, three of the participants believed that the use of L1 distracts their attention in English classes (Table 8). One of them thought that using the L1 alongside the foreign language is like doing two different things at the same time, which he felt to be inappropriate and confused. Also, students have the idea that when the teacher uses L1, students tend to use L1, too. So the class is similar to the classroom in high school in which students twaddle, talk irrelevant things and disrupt the lesson. Three students believed that by reporting:

"It's distracting because we shift from one language to another language. It's just like doing two different things at the same time"

"When L1 is used, everybody uses it since it is easy to use. I am disturbed because of the noise in the classroom. Classmates who are really willing to learn L2 also get distracted because of the noise."

3.6.3 Students' reaction to the Use of L2 at the end of the term

Table 9

The third theme of the control group

The Third Main Theme of Control Group	Sub-themes of Control Group	Frequency of students' answers in pre-interview	Frequency of students' answers in post-interview
Students' Reactions to the Use of L2	Exposure to L2	2	7
	Classroom size	2	2

Students are in favour of using the foreign language a lot because they thought that they do not have any chance to be exposed to the foreign language outside the classroom. They stated that they are not exposed to L2 enough to achieve it. This view was mentioned 2 times in pre-interview and 7 times in post-interview (Table 9). Auerbach (1993) asserted that one assumption of English Language Teaching (ELT) is that learners acquire the foreign language more quickly and effectively the more they are exposed to the foreign language, in which case they begin to think in the L2. Therefore, it decreases learners' dependency on the L1. The frequency of this response clearly shows that their teachers should expose students to the foreign language and students argued that teachers should use only English to improve students' language skills (Table 9). The more the learners hear English, and are exposed to

it, the sooner they will learn and internalize the language. It is obvious that as the proficiency level of the students' increases, the need for exposing to L2 increases relatively because they do not have an opportunity to experience in native-like setting. As students' L2 exposure increases, their awareness about the importance of using L2 increases. Similarly, as students internalize the foreign language, they start to grasp L2 automatically in all skills; reading, writing, grammar speaking. When they have a command of L2, their self-efficacy level increases. Further, students know that the medium of instruction is English in their departments so they attach more importance to learn L2. L2 is of high importance for their academic achievement. Students mentioned that to read the articles on their majors, they have to learn L2. They are enthusiastic to learn L2 more when they achieve it. Being able to produce and understand the foreign language increases their motivation for learning L2. They are motivated by the teacher's use of English all the time.

> *"If the students are able to understand the teacher, Turkish should never be spoken. We are not exposed to English all the time. At least in the class, we need to speak English instead of Turkish. If the level of the class is high, it is not appropriate to use the first language. When the topic is not understood by the students, our instructor teaches us with simple sentences. There is no need to use Turkish, indeed."*

> *"I think foreign language should be used in foreign language classroom as befits the name. In 'comparative linguistics' department, it is ok to use both languages to compare but not in foreign language classroom."*

Students also suggested that the classroom size should be proper for foreign language learning. With a great number of students, they could not find an opportunity to use L2 sufficiently. The classroom size should be smaller because in a crowded class not every student is given enough time to speak L2. It was stated 4 times (Table 9):

> *"However, the speaking period is limited and we try to achieve something at this limited period. As our classroom consists of 20 students, everyone does not get the opportunity to speak. It should consist of fewer students for language learning. Successful students speak English but it takes time for us to speak English so we speak Turkish."*

3.6.4 Effects of education system on learning L2

Table 10

The fourth theme of the control group

The Fourth Main Theme of Control Group	Sub-themes of Control Group	Frequency of students' answers in pre-interview	Frequency of students' answers in post-interview

Effects of previous education language system	Students' high schools	3	7
	Students' fields at high school	5	5
	Fossilized habit	-	2
	Age	-	3

As discussed above, students claimed that their educational background affects their perceptions of foreign language learning. They graduated from Industrial Vocation High School, Science High School and Anatolian High School and Anatolia Religious High School as shown in the methodology part, Table3. In their previous education, their teachers did not attach importance to foreign language teaching because of their field of study which is science-based. Students stated that in science classes, language learning is based on memorization and exams. Therefore, students perceived that English is learned in the same way as Geography and History. The syllabus at high schools and exam types are generally grammar based. Students claimed that they are given the questions and expected to memorize them and take the exam. Accordingly, because of this emphasis on grammar, production skills such as speaking were of secondary importance. As a result, production was neglected which is highly crucial in foreign language learning. This system causes the students to develop a negative bias against learning L2. For example; it leads to fossilized habits or beliefs. To illustrate, they believe that they are inadequate saying "I am a science student, I cannot learn English." They further suggested that people living abroad can use foreign language fluently although they start to learn the language at the same age as their peers in Turkey. All in all, they conclude that there are deficiencies in foreign language system in Turkey although students start to learn English in kindergarten. At this point, three of the students remarked (Table 10):

> *"Teachers were giving us the questions to study for the exam and then we memorized the questions to get higher results because English lesson affects our average score in the report. We need that average score to enter a good university."*

> *"Before the preparatory school, we did nothing to learn English. Also, I did not fancy English. But in this semester, when I saw I was able to understand and use English, I started to like it. Since we were students whose primary field is math and science, English had secondary importance for us as it was not a part of the university exam content."*

> *"Until this year, our aim was to win the university exam. In our previous education life, we were not interested in English because we were not responsible for English in university exam and the language is ungrateful, if you don't repeat so often, you can forget easily. You know, there may be deficiencies in the system, but you need to make up for something that's missing parts in the system, and you need to put*

something on it. There really is a mistake here on both sides, that has to be taken into account"

Two of the students expressed that in high school, teachers use L1 so often that students also tend to use L1 in foreign language classrooms and using it eventually turned into a fossilized habit which is hard to break.

Another key issue the students uttered is that it is easier to grasp the foreign language when it is learned at an early age. Students can acquire better and pronounce the words well. However, when the students go beyond the critical age which is over five, the pace of language acquisition slows down. Some students agreed on this by stating:

> *"We should have learned when we were younger. It can be learned when you are younger. We need to learn now even if it takes more time. I hope we will learn English until we graduate from here."*

3.7 Qualitative findings of experimental group

In the experimental group, the syllabus was followed accompanied by students' first language, Turkish assisted activities chosen from the book 'Using the Mother Tongue'. This implementation continued throughout the fall term of the 2018-2019 academic years. In semi-structured post-interview, students were required to express their views about the activities done in Turkish during the whole term. In this part of the study, the main themes of the experimental group were revealed considering pre and post-interview categories. The themes were determined similarly to make an easy comparison between the experimental group and the control group. By analysing the transcribed data, the main themes detected were sorted as 'the use of L1 in foreign language classroom', 'students' perceptions towards the use of L1in foreign language classroom', 'students' reaction to the use of L2 at the end of the term' and 'effects of education system on learning L2'. Within these main themes, a number of sub-themes were also identified, as presented within the text.

3.7.1 The use of L1 in the foreign language classroom

Table 11

The first theme of the experimental group

The First Main Theme of Experimental Group	Sub-themes of Experimental Group		Frequency of students' answers in pre-interview	Frequency of students' answers in post-interview
The Use L1	The frequency of	frequent use of L1	4	

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in Foreign Language Classroom	L1 use by the students	occasional use of L1	-	4
		rare use of L1	-	1
	The frequency of L1 use by the teacher	rare use of L1	5	-
		occasional use of L1	-	3
	The reasons for students' L1 use	low proficiency level	5	5
		insufficient foreign language background	3	5
		lack of time	2	3
	The tasks in which students' L1 use	grammar study	2	2
		vocabulary study	1	-
		chatting with friends	3	4
	The reasons for teachers' L1 use	clarifying ambiguity	3	3
		explaining grammar points	4	5
		vocabulary teaching	2	-
		transferring important information	2	5

Students in the experimental group gave 'using L1 frequently' answer 4 times in pre-interview under the sub-theme, the frequency of L1 use by the students as shown in Table 11. It reveals that students generally use L1 at the beginning of the term. However, at the end of the term they mentioned that "I sometimes use Turkish" and "I rarely use Turkish". One of the students reported his amount as using both Turkish and English. It can be concluded that there is an effort to try to use the foreign language. Some extracts from students' utterances are:

"Generally, I use Turkish, but of course I am trying to use English. I may be using mother tongue more than English. (Pre-interview)

"I am trying to answer the questions that our instructor asks in English but if I am not able to answer in English, I prefer Turkish."(Post-interview)

It was found out that the students used Turkish in general rather than English in the foreign language classes at the beginning but in post-interview, when we examined the students' answers studiously, it can be inferred that although they had first language-assisted foreign language education for three months, at the end of the term they started to use English and their frequency of L2 use increased.

Analysing the teacher's side, it can be reported that the teacher rarely uses L1 in the pre-interview. At the end of the term, students stated that teachers sometimes use when it is needed to use in the post-interview three times (Table 11). It was expected from the teacher to increase the amount of L2 use as level progressed but Turkish assisted intervention

increased teacher's frequency of L1 use. At the beginning of the term, she uses less than the end of the term. Students' answers shifted from rarely to sometimes. It is obvious to see the change from students' expressions:

> *"My teacher rarely uses her mother tongue. When students do not understand the subject, she tries to explain it in different ways by simplifying. But if the student still does not understand, he has to apply to her mother tongue especially in grammar subjects."(Pre-interview)*

> *"Our teacher prefers not to speak our primary language while teaching. But he speaks Turkish in some of the in-class activities." (Post-interview)*

Another sub-theme to be discussed in this section is the reasons why students prefer to use L1in foreign language classrooms. The most commonly stated reason is their low foreign language level (Table 11). They expressed that they cannot use L2 so often because of their low language level. Although they try to use it, they cannot have enough vocabulary knowledge to express themselves clearly, to transfer their feelings directly to the other side. They have difficulty in expressing themselves in L2 and they are lack of self-efficacy in using L2 in other words they are not ready to be able to use the foreign language. Both in pre and post-interview, this reason was mostly discussed which shows that they feel uncomfortable not to be able to use foreign language properly during the courses. All the students accepted this as a problem. It can be understood that not having enough competence annoys them in the language classroom. The students' low level in the foreign language is amongst the most explored factors determining the amount of L1 use:

> *"I'm just beginning to learn English this year. My foreign language level isn't sufficient enough to use it a lot during the whole lesson."*

Insufficient foreign language background was considered as another important factor. In both interviews, the students emphasized that they took a poor language education before the university. Most of the students graduated from Anatolia High School but they complained that they did not receive decent language education. They laid the emphasis on their field in high school. Because of their fields; science and equally-weighted, their teachers neglect their courses; they would rather focus on classes whose field is language. Three of the students stated that their graduation was from vocational high school in which the main subjects are science, maths, and technic subjects in the pre-interview (Table 11). Not only had their teachers done they also not play emphasis on language subject. They expressed this complaint by saying:

> *"I don't think high school education is productive. I think it's the same as what we saw in primary education and secondary education. I don't think high school language education added anything extra to me."*

The other reason for using L1 by students is lack of time. They mentioned that the time allocated for each student to use the foreign language is not adequate. Time constraint is an important problem for the students to be dwelled on. They uttered this problem two times in pre-interview and three times in post-interview (Table 11). The course hour is 40 minutes and they are not able to think fast in English. They maintained that because of their low foreign language level, they thought in Turkish and tried to translate from their minds which takes a lot of time. They felt hesitant when speaking in L2, knowing they were fairly low-level. Furthermore, they did not want to waste their friends' time if there is less time left. It is clearly understood from students' responses about subtheme that increasing the course time or giving them more opportunity to use L2 can benefit from their learning process:

> *"If we are not doing speaking activities and there is a time limit in the class, I answer the questions in Turkish as I am not able to think quickly in English. But as you know, my teacher, generally I am trying to give an answer in English. I turn to Turkish when there is a time limit."*

Students in the experimental group pointed out three times that they use their first language while conversing among their classmates in-class activities. In post-interview, they also presented that using Turkish assisted activities leads them to use L1 so often among their friend and also with their teacher (Table 11):

> *"I try to speak English in the classroom. Except speaking with my friend, I prefer to use English in the classroom."(Pre-interview)*
>
> *"The activities implemented in Turkish encourage us to use L1."(Post-interview)*

The analysis of the transcribed data showed that the teacher also used the first language for a variety of reasons. It was pointed out that the teacher uses L1 for clarifying ambiguity, explaining grammar points and vocabulary teaching. The items related to teacher's use of L1 were thematised accordingly and presented to be able to give a deeper understanding of the students' perceptions. The teacher uses L1 to clarify the subjects when students do not understand. This response was given three times by the students (Table 11). Because of students' low level, especially in the first weeks of the term, she felt obliged to use L1. Some of the students' level is really low because of their language educational background; they have difficulty in understanding the course so she has to refer L1. The activities implemented during the term were done in Turkish. It was questioned that students' perceptions change at the end of the intervention ın the post-interview.

> *"The teacher underlines the topic for them because some students' levels are a bit lower compared to the rest of the class. Actually, there should not be difference*

between the levels of the students but there is. The teacher takes them in hand by one to one.”

The second reason students mentioned that the teacher uses L1 to explain the grammar subjects. L1 use in presenting a grammar subject is often considered complementary and supplementary. The main benefit is to increase student comprehension and efficiency for the teacher. Butzkamm (2009) also argued that "we can avoid real suffering when learning grammar and turn grammar into something positive" with the use of bilingual techniques, more specific meaning that the L1 and L2 enter into a "powerful alliance". The learners feel safer when L1 is used in the explanation part of grammar topics. Linking L1 to L2 creates a secure setting for the students. They reported that there are exams too and mainly grammar and vocabulary based exams make them feel nervous. In their previous educational system, education is based on the exams or tests. So it is difficult for them to break this habit. When the teacher explains grammar in Turkish, they feel secure.

> *"Teacher uses the first language to explain difficult grammar subjects which makes our work easy."*
>
> *"She usually speaks English, but when she realizes that students do not understand, she translates into Turkish on grammar issues.*

The teacher also uses L1 in teaching new vocabulary and checking the meaning of new vocabulary. Many teachers use the first language to convey meaning and check the meaning of new words with their students. Students are also used to learning vocabulary with the help of English-Turkish dictionary. Both students and teacher use L1 for vocabulary. However, through the end of the term, students develop a strategy to memorize the words. Two of the students expressed that memorization cannot benefit in vocabulary learning because the meaning of the new words can easily be forgotten:

> *"It can be useful in the vocabulary learning process."*
>
> *"For example, matching the English word to English is actually a very good method and makes it more memorable, writing the collocations or classifying them under some titles can work in vocabulary learning. Not only for vocabulary, but also for the other skills exposing the foreign language is great helper."*

Further, the teacher used L1 during the whole term in the activities implemented in the experimental group to understand the differences in students' learning process and compare the process with the control group. The activities carried out in the classrooms were selected studiously parallel to the subject of the lesson. Both teachers and students used L1 while they carried out the activity. But because of the loud noise, some of the students got disturbed and expressed:

"Doing the lesson in English is much more fun for us because we are trying to concentrate to understand the lesson but when you are speaking Turkish in the class, everyone gets distracted and thus, the classroom gets noisy because everyone talks with each other at some point. Classmates get distracted because of the noise."

Students also stated that the teacher uses L1 to transfer important information such as the absentee rate or giving information about the exam. The learners reported that it is good for them to be used L1 not to miss any parts of the given information. The teacher uses L1 when they want to attract attention. When the teacher uttered L1 loudly, they pay more attention and understand that something important is coming. One of the learners stated:

"When the teacher gives information about regulations or the average score rates necessary to get from the exams to be able to enter the proficiency exam, she prefers to use L1 not to cause any confusion."

To sum up**,** the analysis of the students' utterances about teachers' use of L1 both in pre-interview and post-interview pointed out that teacher used L1 during support the use of L1 for low-proficient learners to facilitate the foreign language learning process. She refers to L1 from time to time when it is needed and in the intervention which is the aim of the study.

3.7.2   Students' perceptions towards the Use of L1 and L2

Table 12

The second theme of the experimental group

The Second Main Theme of Experimental Group	Sub-themes of Experimental Group		Frequency of students' answers in pre-interview	Frequency of students' answers in post-interview
	Appropriate time to use L1	the time when students' do not understand	4	5
Students' Perceptions towards the Use of L1 and L2		low proficiency level	5	5
		grammar study	2	3
		transferring important information	-	5
		high proficiency level	3	4

Inappropriate time to	productive skills	1	3
use L1	distracting the attention	-	5

The last three comprehensive questions enable the researcher to have a complete understanding of students' perceptions towards the use of L1 in the experimental group. Students' perceptions were revealed through the analysis of the data transcribed from the pre and post- interview. Students' answers were examined to understand their reaction to the implementation.

The appropriate time to use L1 was asked to students in the experimental group and the responses of five students were examined studiously, it was found out four students expressed L1 should be used at the time when students do not understand. In addition, five of the students answer the same question with the same answer in the post-interview (Table 12). If students do not understand English and follow the lesson, the teacher can use students' first language. Whenever the teacher feels the excessive amount of using L2 beyond the capabilities of students, a little amount of L1 can be a useful device to eliminate the communication barrier.

Students are not glad of the implementation because the students who advocated minimum use of Turkish by teachers emphasized the importance of exposure. Moreover, they associated the exposure to the ability of thinking in English. They supported the idea that the more they were exposed to the language, the better they would think in English. In other words, rather than translating Turkish into English, they internalize L2 and can produce the language. This view was uttered six times in both pre and post-interviews (Table 12):

> *"The students should learn the language without using another language as infants learn their primary language without knowing a language. It is not possible for us to learn that way because we have a primary language. Thus, we associate the new language with our primary language. But we can learn a new language without using our primary language."*

Students mentioned that when the level progresses, it is not necessary to use L1. L1 is obstructive when used in higher level classrooms. It should be left gradually as the level of L2 increases. With low-level students, it is very difficult for the English teacher to communicate as they have very limited vocabulary. It was mentioned three times in pre-interview and 4 times in post-interview (Table 12).

Use of L1 is also an obstacle in improving English. It causes ignorance of the lesson. Constant use of L1 is boring and distracting. Students start to talk all together which deranges the classroom.

> *"It's a bit distracting because English has a lot of points that we can't relate to our native language, and when we can't explain it, it hangs in the air. This is why it prevents English use."*

Although students perceived that using L2 distracting in classrooms as soon as the students and teachers share the same mother tongue, there is a tendency for using it in various aspects and activities, especially while clarifying the meaning, explaining grammatical structures and giving instructions.

3.7.3 Students' reaction to the implementation at the end of the term

Table 13

The third theme of the experimental group

The Third Main Theme of Experimental Group	Sub-themes of Experimental Group	Frequency of students' Answers in post-interview
Students' React ions to the Implementation at the end of the term	The excessive amount of teacher's L1 use	4
	Desire for the exposure to L2 because of their English medium instructed departments	4
	Different language learning strategies	2
	Their previous language education system	4
	Tendency to use L1	3
	Having difficulty in using L2 in cognitive process	4
	Distracting the lesson when L1 is used	5

Students pointed out that using L1 can be useful for the students who are keen on using L1 in foreign language learning. There are twenty students and they have different language learning strategies. They supported that there can differences among the students by giving examples from multiple intelligence theory "Some students can be good at visual and spatial judgment, some can be good at drawing and the others can have the ability in terms of linguistic-verbal intelligence" Few students who are in favour of using L1 considered the activities carried out in L1 as beneficial studies at the end of the term. To illustrate; two of the students reported that they like translation and grammar activities (Table 13).

Students exposed to Turkish through the activities have difficulty in using L2 in the cognitive process. The pace using L2 decreases in the cognitive process especially in productive skills, at the end of the term they expressed that they still think in Turkish then translate into

English. L2 has not been learnt completely, therefore, they feel the need for using L1.It was repeated four times in the post-interview (Table 13).

At the end of the term, it is a surprising finding that students' use of L2 increased while the teacher's decreased. Because of the variables that affect their motivation to learn L2 such as the percentage of English as a medium of instruction in their departments, desires for an academic career and the obligation to have the second language to get a good job, students feel obliged to learn and use the foreign language. When transcribed data was analysed, the majority of the students in the experimental group mentioned that the teacher used L1 a lot. They complained about this situation stating their previous language education was the same which has not provided any benefits. Moreover, they acknowledged that using L1 falls into a habit and it is hard to be broken.

Another negative reaction that the setting reminds them of high school classroom, everybody is trying to disrupt the lesson by joking and talking about extracurricular topics in L1.

Students supported the idea that the teacher should use L1 while giving information about important topics. Using L2 can cause confusion in students' minds. Students hesitate to comprehend the message correctly by asking "What did the teacher say?" They need approval. Students considered provided that the teacher informs about a significant topic, L1 needs to be used.

3.7.4 Effects of education system on learning L2

Table 14

The fourth theme of the experimental group

The Fourth Main Theme of Experimental Group	Sub-themes of Experimental Group	Frequency of students' answers in pre-interview	Frequency of students' answers in post-interview
Effects of Previous Education Language System	Students' high schools	3	5
	Students' fields at high school	2	5
	Fossilized habit	-	2

Students are complainant for their foreign education background because it affects to have prejudices against the foreign language. Fourteen students graduated from Anatolia High School, three of them graduated from Industrial Vocation High School, two of them graduated from Private High School, one of them graduated from Science High School. In their previous education, their teachers did not place emphasis on foreign language courses; as a result, they did not either. They focused on science and subjects related to science. Their language teachers focused on language classes, not the science classes. They claimed that they studied for science subject in the foreign language course. So it can be made a conclusion that foreign language education was neglected in their previous education life. Even two students graduated from Private High School are not satisfied with the language education they got in high school. They also expressed "Our aim is to win a good university to advertise the name of the school" Because of that, the teachers also focused on science and math which has an important part in the university exam. Their aim is to advertise their school and their own names as a teacher." To conclude, teachers or administrators did not emphasize the foreign language so the students did not, too, all the students mentioned about this sub-theme (Table 14).

> *"We did not get a proper language education. Because our department is science, we did not care about English. But I wish I had cared about it."*
>
> *"In high school, we focused on winning the university. So we did not study for English because there is no question from English subject. Our language teachers gave us really high scores to have a high average score in the report at the end of high school. We were satisfied with getting high scores but now I feel regretful not to study English in high school."*

3.8 The comparison of the qualitative findings between experimental group and control group

In the experimental group, students who take foreign language education with the first language, Turkish assisted education expressed their perceptions towards the use of L1 in a straight way saying 'L1 should not be used' because of their limited exposure to L2. On the other hand, in control group, students who take excessive L2 based foreign language education mentioned the need to use L1 in comprehending the subjects yet they are very pleased to have such an education because the decrease in the amount of using L1 in the control group has been observed clearly. In control group, they feel that they are successful at productive skills.

The group in which L1 assisted education was carried out is hunger for L2 exposure. They expressed their complaints about their foreign language education background constantly about this issue. They pointed out: "In our previous foreign language education from kindergarten to high school, our foreign language teachers also use Turkish while they are teaching foreign language and we haven't learnt it; it means it is not a good strategy to use." Although they are strictly against the constant use of L1, some students whose level is low stated that the use of L1 is assistance in doing the exercise, therefore, it is considered as helpful for learning L2.

In the experimental group, through the end of the term, the amount of teacher's use of L1 increases despite students' level increase because of the activities in Turkish; she goes on using L1 after the activities finished. So the frequency of teacher's use of L1 increased as time progressed. The biggest danger of L1 use in classroom as Atkinson mentioned is its overuse. "It`s so easy to start by using the L1 'now and again', because it`s easier or more convenient. But the teacher has to be careful, because 'now and again' can quickly become a routine where, before you know it, the L1 becomes the main language of the classroom." (Atkinson, 1993). However, in the control group, the frequency of teacher's use of L1 decreased.

When students' use of L1 was analysed, both groups decreased their L1 use in foreign language classrooms despite the fact that the teacher used L1 in the control group. In both groups, their reasons for using L1 are the same; low foreign language level, foreign education background and lack of time. These reasons can be accepted as compulsory reasons.

Both groups acknowledged that L1 can be used at times when students have difficulty in understanding and following the lesson, the teacher teaches grammar and vocabulary.

As students' level progresses, their self-efficacy and motivation increase in both groups. They start to internalize, think in English and do not need to translate from their first language to the foreign language which makes them really happy to get the achievement. Atkinson put also an emphasis on its motivational aspect. He thinks that if the children have a possibility to discuss the L2 in their first language during the courses, they will be more willing to use the target language in the lesson

Students' perceptions towards the use of L1 for both groups are the main focus of the study. To examine the differences between the groups, the themes determined for the groups were

compared. It can be concluded that students in both groups have negative and positive perceptions towards the use of L1. Both groups supported the use of L1 benefits with low language level students, teaching vocabulary and clarifying the subjects.

L1 use is obstructive and distracting because students do not attach more importance when the lesson is done in Turkish. When L1 is used, the students ignore the lesson and it makes students lazier. They do not need to concentrate to understand the course on the other hand L2 use creates an academic setting.

According to students' view in both groups learning L2 cannot depend on L1. Depending on Turkish causes language barrier, prevents learning L2 and reinforces the use of Turkish, not English. This view was emphasized especially by the students in the experimental group. The use of L1 both by students and teachers is considered as obstructive especially for productive skills.

Students' perceptions towards the use of L1 in the experimental group are similar to the students' perceptions towards the use of L1 in the control group. Regarding their foreign language background education and the education that they are going to get in the following year, they require the exposure to foreign language and want to succeed it.

CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTIONS

4.1 Discussion

The analysis of the study revealed that students had negative perceptions towards using L1 unless it is needed in the foreign language classroom. Most of the students did not favour L1 especially the students in the experimental group who got L1 assisted foreign language education because they confirmed that they are not exposed to L2 enough to learn it. They expressed their perceptions by saying strictly "L1 should not be used in foreign language classrooms." They complained that in their previous language education, teachers used this kind of method which results in failure in learning L2. On the other hand, in the control group, L2 was frequently used and the students mentioned the need of using L1 to comprehend the subjects but at the same time, they are glad to have such L2 focused education because it was observed that the frequency of using L1 decreases in time. The students in the control group also reported that they feel more confident in productive skills throughout the term. The frequency of teacher's use of L1 increased in the experimental group and decreased in the control group as time progressed. It was supposed to decrease in both groups through the end of the term. But it is surprising that teacher's use of L1 has not decreased in the experimental group in which she implements L1 assisted education to cover the curriculum. Although the teacher is in favour of using L2 in foreign language teaching, she increased the use of L1 in the control group. These results are similar to Nzwanga's (2000) study which revealed that although teachers had negative attitudes towards the use of L1 in language classrooms, it was inevitable to use it sometimes both as a methodological and communicative tool.

Most of the students in both groups gave place to their language educational background and stated that they had poor language education because of their 'science' field and the policy of their high schools.

In both groups the reasons for using L1 is similar. One of them is explaining grammar subjects. Similar to research in the literature (Huang, 2006; Khati, 2011;Kim & Petraki, 2009), the students in both the experimental and control group perceive that the use of their L1 is beneficial and necessary for explaining grammatical points because their language

level is not sufficient to understand all the statements of the teacher. In this regard, Bolitho (1983) stated that EFL learners attend English classes with the pre-existence of their L1 in their minds; thus, neglecting their L1 during English classes is unjustified. Duff and Polio (1990) stated that one of the reasons behind teachers' switches is explaining grammar. Campa and Nasaji (2009) found out that teachers prefer to use students' L1 to compare the two languages as a means of facilitator in foreign language learning especially in grammar.

The second reason is using L1 for vocabulary teaching and learning. The findings of the study have demonstrated that most participants in both of the groups are in favour of using the L1 to check the meaning of an unknown word or concept during the course. They supported that L1 use can be helpful in vocabulary teaching. The results correspond with those of Huang (2006) who indicated that there is a general agreement that learners' L1 is commonly used to deal with unknown words or concepts while teaching and learning a foreign language.

The third reason is clarifying ambiguity. It is essential to clarify the subjects for the students who don't understand. Teachers should clarify the subjects not understood by students to overcome any possible mislead. Comparison between two languages can help; it appears that these kinds of comparisons may help teachers in clarifying the subject for lower proficiency levels.

The students also expressed the shortage of time increases their anxiety and they feel time pressure while trying to use L2 and pointed out the need of having more time to improve especially the productive skills, which would result in an increase in the amount of L2 use. They suggested that teachers should allocate more time for them to use the language structure the teachers taught.

In the study, both experimental group and control group tend to use their first language while talking with their friends in the classroom. Similarly, the findings of Hidayati's (2012) indicate that the participants stated that they widely use their L1 in social interactions while talking about personal things with their classmates. The results of the study reveal that L1 is used to facilitate social interactions with and among students in foreign language classrooms.

The results indicated that emotional needs also play an important role in determining the use of L1 or L2. From the results, it can be concluded that as students' levels progress, they feel that they can achieve it so they are motivated to learn English.

In terms of the learners' motivation, teachers mostly had a belief that learners could be demotivated when not used L1. But in this study, the analysis shows the opposite of this common belief. Thus, this result of the study supports the hypothesis of MacDonald (1993), and Wong-Fillmore (1985) which suggests that using TL improves motivation while the result of the study confutes Young's (1997) and Horwitz, Horwitz and Cope's (1986) suggestion that there is a positive relationship between the learners' use of L2 and anxiety.

To sum up, students consider that L1 use is generally obstructive. Learning L2 cannot depend on L1. Depending on Turkish causes language barrier and prevents learning L2 and reinforces the use of Turkish, not English.

It can be concluded that using L1 does not provide many benefits as it is also deduced from the comparison of the students' exam results. By knowing the reasons for students' using L1 discussed above, students can improve the English language learning process by eliminating the reasons. The study provides students to think aloud about their perceptions and teachers can use the data obtained from students' views to modify their foreign language teaching process or to reduce the frequency of first language use.

4.2 Conclusion

Using mother tongue has actively been debated for a long time, there is disagreement about whether using it is obstructive or helpful on foreign language learning. It is also discussed when, where and how much it is to be used. The prevalent use of foreign language has long been considered an important principle in foreign language learning. While it is believed that English as a foreign language should be the primary source of language input and output, it is also pointed out that use of L1 is a viable strategy which is frequently used in the low foreign language classrooms. This study aims to investigate the students' perceptions towards using mother tongue in foreign language learning. The findings of the study have shown that according to students, being able to learn a foreign language is possible by avoiding of L1 as far as possible and maximizing the foreign language use in the classroom. Exposure to L2 plays a fundamental role in foreign language learning but in Turkey, students have limited access to L2 outside the formal learning settings. As students' L2 exposure increases, their awareness about the importance of using L2 increases. They supported their positive perceptions towards the use of L2 that as students internalize the foreign language, they start to grasp L2 automatically in all skills; reading, writing, grammar speaking. When they start to achieve it, their self-efficacy level increases. Further, students are aware of the

fact that the medium of instruction is English in their departments so they attach more importance to learn L2. They realized the high importance of foreign language for their academic achievement. So, they are in the effort of learning English. It has also demonstrated that students who got involved in the intervention, implementation of Turkish assisted activities got lower marks than the students who follow the syllabus in English. It can be inferred that the more teachers use the foreign language in a systematic way in language instruction, the better the students learn it. Using foreign language in foreign language teaching affects their achievement in a positive way; it can be proved by statistical results of the exam. Teachers tend to use L1 for providing low achievers help during the teaching process. So teachers at Gebze Technical University need to know that they should not apt to allow the use of mother tongue all the time as students are in favour of using the foreign language. Moreover, teachers, with their own pedagogic values, justification and academic background knowledge should take into account their own context and make realistic decisions about the use of mother tongue. Learners' perceptions regarding the use of mother tongue are valuable, as they are directly involved in the learning process. Moreover, in the study, exam scores the students got in the fall term are compared between the experimental group and experimental group using Independent Samples T-Test. It has indicated that two group final scores statistically and significantly differed. There is a positive correlation between their perceptions and the final exam results. The findings of the study support for some of the previous research around the world and in Turkey, but it is difficult to generalize the results for all students' perceptions because of the limited number of participants.

4.3 Suggestions

The current study indicated that students' perceptions of the use of L1 may show variance based on various factors including their level of the foreign language, background, and previous experience as well as task and subject. Based on this general finding, the study may have some valuable implications for language teachers, students, and administrators in language teaching settings, more specifically preparatory classes of higher education institutions. These implications are outlined below.

First of all, the findings of this study indicate that student perceptions towards employing an only-L2 approach or L1 assisted teaching may be a valuable guideline for educators. That is, educators may increase their awareness of their own L1 use based on students' perceptions. Instead of assuming that L1 is needed in certain cases, which rests upon a traditional or habitual standpoint, language teachers may employ a more scientific approach

and try to reveal their students' perceptions before they decide to use L1 or stick to L2 only. Acting based on data about students' perception may both reduce student stress, make the classes more effective and may help the teacher identify those students who become anxious when only L2 is used and individualize their teaching.

Secondly, it seems evident from the findings that most students in Turkish language classroom settings complain about lack of sufficient exposure to L2, which only occurs in the classroom. When teachers heavily rest upon L1, students also lose their opportunity to actively engage in the target language. Therefore, educators must use L1 with caution. It is often the case that teachers may lose count of how much L1 they use during their teaching. They may also assume that students with low proficiency do not understand them. An important implication, then, is that teachers must be able to self-reflect on their own practices. While it may be difficult to focus on when, where and why they use L1 during active teaching, it seems it is a must to do. One suggestion would be that other teachers or colleagues may visit one another's classes and observe the lessons with a focus on the amount of L1 they use. Here, there is a risk that teachers may use L2 more when they know they are observed. My humble recommendation is that teachers can record the class so that they can later analyse the recordings and determine their tendency to use L1, as well as the context where they use it more.

Lastly, considering the student responses frequently indicating the issue of lack of exposure to the target language, teachers should provide students with materials for self-study to increase engagement in the language. Using learning management systems or educational applications and programs, they need to flip their classes in a way that students are exposed to language more. This may also compensate for the use of L1 in the classroom. Instead of heavy and repetitive grammar teaching and exercises, the class hour can be used more effectively by means of production-oriented activities. Additionally, language teachers also need to design extracurricular activities like speaking sessions, video or film hours so that students can also use the language they learn outside the class.

As indicated frequently in various parts of the study, the preparatory class in higher education is of great importance in that most students interact with the target language (mostly English) so intensively. In Turkey, the preparatory language class is especially valuable for students taking into account that most students fail to even learn the English during their previous years. Therefore, this study also confirms that an effective program

must be prepared and administered by the management. While there are many implications for the development and implementation of such a program, when L1 use is considered the language school administration may organize seminars or workshops for teachers, introduce a code for the use of L1, foster mutual sharing and feedback among co-teachers and collect data frequently from students regarding L1 or L2 usage. Perhaps, the administration can use the data to spot those students who feel less comfortable or more anxious in L2-only classes and organize customized teaching for them.

Finally, the current study indicated that most students have a positive attitude towards the intensive use of L2, especially in the higher levels as they advance in the target language. Therefore, the implication of this study for the students is that they must allocate more time for self-study with the materials that are provided by their instructors. It may be difficult for low-proficiency students to find materials on their own. That's why, studying with the material prepared by experts, in this case, their instructors, can help them further exposure to the target language. In higher levels, students can also find materials, authentic materials and engage in a valuable self-learning experience, which is quite convenient considering all the online and mobile materials. Finally, students can show more willingness to participate in student exchange programs available in their schools so that they can actually experience the target language in a real environment. They can also communicate with other international students in their schools. Though not all universities have the same level of internationalization, most universities have a diverse student population and this can be utilized.

The current research is quite limited in scope as it was carried out in a single setting with a bunch of students. Considering potential veins of research, there are many aspects of the issue that is worth investigating. First of all, this research can be replicated with a larger number of students and in diverse settings. Therefore, researchers can produce more data to generalize the findings.

Secondly, further research can focus on the age of students and perceptions of the students in different age groups. This study was conducted with young adults. Further qualitative and quantitative research can investigate primary or secondary school students' perceptions towards the use of L1 or L2 only teaching. Perhaps age can be a variable determining or affecting the perception.

The current study was a qualitative one focusing on the perception of elementary level preparatory year students. Although some statistics were also presented, it is not sufficient to provide a pattern or correlation between teachers' L1 use and student academic performance. Therefore, quantitative research that focuses on the effects of L1 assisted or L2 only teaching on students' proficiency in different skills may provide valuable insights. Additionally, more experimental or half-experimental studies may provide statistical data and more valid findings, which can also be generalized. For example, the use of L1 or L2-only vocabulary teaching can be investigated and students' overall performance in vocabulary can be tested.

Action research can be also used to both investigate the topic and to increase the effectiveness of language teaching. It seems that most teachers do lack reflection about their own practices regarding their use of L1, the amount of their use and the contexts when it is used more. Therefore, action research focusing on both student and teacher perceptions can both help them raise their awareness and change some aspects of language teaching. For example, further research can concentrate on how to enhance L2 use in low-proficiency level classes, which was indicated as a setting where students expect their teachers to use L1 more frequently.

Finally, retrospective studies can also provide valuable insights into how teachers get used to or prefer one method over another. More specifically, teachers' use of L1 and the amount of it can be related to their own academic, personal and professional experiences and background. An investigation of their own histories can yield valuable contributions to teachers' practices and their evolution.

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APPENDIX

Appendix 1. Demographic Information Form

Değerli Öğrencimiz,

Araştırma sonuçları, öğrenci değerlendirilmesinde kullanılmayacak, kimlik bilgileriniz kesinlikle gizli tutularak sadece araştırma amaçlı kullanılacaktır. Kapalı uçlu sorularda, sizin için en uygun olan şıkkı X harfi ile işaretleyiniz.

Katkılarınız için teşekkür ederiz.

Zeynep Çolakoğlu Saburlu

Cinsiyet: Bay ☐   Bayan ☐

Yaşınız: ……………

Ana Diliniz:

Lisans bölümünüz:

Mezun olduğunuz lise, ve bölüm

Lise:

Bölüm:

Lise İngilizce hazırlık sınıfı okudunuz mu?   Evet ☐   ☐ Hayır

Ne kadar süredir İngilizce öğrenmektesiniz?

Özel İngilizce dersi aldınız mı?   Evet ☐   ☐ Hayır

Nerede ve ne kadar süre?

Appendix 2. Interview Questions

Students' Perceptions towards the Use of Mother Tongue in the Foreign Language
Learning

The following are a number of questions about the use of first language (Turkish) in teaching foreign language (English) at your university. These interview questions will be recorded as a part of a research and used to analyse your perceptions towards the use of mother tongue. You will not be asked to provide your personal details, so your responses will never be linked to you personally. I would be grateful if you would answer the questions honestly and clearly.

Thank you in advance for your cooperation.

Interview Questions

Major:…………………………….

Age:…………………………………

Level:…………………………….

How long have you studied English:…………………………….

1. Do you use your first language in class? How often? Why? For what tasks do you need to speak your first language in foreign language class?

2. Does your teacher ever use your first language in class? How often does your teacher use your first language? In what types of situations does your teacher use your first language?

3. When do you think it is appropriate to use L1 in foreign language class?

4. Do you consider using L1 a helpful tool to learn English or obstructive?

5. Is there anything else you'd like to share with me about your experience using your native language versus English in foreign language class?

Appendix 3. Sample Interview Transcript

Teacher: Hoş geldin

Student4: Hoş bulduk hocam.

00.04 Teacher: Let's start with the first question. Do you use your first language in class? How often? Why? For what tasks do you need to speak your first language in foreign language class? Anadilini ne kadar sıklıkla kullanıyorsun, neden kullanıyorsun? Dönem başıyla kıyaslarsak nasıl bir değişiklik oldu?

00.22 Student4: İngilizce seviyem arttıkça azaltmaya çalıştım hocam. Kullanmamaya çalışıyorum, sorularınıza İngilizce cevaplar vermeye çalışıyorum. Önceden kelimeleri Türkçe anlamlarını ezberliyordum şimdi sizin gösterdiğiniz yöntemlerle ezberliyorum. İngilizce anlamlarına bakıyorum ezberleyemediğim kelimeyi İngilizce cümle kuruyorum aklımda daha iyi kalıyor.

00.46 Teacher: Peki kelime çalışmada faydalı olduğunu düşünüyorsun İngilizce-İngilizce peki sınıf içine dönersek ne kadar kullanıyorsun ana dilini?

00.55 Student4: Az kullanmaya çalışıyorum. Arkadaşlarla konuşurken kendi aramızda Türkçe konuşuyoruz ama sizin yaptırdığınız grup çalışmalarında tabii İngilizce. Yani bir şey isteyeceksem "silgi verir misin?" "saat kaç?" gibi durumlarda Türkçe konuşuyorum. Ama sorulan sorulara İngilizce cevap vermeye çalışıyoruz. Cevap verdikçe de aslında mutlu oluyoruz. Yani yapabiliyorum İngilizce diye ümitleniyorum.

01.22 Teacher: Does your teacher ever use your first language in class? How often does your teacher use your first language? In what types of situations does your teacher use your first language? Peki hocanız ne kadar Türkçeyi kullanıyor, hangi durumlarda Türkçeye başvuruyor?

01.38 Student4: Dönemin ilk başlarında İngilizce seviyemiz alt seviyelerdeydi ve anlayamıyorduk. Özellikle grammer anlatırken anlamadığımızda hocamız Türkçe anlatıyordu. Hala bazı arkadaşlar anlamıyor hoca herkese anlattıktan sonra yanına gidip anlamadığı noktaları yine Türkçe o arkadaşlara anlatıyor. Ama bizim seviyemiz arttıkça hocamız da İngilizce kullanımını arttırdı bence. E anlıyoruz artık çevirmeye gerek duymuyor hocamız da.

02.10 Teacher: Peki sence anadilin kullanılması ne zaman uygundur? When do you think it is appropriate to use L1 in foreign language class?

02.17 Student4: Bence öğrenci anlıyorsa hiç kullanılmamalı. Zaten çok fazla İngilizceye maruz kalmıyoruz hocam. Bari sınıfta Türkçe değil de İngilizce konuşulsun.

02.22 Teacher: Peki hiç mi kullanılmamalı ana dil?

02.26 Student4: Seviyesi iyiyse hiç kullanılmamalı. Anlaşılmadığında zaten basit cümlelerle anlatıyor hoca o zaman anlaşılıyor. Gerek yok ki kullanmaya.

02.34 Teacher: Peki öğrenci?

02.36 Student4: Öğrencilerde kullanmamalı dışarda arkadaşlarımızla İngilizce konuşalım hep dedik yok hocam olmuyor bari sınıfta hocamız sorduğunda İngilizce kullanalım. Dışarda bir kulüp olsa hocam hep İngilizce konuşsak öyle bir şey yapılamaz mı acaba? Çok da faydalı olmaz mı?

02.49 Teacher: Olur aslında konuşulup görüşülüp siz de talep ederseniz neden olmasın, olabilir. Peki diğer soruya geçelim o zaman; Do you consider using L1 a helpful tool to learn English or distracting? Anadil kullanımı yardımcı mı yoksa engelleyici mi diyor.

03.05 Student4: Bence engelleyicidir. Zaten ben ilk sorduğunuzda da engelleyici olduğunu düşünmüştüm şimdi daha net söyleyebilirim.

03.13 Teacher: Neden engelleyici olduğunu düşünüyorsun?

03.15 Student4: Hocam tek faydasını relative clause öğrenirken gördüm yani çeviri yaptık Türkçeye daha iyi oturdu. Fakat başka hiçbir konuda reading, listening, writing faydalı olabileceğini düşünmüyorum.

03.27 Teacher: Peki.

03.29 Student4: Hocam konular aynı gibi relative clause da ama başka konu da aynı olmayabilir. Reading de çevirmeye gerek yok ki yada writingde de Türkçe düşünmeden yazmak önemli çeviri yapmadan.

03.41 Teacher: Peki, Is there anything else you'd like to share with me about your experience using your native language versus English in foreign language class? Deneyim, tecrübelerinden bahsetmek istediğin, eklemek istediğin herhangi bir şey var mı? Dönem hakkındaki genel görüşlerin nelerdir?

03.55 Student4: Hazırlığın İngilizceme çok katkısı olduğunu düşünüyorum. Önceki eğitimimizde çok bir şey yapmadık. Şimdi bir sene İngilizce eğitim iyi oldu yoğun oldu öğrenmeye çalışıyoruz, kullanmaya çalışıyoruz en önemlisi de o hocam kullanmaya çalışıyoruz. Ders gibi değil de kullanınca iyi oluyor. Faydalı oluyor. İngilizce hikaye kitapları okuyorum. Altını çiziyorum. Bilmediğim kalıpları size soruyorum. İyi oluyor.

04.21 Teacher: Hazırlık öncesi nasıldı?

04.23 Student4: Bir şey yapmıyorduk ki İngilizce için. Zaten sevmezdim de İngilizceyi bu sene ama yapabildiğimi gördükçe sevmeye başladım. Sayısalcıyız hocam biz İngilizce bize uzaktı. Ama öğreniyoruz. Tabii artık biraz geç küçükken öğrenmek gerekirdi. Küçükken dil daha iyi öğreniliyor. Zaman alsa da öğrenmemiz lazım. İnşallah öğreniriz mezun olana kadar.

04.43 Teacher: okey sevindim severek yapmanız, öğrenmeniz çok önemli, thank you.

Appendix 4. Sample Activity in the Experimental Classroom

A Sample Activity
Experimental Group

Part B **1 Grammar**

Contrasting Tenses or Structures

Teacher	working knowledge of students' MT
Class	monolingual
Level	lower intermediate to advanced
Purpose	to help students distinguish between two often-confused English grammar structures by translating them into MT
Materials	sheets of paper

Preparation
Write four pairs of sentences or phrases in English which contain contrasting structures. See below for some examples. Write each pair of sentences on a separate sheet of paper.

I've been living here all my life.
I lived there for ten years.

I haven't been going out much lately.
I went out every Friday night last month.

We've been seeing too much of those two.
We saw them coming up the hill.

Have you been waiting long?
Did you wait until the end?

Hasn't she been skating yet?
Did she go skating with you?

He's been talking about his bad luck again.
He talked to them about photography.

We've gone there three times so far.
We went there after work.

She's started learning English five times.
She started her course last month.

You've wanted one of these for ages.
You wanted a big red one.

Haven't you called her?
Didn't you call her?

Hasn't he told you the news?
Didn't he tell you the news?

1 Put the students into groups of four and give each member one sheet with one of the pairs of sentences at the top.

2 Ask the students to read their sentences and check that they understand them.

3 Students translate their two sentences from English into MT, leaving a generous space between the original and the translated versions.

4 When the students have finished translating, ask them to fold their sheet over so that only the translation is visible and pass it to another member of their group.

5 Ask this student then to translate the sentences back from MT into English.

6 Get the students to compare the translations and discuss the problems they have in distinguishing between the pairs.

NOTE: Students can write their own sets of pairs in class or as homework. Check for accuracy and also make sure that the pairs are contrasting the structures you are working on, before continuing with the activity.

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