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STUDENTS' ATTITUDES TOWARDS L1 USE IN EFL CLASSROOMS

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ÇAĞ UNIVERSITY
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DEDICATION

To my nearest and dearest, mom, dad, husband and friends... I love you



ETHICS DECLARATION

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Program: Master Thesis (X) Ph. D. Thesis
Thesis Title: Students' Attitudes Towards L1 Use in EFL Classrooms

I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

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Elif GÖKBAŞ

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Elif GÖKBAŞ

ABSTRACT**STUDENTS' ATTITUDES TOWARDS L1 USE IN EFL CLASSROOMS****Elif GÖKBAŞ****Master of Arts, Department of English Language Education****Supervisor: Dr. Adnan DEMİR****October 2021, 100 Pages**

Mastering a foreign language, especially English, the lingua franca of the global world, is becoming more and more important day by day. In this regard, the realm of foreign language education has witnessed many debates on the best techniques and methods for years. One of the most controversial of these debates is whether to use mother tongue (L1) in English as a foreign language (EFL) classroom or not. While some argue that mother tongue should be entirely excluded from the classroom environment, others assert that L1 has significant and assistive roles in EFL classes if used to some extent and for some certain objectives. Despite many studies and arguments on the subject, there are no certain answers about where, when, and how much mother tongue should be used in foreign language classes. In this sense, the present mix-method designed study was carried out to shed light on students' attitudes on the issue. A seven-item questionnaire was applied to 228 students from five different universities' preparatory classes to find out the quantitative results while three open-ended questions were conducted with 48 students for the qualitative data. Analysed results revealed that mother tongue has some critical roles in foreign language classes. An overwhelming majority of the students see mother tongue as an inseparable part of the foreign language classes. They consult their L1 at certain times and situations such as when they have difficulties to understand the grammar subjects and new vocabulary or as a safe space when they feel fear and anxiety. On the other hand, the participants are also aware of the fact that how significant it is to use target language as much as possible and to keep L1 at a reasonable level.

Keywords: EFL classrooms, mother tongue, attitudes, preparatory classes, foreign language

ÖZ**İNGİLİZCE YABANCI DİL SINIFLARINDA ANA DİL KULLANIMINA
KARŞI ÖĞRENCİLERİN TUTUMLARI****Elif GÖKBAŞ****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Dr. Öğr. Üyesi Adnan DEMİR****Ekim 2021, 100 Sayfa**

Küresel dünyanın ortak dili olan İngilizce başta olmak üzere, bir yabancı dile hakim olmak gün geçtikçe daha önemli hale geliyor. Bu bağlamda, yabancı dil eğitimi alanı yıllardır en iyi teknik ve yöntemler konusunda birçok tartışmaya sahne olmuştur. Bu tartışmaların en çekişmeli olanlarından biri, İngilizce yabancı dil (EFL) sınıflarında ana dilin (L1) kullanılıp kullanılmayacağıdır. Bazıları ana dilin sınıf ortamından tamamen dışlanması gerektiğini savunurken, diğerleri L1'in belirli bir ölçüde ve belirli amaçlar için kullanılması halinde EFL sınıflarında önemli ve yardımcı rollere sahip olduğunu iddia etmektedir. Konuyla ilgili birçok araştırma ve tartışmaya rağmen, yabancı dil derslerinde ana dilin nerede, ne zaman ve ne kadar kullanılması gerektiğine dair kesin cevaplar bulunmamaktadır. Bu anlamda, öğrencilerin konuyla ilgili tutumlarına ışık tutmak için karma yöntem ile tasarlanmış bu çalışma gerçekleştirilmiştir. Nicel sonuçları bulmak için beş farklı üniversitenin hazırlık sınıfından 228 öğrenciye yedi maddelik anket, nitel veriler için ise 48 öğrenciyle üç maddelik açık uçlu sorular yöneltilmiştir. Analiz edilen sonuçlar, anadilin yabancı dil derslerinde bazı kritik rollere sahip olduğunu ortaya koymuştur. Öğrencilerin büyük bir çoğunluğu ana dili yabancı dil derslerinin ayrılmaz bir parçası olarak görmektedir. Dilbilgisi konularını ve yeni kelimeleri anlamakta zorlandıklarında veya korku ve endişe hissettiklerinde güvenli bir alan olarak, belirli zaman ve durumlarda kendi ana dillerine başvururlar. Bunun yanı sıra katılımcılar, hedef dili olabildiğince çok kullanmanın ve ana dili makul düzeyde tutmanın ne kadar önemli olduğunu da farkındadır.

Anahtar kelimeler: İngilizce yabancı dil sınıfları, ana dil, tutum, hazırlık sınıfı, yabancı dil

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ABBREVIATIONS

EFL	: English as a Foreign Language
ELT	: English Language Teaching
L1	: First Language
L2	: Second Language
ZPD	: Zone of Proximal Development
LAD	: Language Acquisition Device



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1. INTRODUCTION

This chapter provides a summary of the background to the issue of mother tongue use in foreign language classes. It also presents statement of the problem, purpose of the study including research questions and significance of the study respectively. Finally, it concludes with the definition of some terms that are used in the study.

Background of the Study

Globalization, defined as “a situation in which available goods and services, or social and cultural influences, gradually become similar in all parts of the world” by Cambridge dictionary (2020), is rapidly and inevitably spreading all over the world. After centuries of technological improvement and advances in international cooperation, the world is more connected than ever. This connection necessitates and encourages people to speak more than one language and especially makes them communicate in lingua franca or global language, which is English in today’s world. English is by far the largest language spoken in the world today. According to Ethnologue website (2020), about 370 million speak English as their first language and 898 million speak it as a second or foreign language. As it is the dominant global language of communication in almost all areas such as education, business, politics, science, social media, entertainment, tourism, etc, it is impossible to ignore how important and essential it is. In addition to being widely spoken, English is by far the most commonly studied foreign language in schools and universities around the world. The vast majority of international scientific articles, books, journals and research are in English. Skutnabb Kangas (2012) claimed that people who cannot speak English at all or fluently are pitied and humiliated by others in numerous countries. Even those whose native language is not the “standard” dialect of English get the same negative reactions. Considering all these circumstances, English learning is a must for students regardless of their majors.

When all the facts mentioned above are taken into consideration, it is not difficult to realize why learning and teaching English is a very crucial subject in education. It is a required step to be taken in academic and social fields. There are thousands of courses, books, online applications and platforms, videos, websites and sources designed to teach English effectively. In fact, it has become an active market in the world economy with large budgets. The market has also started to affect the success of international

markets in different areas. According to Hatori (2005) the primary reasons and the goals of language learning have become economic competitiveness.

In this regard, authorized people in the field, scholars, language teachers, students are searching, studying and trying to find out the best and the most efficient methods and techniques for language learning and teaching. However, as language learning is a unique and individual process and easily affected by many variables, there are no precise and invariable results, findings, theories in this field. Thus, language learning and teaching is a discipline where endless conflicts on how it can be done best exist.

One of the debates which has been in and out of fashion at different times throughout foreign language learning and teaching history is the role of mother tongue and its influence in English as a Foreign Language (EFL) classes. The controversy has been discussed under two terms, “using English to learn” or “learning to use English”, stated by Howatt (1984) (cited in Richards & Rogers, 1999, p. 66). The former refers to the exclusion of mother tongue totally from the classroom environment and conducting English only EFL classes, whereas the second one indicates the cooperation with it and use it during the classes.

The position and role of L1 in language classrooms has been constantly changing according to the dominant methods and approaches accepted by teachers and scholars. For instance, it had a critical and essential role when Grammar-Translation Method (GTM) was widely accepted and used especially between 1840 and 1940 while it was completely avoided by Direct Method (Natural Method), which emerged as a reaction to GTM. Since then, L1 has had a varying role and status in different language teaching methods. However, there is still no consensus and certain answers on the subject even today. Language learning and teaching is caught between these two conflicting theories, use L1 or not.

Statement of the Problem

Is L1 use a component that hinders language learning and should be excluded completely from the language classrooms or is it one of the essential components of the humanistic approach and a critical facilitator of the process?

Scholars in the field have different attitudes to the subject of L1 use in language classes. Questions of whether L1 should be used by teachers and learners or not, how much, how often and in what context it should be used constitute the core of this conflict and these questions are inextricably linked to all the other classroom practices. While experts have different arguments and findings about the subject, how can

students and teachers in the field be expected to give the correct and definite answers to the questions mentioned above? Like many other countries, the conflict has been going on in Turkey where foreign language learning is a subject seen as challenge and biased by many learners. Debates in the schools of foreign languages at Turkish universities start over and over again at the beginning of each semester. Yet despite the ubiquitous conflict, little attention has been paid to use of L1 issue in the literature on instructed adult foreign language learning.

Purpose of the Study

In the last few decades, there have been great changes in the world and accordingly in all areas of our lives. These changes can be clearly seen in the roles of the students and the teachers in 21st technology-based language classrooms. In modern classrooms, students have been transformed from silent and passive consumers of class content delivered by their teachers to active role players in determining parameters of classroom practises and controlling their own learning (Spodark, 2001). As a result of student-centred understanding and approach, students have been included in every step of the education system. Auerbach (1993) suggested that it should be left up to the students to determine the needs of language classes and the amount of L1 or target language use. Higher education level students have better consciousness of their needs, desires, goals, cognitive and metacognitive skills. Therefore, it is important for teachers to be aware of learners' beliefs, opinions, attitudes towards the use of target and first language, which is Turkish in this context. The purpose of this research is to shed light on students' beliefs and feelings about L1 use in EFL classes, investigate and report the percentage and the reasons of L1 use and find out whether students think the use of L1 in language class is a harm or a helping hand. In Turkey, intensive English classes (15-30 hours a week) are only available in some private schools and preparatory programs at universities' foreign language schools. The present study is about A1 or beginner level students who are generally unsure and inexperienced about their attitudes towards L1 use in EFL classrooms. The questionnaire and the open-ended questions were carried out with the students of the English preparatory programs of the universities to examine their attitudes towards L1 use. The study aims at accomplishing its objectives by addressing the three research questions below:

1. What are the students' attitudes towards the use of L1 in the EFL classrooms?
2. How frequently and how much do the students think L1 should be used in the EFL classes?
3. In what circumstances and for what purposes do the students think L1 should be used in the EFL classrooms?

Significance of the Study

As language learning and teaching has been gaining importance, the emphasis on each aspect affecting this process has been increasing, too. However, there is a reality of failure about language learning and teaching in Turkey. Turkey is the 69th out of a hundred countries and has scored “very low proficiency” according to EF English Proficiency Index (EPI) (2020). However, as Demirpolat (2015) stated it would not be realistic to focus on only one reason. There are many motives causing that failure. Crowded classes, testing methods, lacking materials, not having a common teaching method and education philosophy are the major reasons behind this failure. Using or not using L1 in language classes is one of the major questions that scholars, teachers and students have different beliefs and practices about. Since it is a controversial topic in the field, the teachers are uneasy and indecisive about the issue, too. Even the instructors working at the same school of foreign languages prefer different practices while teaching the same subjects to students at the same level. Some of them forbid L1 use in classes and never use it or let the students use it for the sake of them. On the other hand, other teachers use it while motivating the students, explaining grammar and vocabulary or for classroom management. They think that it is necessary to use L1 in some contexts. However, despite L1 use in language classes is welcomed by 80% of teachers, English-only is such a compelling axiom that teachers feel guilty and do not trust their own classroom practices (Auerbach, 1993). There are some studies (Kılavuz, 2014; Karaağaç, 2014; Tang, 2002; Khoshnaw, 2014) focusing on both teachers and students' attitudes towards L1 and target language use but there is a limited number of studies within a Turkish context that only focus on adult learners' attitudes towards use of L1 and examine them in detail. Thus, the current study is significant in some ways as it is intended to guide teachers to gain an insight and shape their own experiences and in-class practices in light of students' perceptions. Finding out their adult students' attitudes towards L1 use and expectations, planning the lesson accordingly can lead to the results that increase student success and enable them to use more L2 over time. The

study also aims to light the way to find out the reasons for inefficacy in language classes in Turkey.

Operational Definitions

Mother Tongue: It is also known as native language, parent tongue, first language (L1). It is the language a person learns from their parents when they are a baby, rather than a language learned at school.

L2: It is also called second language. It is learned by a person after their native language. L2 is generally learned at school and used at school or work.

Attitude: The way that you behave toward someone or something that shows how you think and feel (Oxford dictionary)



2. LITERATURE REVIEW

This chapter provides a brief and integral overview of mother tongue use in language learning and teaching discipline by referring to former studies in the literature. The following titles are clarified respectively; the ideological roof of English-only EFL classes, the place of L1 use in methodology, advantages of mother tongue use in EFL classrooms, negative influence of mother tongue use in EFL classrooms and last but not least students' attitudes to L1 use in language classrooms.

Students' Attitudes to L1 Use in Language Classrooms

Foreign language learning is a very sensitive and individual process affected by many factors and variables originating from the learner, teacher or environment. Individual factors such as intelligence, aptitude, learning style, personality, motivation, anxiety, attitudes, age, even gender have roles in learning process. For instance, Andreou et al. (2005) argued in their studies that females performed better than males in both syntax and semantics.

Kumaravadivelu (2006) defined intake factors as learner internal and external factors facilitating L2 development and influencing the psycholinguistic phase of language learning and he categorized the intake factors into six main clusters and two variables within each (see Figure 1).

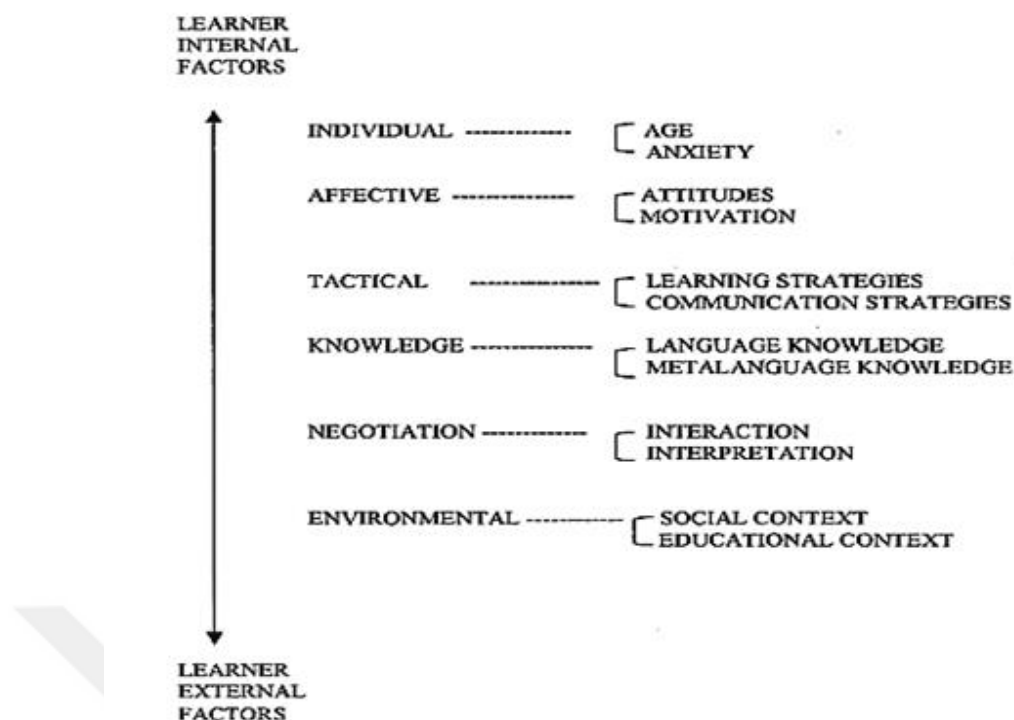


Figure 1. *Intake Factors Continuum* (Adapted from Kumaravadivelu, 2006, p. 32)

Among these factors, the learner's disposition to learn has always been perceived as crucial and delicate for L2 progress by Kumaravadivelu (2006). Since affective factors, attitudes and motivation constituting learner disposition according to the figure presented below, they are considered vitally important variables for L2 improvement by the author.

An overall definition of attitude is one's individually driven position, beliefs, opinions and feeling to a thing, event or person. In addition to this, attitude towards language learning is shortly defined as the positive or negative feelings in general by Thornbury (2006). He also noted that these bilateral feelings can be built up towards the target language, its speakers and culture, L1 use in EFL classrooms or the teachers, other learners, methods, materials used in the classrooms. It can be concluded that students' attitudes affected by every formation in the surrounding are very sensitive and can be reversed without difficulty.

Some studies have been carried out on the relationship between learner's attitudes towards language learning and success or lack of it. Although the correlation between student's success and positive attitude is hard to prove empirically, there is sufficient evidence between positive attitude and willingness to learn (Lightbown & Spada 2013). Gardner et al. (1985) indicated that attitude is significant as it indicates students' active

involvement in foreign language learning process. Dehbozorgi (2012) also added that it is undeniable that attitude towards language learning is a guiding factor for all learners; they can learn eagerly when they have positive attitudes towards all aspects of the process and that consolidates students' success. The author also asserted that teachers can support learners' positive attitudes by setting goals for themselves; building in some fun and pleasure through language; and interacting actively. Another method to underpin positive attitudes is to build a supportive and intimate environment for the students to experience the language, for instance by scaffolding the efforts of the learner to interact (Thornbury, 2006).

On the other hand, mismatch between students and teachers' objectives can cause students to develop negative attitudes towards learning situations (Schumann & Schumann, 1977). Students' negative attitudes toward the course is the last thing desired by the teachers on account of hindering motivation and language learning success. To avoid that unwanted situation, language learning and teaching process should be built upon shared decision making based on the discussion among all the members in the classroom. While planning and scheduling the EFL classes, learners' desires, thoughts, goals, individual differences and attitudes to some sensitive issues should be taken into account by the instructors. This procedure should be carried out explicitly so that students can feel important and fully present in the process. Mother tongue is a crucial keystone in one's existence, life, relations, culture and every other humanistic issue. As L1 use in the EFL classrooms is one of the most contentious and critical issues in the field and most of the teachers are in dilemma on it, students', especially adults' attitudes towards its use should be taken into consideration seriously by the teachers while planning the lessons unless they desire negative attitudes and barriers between students and themselves.

There are a number of studies conducted on the issue to reveal students' attitudes towards L1 use in EFL classrooms. For instance, in his study titled "An Examination of Attitude Change Towards the Use of Japanese in a University English 'Conversation' Class, Burden (2004) examined 89 Japanese students' attitudes and attitudes change towards L1 use and teaching method in a class conducted by a native-speaker of English (the researcher himself) aiming to develop English communication skills of the students over the duration of a single semester. The same 50-item survey was given twice to the students aged between 18 and 20. The initial survey was given in the first week of the semester and the later one in the fourteenth week of the same semester. The

first questionnaire's results revealed that students had a positive attitude toward L1 use which was Japanese in this research. For instance, most of the subjects, approximately 95%, thought that L1 should be known and used by the instructor and 98% of them stated that they speak Japanese in the class. The difference in the students' attitude between two surveys was calculated as more than 10%. Although supporters of teacher's use of mother tongue decreased from 95% to 89% and an overall tendency towards target language was observed, most of the students still had a positive attitude towards L1 and recourse to it.

Studying with 600 university-level foreign language (FL) students, Levine (2003) conducted a research one of the goals of which was to develop preliminary components of a descriptive model of TL and L1 use. The subjects in the research were from different regions of Canada and the United States who were native speakers of English and studying foreign languages such as French, German, Spanish, etc. The findings showed that talking about grammar, usage, vocabulary, homework, exams were the reasons behind the tendency toward L1 use and in spite of the dominance of "monolingual approach" in foreign language classrooms across the U.S., both the TL and the L1 seemed to have significant roles. Based on the findings, the researcher came up with some tenets, one of which was named 'Optimal TL Use Tenet' (p. 355). It suggested the instructors admit that FL classrooms are bilingual places and L1 obviously has different and crucial roles there. Also, it is a pointless effort to deny these facts.

Another study was conducted by Yao (2011) in China to find out the students' and teachers' attitudes towards code switching in EFL classrooms. A twenty itemed questionnaire was distributed to 52 English teachers and 100 EFL students. In spite of some discrepancies between two sample groups in some questions, the results displayed that the teachers and the students had a common positive attitude towards teachers' code switching from English to Chinese in the EFL classrooms especially while teaching the certain aspects of language like grammar instructions, new vocabulary items, etc.

Some similar research also exists in the context of Turkey. Kemaloğlu Er and Özata's (2020) study titled "Codeswitching in Group Work in EFL class" aimed to find out the reasons behind code switching employed in EFL group work interactions. The participants aged between 18-24 were 32 male and female students from an intensive English programme of a state university in Turkey. Observations, recordings, open-

ended questionnaires were employed to collect data for qualitative analysing. The authors deduced that there were four motives behind the code-switching from English to Turkish which were search for equivalence, meaning clarification, following text procedure and emotional expression. The researcher also indicated that since mother tongue facilitates students' sharing opinions, making suggestions clearly and effectively and also preparing them for efficient written and spoken outcomes, excluding L1 from L2 class may not be a wisely chosen practice.

In general, studies on mother tongue in language classes indicate one reality that is L1 definitely has some critical roles in class and it is consulted by students and teachers at some certain points of the language learning and teaching process.

The Ideologic Roof of English-only EFL Classes

Although there have been many studies recently justifying the positive effects of bilingual education and prevalent opposition to the English only EFL classes, a considerable number of educators still support the ideology that English should be used as the only medium of communication in EFL and ESL classrooms. Auerbach (2016, p.1) said, "I argued that this taken-for-granted insistence on using only English was rooted in regimes of ideology rather than in evidence-based findings regarding its effectiveness for English acquisition". Excluding and forbidding use of L1 in language classes is starting to be accepted within the confines of linguicism that is defined as follows;

Ideologies, structures and practices which are used to legitimate, effectuate, regulate and reproduce an unequal division of power and resources (both material and immaterial) between groups which are defined on the basis of language (on the basis of their mother tongues) (Skutnabb Kangas, 1989, p.41).

According to Phillipson (1988) the ideology and structure of linguicism is relevant to racism, classism, sexism and similar ideologies which root on supremacy and inequality. He clarified linguicism by associating it with linguistic imperialism, which is a crucial component of imperialism.

Linguicism is related to English in this context which is the lingua franca of the 20th and 21st century and has more non-native speakers than any other languages which is a

product of English hegemony and its propagation. The US and the UK are the lead actors of this development. Auerbach (1993) stated that in the 19th century, bilingual education in the US was allowed due to the power and influence of particular ethnic groups until after World War I, which caused an increasing flow of immigration from Europe and other parts of the world to North America. As a result, foreigners' influence, diversity and power increased which was later blamed for the political and economic problems in the US. As a reaction to foreign influence, advocacy and sympathy for Americanization movement gained legitimacy and support. Americanization is the process by which people or countries become more and more similar to Americans and the United States (Collins Dictionary). Hill (1919, p.612) summarized and ordered the necessities of Americanization as follows;

- There are 13,000,000 persons of foreign birth and 33,000,000 of foreign origin living in the United States.
- Over 100 different foreign languages and dialects are spoken in the United States.
- Over 1,300 foreign-language newspapers are published in the United States, having a circulation estimated at 10,000,000
- Of the persons in the United States 5,000,000 are unable to speak English.
- Of these persons 2,000,000 are illiterate.

The National Americanization Committee was formed in May, 1915 with the aim of uniting all people in the US in a common citizenship under one flag and the acquirement of a common language for the entire nation (Hill, 1919). The committee aimed to unite all different languages and races under the name of Americanization. Unsurprisingly speaking English well was associated with patriotism and not only adults but also children were expected to declare language faithfulness through oaths at schools (Baron, 1990). Many big companies like Ford, forced their non-English speaking employees to attend English classes and different kinds of pressure had been employed to secure attendance. Loizides (2007) remarked that at least until World War II, Henry Ford and his company Ford Motor undertook a mission of “human engineering” and aimed to transform immigrant employees into American middle-class workers. The author also added that in January 1914, the company declared a new system, five-dollar day plan, which doubled the minimum payment of the workers. As

long as they obeyed the regulations such as learning and speaking English, changes in their personal values, habits, living conditions and attuning to American life-style, workers could receive the payment. “Making man” at Ford under the roof of Americanization movement was a success story according to statistics. For instance, the percentage of non-English speaking workers was 11.7% in 1970, while it was 35.5% in 1914 (Meyer, 1980). Expansion of ESL (English as a Second Language) in the early decades of the 20th century was a certain result of Americanization and therefore direct methods grounded in a monolingual approach started to gain support over methods which included mother tongue in the language teaching process.

Americanization is not the only reason for the spread of English as a second or foreign language and English-only language classes. The roots of it can also be traced to British neo-colonial ideologies which aimed at spreading English in the liberated Third World countries (Phillipson, 1988). Auerbach (1993) indicated that English was considered as a primary and essential component of transmission of British neo-colonial control. The spreading policy was successful because English started to be seen as the only way to access jobs, goods, and power by those living in these countries. Americanization and British neo-colonial policies open the gates to the empire of English. Phillipson (1988) stated that to strengthen hegemony of English successfully, proficiency in English language teaching was urgently needed to be created, and therefore, graduate courses in ELT were hastily opened by higher education institutions in Britain and the US. It can be concluded that native speakers of English, especially Americans and the British, were the first ones who dominated and designed ELT programs. According to Phillipson (1988) linguisticism guaranteed that language teaching education was grounded not on pedagogical needs but on English in a conference held at Makerere, Uganda in 1961. Five main tenets that emerged in this conference are still cornerstones of ELT and continue to influence English language teaching ideology and methodology strongly today. These are (Cited Phillipson 1988, p.349, Phillipson, 1986, p.242):

- English is best taught monolingually
- The ideal teacher of English is a native speaker
- The earlier English is introduced the better the results
- The more English is taught the better the results
- If other languages are used much, standards of English will drop

The US and the UK endeavoured and worked co-ordinately to make English dominant and lingua franca has reached its goal. Today English is the most expansive foreign and second language in the world and the hegemony of English is still supported and empowered by the tenets mentioned above which are most likely the roots and basis of English-only language classrooms manifesting that these classrooms were designed by English native speakers whose primary concerns and priorities were likely policy and economy rather than pedagogy.

Proponents and Advantages of L1 Use in EFL Classes

It is an obvious fact that each foreign language teacher has developed and used an individualized method in language classes and their approach to use mother tongue and target language can be affected by different factors such as pedagogical training, classroom experiences, personal beliefs, and official policy (Levine, 2003). As boundaries of using L1 are not specified clearly by proven empirical studies, many teachers feel guilty and anxious about the use of their mother tongue and have trouble deciding when, why, and how much L1 should be used in classes (Saliu, 2017). Harbord (1992) also pointed out that non-native language teachers who constitute the much larger part of the language teachers feel inadequate to match up to native teachers in terms of conducting a full English language class. Auerbach (1993) also adds that although 80% of instructors let their students use L1, English only tenet is so powerful that it makes teachers have doubts about their own practices. However, Saliu (2017) asserts that although it is an indisputable fact that target language should be used as much as possible, language instructors need to know that they should use L1 when it feels right without feeling guilty or regretful. They should trust and believe in their own educational background, teacher instincts, experiences as a teacher and student once. As a matter of fact, unqualified native speakers whose only motivation is to make money, are inadequate for teaching the system of language to students and empathizing with them (Harbord,1992). Language instructors who share the same mother tongue with students are beginning to be valued and preferred more as they have been through similar experiences as their students during their own language learning process. Thus, non-native teachers and their L1 use in EFL classes have started to gain a sanctioned role in ELT discipline. Moreover, proponents of L1 assert that teachers who share the same mother tongue with students or have mastered students' native language have more advantages than those who do not (Pardede, 2018). Therefore, schools,

companies, and institutions in certain parts of the world have drawn away from hiring native speaker English teachers and become more interested in working with the instructors sharing the same L1 with the students.

L1 use in the classroom is once again drawing positive attention in the language teaching literature. Widely and well accepted assumption of target language only classrooms has been questioned recently and mother tongue use in L2 settings has been supported by a growing consensus. According to many empirical studies on L1 use in EFL classrooms conducted recently, it is almost impossible to avoid students' mother tongue in language classrooms especially when students and the teachers speak the same mother tongue (Pardede, 2018). The studies also revealed that L1 is frequently relied on by most teachers and students during language learning and teaching process despite the irrefutable importance of target language and tenet of target language only classrooms (Guthrie, 1987; Schweers, 1999; Cook, 2001; Levine, 2003).

As Atkinson (1987) stated unconditional banning of students' native language is now outdated and it is not a taboo anymore. It is a welcomed and widely used aid in EFL classrooms and there are different reasons and advantages of learners and instructors' resort to L1 during the process. Proponents of L1 ground their claims about how useful L1 is on pedagogic, practical, cognitive reasons and personal classroom experience. Tang (2002) stated that his experiences both as a learner and teacher made him understand that moderate and reasonable use of L1 can support and aid foreign language learning and teaching. Also, Auerbach (1993) highlighted that allowing mother tongue in the early stages of language classes is crucial for later success as it promotes the transition to English and supports students taking risk with English.

As Krashen (1985) claims in his Input Hypothesis, which is a central part of second language acquisition, humans acquire language by receiving comprehensible input or understanding the message in that language; otherwise, language learning does not take place. Judicious use of L1 (by teachers or students) makes target language instruction and system much more understandable and clearer, which helps students acquire English better and more quickly. Wright (2009) entitled the student's L1 use in this context as Primary Language Support (PLS) and added;

Not only does PLS make English more comprehensible, and thus helps students acquire the language better and faster, but it also sends students a strong message that even in an English-language classroom, their primary language is valued and that it is a viable resource for learning. This, in turn, creates a very positive environment for ELL students conducive to effective language teaching and learning (p.1).

Foreign language learning, including learner's affective, cognitive and social activities and social functioning, is bound up with learners' sense of identity, especially their language identity (Piasecka, 2019). When language learners are forced to ignore their native language (prohibition of L1 and punishment for L1 use in classrooms), it is very likely that they think their identity is threatened. These kinds of thoughts may harm students' affective and social functioning irrevocably and lead to barriers and development of negative attitudes towards target language, which is the least desired situation in EFL classes. Auerbach (2016) points to the notion that students must feel safe while bringing their identities, interests, and weaknesses into the classrooms and that appreciating mother tongue is an essential part of the process. Krashen (1985) seconds this notion with Affective Filter Hypothesis, one of his five Input Hypothesis (language acquisition / Monitor model). He asserts that comprehensible input is an essential part of second language acquisition but it is not enough alone. Learners' mental block, affective filter, rises when they feel unmotivated, nervous, defensive and insecure and as a result comprehensible input cannot reach LAD (Language Acquisition Device) where learning occurs. Accordingly, the desired learning does not occur. On the other hand, when learners feel safe, motivated, relaxed, the Affective Filter goes down and makes way for a desired learning. Krashen (1985, p.82) sums up his five hypotheses with a single claim "People acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input in". Figure 2 and Figure 3 try to demonstrate the subject.

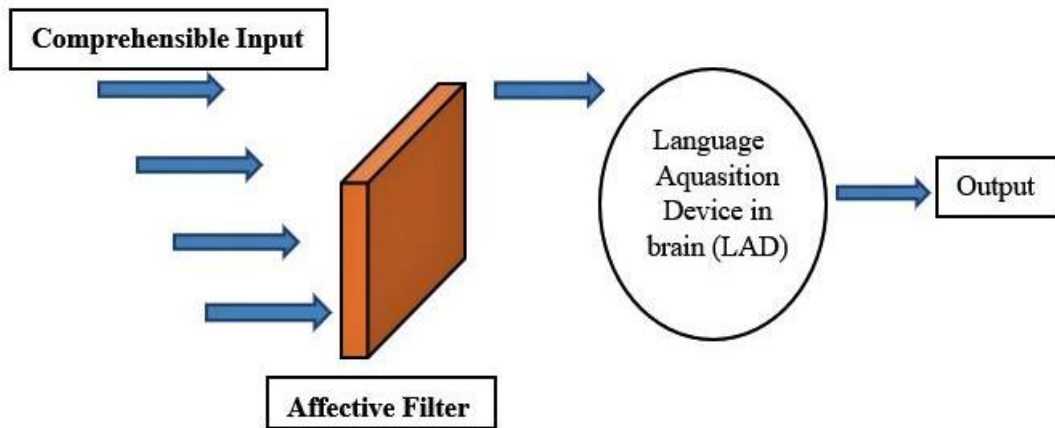


Figure 2. *A High Affective Filter Blocks the Comprehensible Input*

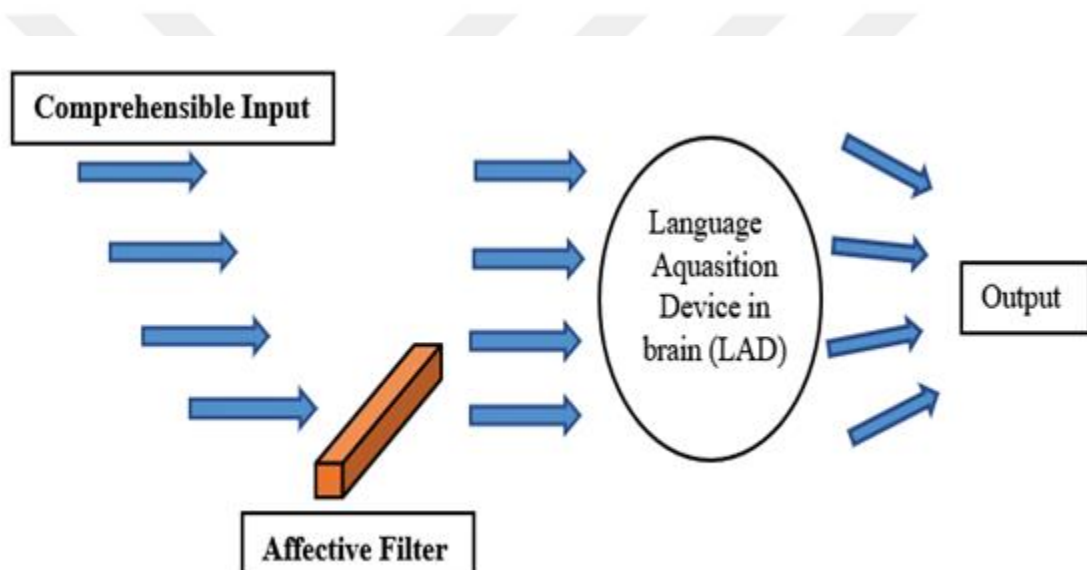


Figure 3. *A low Affective Filter Makes a Way for Comprehensible Input*

In addition, Meyer (2008) states that L1's main function is to provide scaffolding to lower the affective filters by making the input comprehensible. As known by many, scaffolding is put around the outside of new buildings to permit workers to get to the new formed structures. When it is the right time and construction can uphold by itself, scaffolding is taken off. Just as buildings, students need to get necessary but temporary help from teachers or other learners to establish new ideas, achievements and abilities (Hammond & Gibbons 2005). In education, scaffolding refers to temporary support and assistance that students get from their peers and teachers while moving from their mastery level to instructional level. As an essential teaching strategy, scaffolding is

based on Vygotsky's sociocultural theory and his notion, the zone of proximal development (ZPD). He explained the ZPD as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined by problem solving under adult guidance or in collaboration with more capable peers." (cited Sanders & Welk, 2005). (See Figure 4)

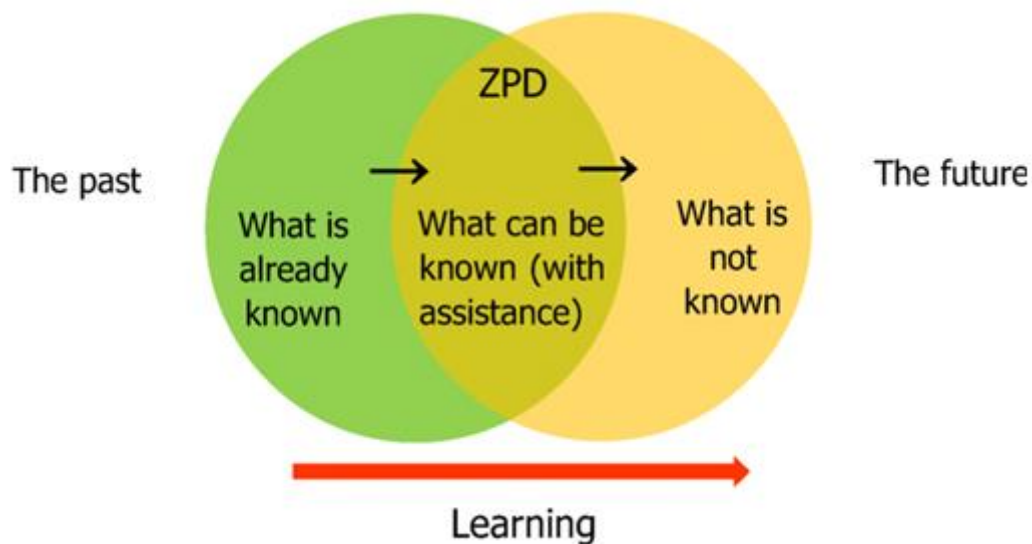


Figure 4. *Vygotsky's zone of proximal development (ZPD)* (Adapted from Nomura et al., 2019).

Within this framework, judicious L1 use in effective scaffolding techniques at the ZPD serves as effective bridges to help the students reach the next level. Eliciting language, giving instructions, explaining difficult grammar points and new vocabulary, checking comprehension, discussions of classroom methodology, pointing and correcting errors are some possible scaffolding occasions where L1 is used (Atkinson, 1987; Auerbach, 1993; Cook, 2001). Larsen-Freeman (2000) adds that L1 is used in order to promote the security of students, assist students while struggling from known to unknown and make the difficult structures and target language words clear. To sum up, mother tongue is an essential aid and should be used in scaffolding techniques.

On the other hand, Bolitho (1983) pointed out that using mother tongue supports students to say what they really want to say, which is an important humanistic value. Harbord (1992) seconds Bolitho and adds that allowing L1 use in class is one of the fundamentals of humanistic approach as it enables students to say what they really want to say. However, unconsciously selected and innocent looking practices in classrooms

such as teacher's prohibition of students' mother tongue, statements like "Every time you speak any languages apart from English, you have to pay me. I can be rich" or "If you do not ask in English, I will not let you go to the restroom" are against human rights and harm students' cognitive and social functioning. The instructors justify their restrictive practices by claiming that use of the mother tongue will hinder English learning process (Auerbach, 1993). However, no matter what, every individual has the right to declare their request, ideas, needs and feelings at the right time. Such oppressive practices can cause students either to stop talking or make inappropriate sentences with the words they randomly look up in the dictionary. These unchecked random structures by students can later cause fossilization, which is really hard to correct later.

Mother tongue in language classrooms is also practical in saving time and avoiding ambiguity, especially for instructors who have limited time and a syllabus with a deadline. Cole (1998) asserted that language instructors may end up as a contortionist while trying to avoid mother tongue use during explaining an item of the language where a short explanation in L1 would save time and suffering. For instance, if the students comprehend better and quicker without confusion, it is better to translate the word "adverb" then describe it in L2. Atkinson (1987) also added that instead of using visual materials, gestures or explanations in target language, it is less ambiguous and time consuming for teacher to ask "How do you say X in your mother tongue?" However, Harbord (1992) emphasizes that the object here is to use time productively not to save time and adds it is a common justification given by L1 use advocates teachers that communication in mother tongue saves time, which can be used for more productive activities. Using L1 also makes certain that all students get the correct meaning of the words instead of deducing different meanings. This is also applicable for difficult grammar structures when students struggle to comprehend the new system and feel anxious and panicky, which is the last thing desired in the classroom. Initially, classrooms can be threatening places even for grown-ups and they need time to get used to new classmates, teacher, approaches and surroundings (Meyer, 2008). English-only approach can be counterproductive in this context. Students admit that they might feel frightened, insecure as they do not understand English-only lessons (Reaisi et al., 2020). L1 use can reverse the situation and make classroom a place where students dispel negative feelings and attitudes towards English and raise aptitude and willingness to learn it.

Additionally, Schweers (1999) supports L1 use in classrooms by arguing that second language learning increases if students are aware of the differences and common features of both languages and understand that both languages can co-exist together.

Negative Influence of Mother Tongue in EFL Classrooms

Despite the advantages and increasing number of proponents of L1 use in EFL/ESL classrooms, target language only ideology keeps its power and importance. Some methods and approaches like Natural Approach, Direct Method and Communicative Approach are still strongly based on target language only ideology and they are applied widely around the world, especially those countries where English is the native language and private English courses for students from other countries constitute a considerable amount of income. Even the advocates justify L1 use on condition that it is used at a minimum level and logically. Harbord (1992) pointed out that most teachers and scholars agree that for the sake of language as a communicative tool, English should be the language of communication as much as possible in the classrooms. Also, Atkinson (1987), who is a proponent of L1 use, warns about the danger of overuse. He lists some problems resulting from excessive dependency on mother tongue as following;

1. The teacher and/or the students begin to feel that they have not 'really' understood any item of language until it has been translated.
2. Students speak to the teacher in their mother tongue as a matter of course, even when they are quite capable of expressing what they mean (1987, p. 246).

Oflaz (2009) warns that one of the negative effects of L1 in EFL classes is students' over dependency on it and they stop trying to use the target language or they do not even make an effort to infer the meaning from context. Krashen (1981), a proponent of monolingual approach in language classes, argues that people learn foreign languages just like they acquire their first language; therefore, they need to be exposed to target language as much as possible and minimize mother tongue use (cited in Tang, 2002). Advocates of monolingual approach or natural approach believe English should be the only medium in EFL/ESL classrooms because the best way to teach or learn a language is possible through the language itself (Richards & Rodgers, 1999). The more learners are exposed to target language, the better and quicker they can comprehend and get

used to it. Instructors use L1 to lower their students' affective filter, help them relax or assist them. However, according to Harbord (1992), chatting or telling jokes in mother tongue in the beginning of class influences the tendency towards target language use negatively. He adds that reducing stress and having a desirable teacher-student rapport are fundamentals in the classroom and should be strengthened but instead of L1 use, effective alternative L2 strategies are available and they should be used for chatting and telling jokes in breaks or before class. Thus, students notice that target language is not only a subject to be studied and also an alternative tool to L1 to communicate (Burden, 2004).

Generally, students are reluctant to use English in countries where it is taught as a foreign language and there is an unavoidable tendency to speak in the mother tongue in EFL classrooms. In such classes where students share the same mother tongue and find little chance to experience L2 outside the classroom, maximising and encouraging L2 use is very important and essential and one technique to do this is classroom management in L2, which involves giving instructions, controlling attitude and clarifying the activities (Notion, 1997, 2003)

The Place of Mother Tongue in Methodology

Whereas English is the most widely spoken foreign language in the world today, it did not used to be before. Six hundred years ago, in areas such as education, politics, religion Latin was the dominant language and teaching and learning Latin was appreciated and demanded most. However, as a result of changing political balances it started to be replaced by English, French and Italian in the sixteenth century (Richards & Rodgers, 1999). As the world's dominant languages and motives to learn them have changed, methods constituting foreign language teaching and learning methodology have changed, formed and developed according to the needs of the age they emerged in. The method defined by Thornbury (2006) as a system for language teaching that is formed on specific language and learning ideologies which underpin classroom activities, syllabus and material choices. Depending on the needs and the ideologies of the era, L1 use has served different functions in each one of these methods. While some of them appreciate the use of mother tongue and consolidate its position, others forbid and exclude it from the process totally.

Grammar Translation Method (GTM), in which mother tongue is a milestone and forms the basic and vital structures, is dated back as far as 1500s (McLelland, 2018)

and it can be identified as the oldest language teaching method which was accepted widely and entrenched its dominance for a long time. As it was used to teach classical languages like Latin and Greek, it was also called Classical Method (Larsen-Freeman & Anderson, 2011). Richards & Rodgers (1999) stated that in GTM L1 is the medium of instruction in language classrooms and it enables students to make comparisons between the target language and mother language. Larsen-Freeman and Anderson (2011) remarked that fundamental objectives are for students to be able to read and write in the target language, translate each language into the other because literary language is the major focus and little or none systematic interest is shown for speaking and listening skills. As the method is based on teaching grammar rules, new items and vocabulary via translation and the classroom instruction given by L1, it has a crucial role underpinning the method.

Richards & Rodgers (1999) asserted that GTM was widely used as the dominant method especially between 1840-1940; however, several elements caused this method to be questioned and excluded, as it is inefficient to meet the demands for oral proficiency in foreign languages.

Since the Grammar-Translation Method did not satisfy the expectation about using language communicatively, Direct Method (DM) arose as a reaction and became favoured by following the rule of no translation in the 1920s. Larsen-Freeman and Anderson (2011) stated that DM has one fundamental principle: No translation and students are supposed to learn target language through demonstration, visual aids and inductive grammar teaching, without consulting their L1 and thinking in the target language as soon as possible is a must. As the goal of the method is to make students communicate in target language, L1 is not welcomed and has no advocates.

Like Direct Method, L1 is not expected to be used in classrooms where Audio-Lingual Method is applied since it aims to teach language as a habit formation in the 1950s. And Richards & Rodgers (1999) accepted language learning process in the most basic form as a mechanical habit formation and good habits are formed by giving correct responses rather than making mistakes. Çelik (2008) also asserted that with the rise of Audio-Lingual Method which is grounded on structural linguistics and behavioural psychology, the widespread use of repetition via chain drills has been adopted to the process for good habit formation. Teachers are the major role models of the target language and they are not supposed to use L1 since they supply students with an accurate model as students mimic the model by listening (Freeman & Anderson,

2011). Within this framework, the goal of language teaching is to form a good habit formation, which is the target language use, and eliminate students' L1 intervention, which is evaluated as a bad habit. Therefore, L2 is accepted as the only medium of language classroom by Audio-Lingual Method practitioners.

L1 has started to regain some places at the early stage of Silent Way, the method that superseded Audio-Lingual Method since the students could not perform the language habits mastered in the classroom in the authentic world. Freeman and Anderson (2011) noted that the idea that learning a new language is no different from forming a new habit was harshly criticised in early 1960s, especially by Noam Chomsky, who defined language learning as a cognitive process and added that people use their own faculty to discover the rules of a new language. Students are encouraged to use language by teachers being silent and learning is promoted if learners discover or form the language themselves rather than repeating and memorizing (Richards & Rodgers, 1999). Although translation has no ground, students' first language is consulted during feedback sessions, giving instructions, when necessary, to support students in enhancing their pronunciation, for instance (Freeman and Anderson, 2011).

With the emergence of the humanistic approach and its growing impact in language classrooms, student-centred methods entrenched their positions in language learning and teaching discipline. Eliminating negative feeling associated with learning and emphasis on positive affect placed Suggestopedia also known as Desuggestopedia method indubitably in humanistic camp (Thornbury, 2006). Since all the efforts are for annihilation of psychological barriers of learning, anxiety, annoyance, fear in classrooms, L1 is a crucial assistance to make students feel safe and relaxed. Desuggestopedia enable the teachers to benefit from students' mother tongue when it is necessary, specially to make the meaning of the dialogues clear through native language translation; however, consulting L1 should be reduced gradually in time (Larsen-Freeman & Anderson, 2001).

Judicious use of mother tongue is also acceptable in Community Language Learning (CLL) that is also known as counselling learning. According to the book, *An A-Z of ELT* by Thornbury (2006) the method is another humanistic tradition proposed by Charles Curran in the 1970s in the U.S. Putting the students at the centre, letting them decide the content of the lesson, accepting every attempt and response from students and make them feel secure are some principles of the method. Native language use supports security by making meaning clear and providing a bridge from the known to

the unknown (Freeman and Anderson, 2011). Çelik (2008) also stated that native language helps students to say what they wish to say and in this way students' self-efficacy is strengthened.

Even though the amount is small, L1 use is also acceptable in Total Physical Response (TPR) a method developed by James Asher in the early 1970s, built around the coordination of action and utterance and attempting to teach language through motor activity (Richards & Rodgers, 1999). Since the meaning is made clear through physical activities and body language, the basis of the method is presented to students in their native language, and then L1 is rarely consulted in the process (Çelik, 2008; Larsen-Freeman & Anderson, 2001).

In the 1970s in Europe, there was a major shift from teaching language as a system and viewing linguistic competence as the only goal of language learning to teaching people how to use the systems communicatively (Thornbury, 2006). Emerging as a reaction to traditional language teaching methods, Communicative Language Teaching (CLL) aimed to make learners use language communicatively in the real world. What was needed to accomplish that was communicative competence which is a more extensive notion than grammatical competence and involves knowledge of what to say and how to say it appropriately based on the situation, time, roles and intention (Richards, 2005).

The purpose, principles and procedure of language learning methods has changed a lot through history. Kumaravadivelu (2006) pointed to the fact that even the scholars working on methods are not certain about the exact number of the methods in methodology and they are obsessed with finding the best method for everyone waiting to be discovered. No method is right or wrong, they all have pros and cons. Also, Spiro (2013) claimed that there is no "best" method because it is not certain that a specific method and its principles will work for everyone since each classroom, lesson, learner and teacher is different from others. Prabhu (1990) stated that;

If those who declare that there is no best method are asked why, the most immediate and frequent answer is likely to be 'Because it all depends', meaning that what is best depends on whom the method is for, in what circumstances, for what purpose, and so on. That there is no best method therefore means that no single method is best for everyone, as there are important variations in the teaching context that influence what is best (p.162).

This view point has promoted the emergence of post-method, which is a term coined by Kumaravadivelu (1994). He asserted that if the principle of method allows theorizers to centralize pedagogic decision-making, the post-method condition allows practitioners to develop location-specific, classroom-oriented creative activities. He put forward post-method as an alternative to method rather than an alternative method. Larsen-Freeman and Anderson (2001) defined eclectic practice as when teachers who subscribe to the multiple view of methods pick and choose among methods to build their own blend. In this context, receding from one single-method approach to pedagogic eclecticism is defined as post-method. Çelik (2008) asserted that English teachers who adopt and practice one single method are no longer desired and he situated foreign language practitioners in a position where they make their own choices and create their own eclectic multiple methods. Language instructors are free to choose and apply whatever feels right. L1 indubitably has a place in the classroom where practitioners apply the post-method approach.

As each learner and context is different, each method has pros and cons. While the first aim was to translate literature text, today, mastering the four skills (listening, speaking, reading and writing) effectively is the main goal of learning a foreign language. While different approaches were in and out of fashion, L1 mission and usage rate has changed, too.

3. METHODOLOGY

3.1. Introduction

This section firstly presents the research design employed in the study. Next, the setting and participants are explained in detail. Then, instrumentation, data analysis, reliability/trustworthiness procedures are brought forth and lastly the information about ethical consideration is given.

3.2. Research Design

In order to be objective and accurate, a research design which is a procedural roadmap is planned by the researcher. In the present study, the researcher designed a mixed-method study where both quantitative and qualitative data was collected and analysed to be able to uncover the attitudes of prep students from different schools of foreign languages on the use of L1 as a means of instruction in the classroom.

Quantitative research has a long and dynamic history in social sciences and it involves collection and analysis of numerical data via various instruments. It enables the researcher to test objective theories by examining the relationship among variables (Creswell, 2009). The researchers in a quantitative study usually establish their work on the belief that it is possible to separate facts and feelings in the world which is a single reality made up of facts that can be discovered (Fraenkel et al., 2012). With the help of descriptive research such as who, what, when, where, and how, details and characteristics of the study are revealed (Zikmund, et al., 2013). Thus, in order to collect the quantitative data for the present study a questionnaire was utilized.

On the other hand, Bufkin (2006) noted that qualitative research is widely preferred to give people a voice. In this regard, open-ended questions were also employed to the participants and analysed qualitatively. Open-ended questions is a way to give participants an opportunity to express their ideas in their own words which increases validity of the study (Alshenqeeti, 2014).

3.3. Setting and Participants

Researchers are commonly prevented from gaining information from a larger population by elements such as expense, time, and accessibility and are driven to

attain data from a smaller group or subset of the total population (Cohen et al., 2007). This smaller group is called the sample while the larger group to which one hopes to apply the results is called the population. There are ways to specify the samples such as random sampling, which argues that there is a chance for all people in the research population to be selected (Dawson, 2007). For the current study, a purposive random approach for sampling was utilized. 10 universities from different regions in Turkey with active English preparatory schools were randomly selected and the questionnaire was sent. However, only five of these universities responded and gave consent to the request of conducting the aforementioned questionnaire and open-ended questions.

The target population of the study was the preparatory students, whose mother tongue was Turkish, at schools of foreign languages from five different universities and the target language they were supposed to acquire was English. By the end of their first education year at university, all participants were required to be in sufficient command of English with the help of the English language preparatory education program that they received during two semesters. The language of instruction in their education was mostly English and the use of L1 was limited.

The number of the participants who answered the questionnaire was 264 students in total. In the first part of the questionnaire the participants were asked to write their student number. After a detailed analysis, by comparing their student number, it was noticed that some students answered the questionnaire twice or three times, most probably by mistake. After such students' data was deleted to get valid results, 228 participants were left out of 264. The number of female participants was 142 (61.4%) and male participants' number was 88 (38.6%). The age group ranged between 18-43 and the age average was 22.04 (SD=5.16). The highest number belonged to the 18-21 age range with 72.4% (n=168) rate. The universities and the number of the students included in the quantitative study were as follows: Mardin Artuklu University: 77, Çağ University: 47, İnönü University: 58, Siirt University: 23, Munzur University: 23. (See Table 1)

Table 1.*The Demographic Information of the Participants*

	Number	Percentage
Gender		
Female	140	61,4
Male	88	38,6
Age		
18-21	168	73,7
22-25	23	10
26-30	17	7,4
31-35	9	4
36-40	9	4
41-45	2	.9
University		
Mardin Artuklu University	77	33.8
Çag University	47	20.6
Inonu University	58	25.4
Siirt University	23	10.1
Munzur University	23	10.1

N=228

In addition, 48 participants completed the open-ended questions. The universities and the number of the students included in the qualitative study were as follows: Mardin Artuklu University: 44 and Munzur University: 4.

3.4. Data collection Instruments and Procedures

While conducting a study, the work of developing an instrument has its own problems and challenges. It requires a considerable amount of skill, effort and work which might take a certain amount of time and in that matter become time consuming. Therefore, an already developed instrument is commonly preferred by researchers (Fraenkel et al., 2012). One other advantage of using an existing instrument is that vital concepts like validity and reliability of the instrument have already been established. It means whether meaningful and useful inferences from

scores on the instruments can be drawn showing validity and whether the responses for the items are consistent as a sign of reliability (Creswell, 2009). In order to find out students' attitudes towards L1 use in the classroom, both quantitative and qualitative data collection instruments were employed. The quantitative data collection tool was a questionnaire previously developed by Schweers (1999) and later used by Tang (2002) by revising some parts of it. The original form of the questionnaire was not modified apart from the fact that it asks for the attitudes of students towards the use of Spanish in English classrooms since the target population of the original study was native Spanish speakers. However, in the questionnaire used by the researcher in the present study, the aim was to find out attitudes of Turkish native speakers towards the use of Turkish in EFL classrooms. The questionnaire consists of two main sections: Section 1 includes a demographic information questionnaire which asks for basic information about the students such as student number, name of the university, gender, age, duration of English language learning (See Appendix 11). Section 2 consists of 7 close ended -multiple choice-items asking about students' attitudes towards the use of L1 in classrooms (See Appendix 12). At the beginning of these two sections, students were provided with an explanation of the study, its purpose, information about the researcher and an assurance that their information or responses would not be shared and would be kept private.

For qualitative data, three open-ended questions were developed and employed by the researcher. In addition to the demographic questions, three questions were designed by considering the literature to discover the students' attitudes. The objective of the open-ended questions was to collect some qualitative in-depth data by allowing participants the freedom to express themselves with their own words in their native language.

The study was planned to be conducted via face-to-face interaction but with the outbreak of the COVID-19 pandemic, both the questionnaire and the open-ended questions were prepared on Google forms and shared with students online.

3.5. Data Analysis

As mentioned above, a mixed methods design was employed, and therefore two ways of data analysis were utilized for this study. The quantitative data gathered from

228 students through a questionnaire was analysed by an appropriate version of Statistical Packages for Social Science (SPSS). Descriptive statistics were carried out to analyse the demographic data obtained from the first part of the questionnaire and data obtained from the second part of the questionnaire which sought to investigate attitudes and perceptions of the students towards Turkish use in the EFL classroom. In these data analysis processes, frequencies, percentages were taken into consideration and calculated.

While adapting the mixed-method approach for the present study, qualitative approach was chosen as the focus and dominant method. The qualitative data obtained from open-ended questions was analysed through content analysis which is a practical method to form and classify the unstructured data in a convenient way (Harbelioğlu, 2020). Integrating the qualitative data by employing content analysis contributed to gaining more in-depth knowledge of the participants' perceptions. The purpose of content analysis is to systematically transform a verbal or written text into a brief, organized form that reveals previously obscure themes and codes. Qualitative content analysis scheme of Creswell (2015) presented in Figure 5 was followed as a guide for the present study.

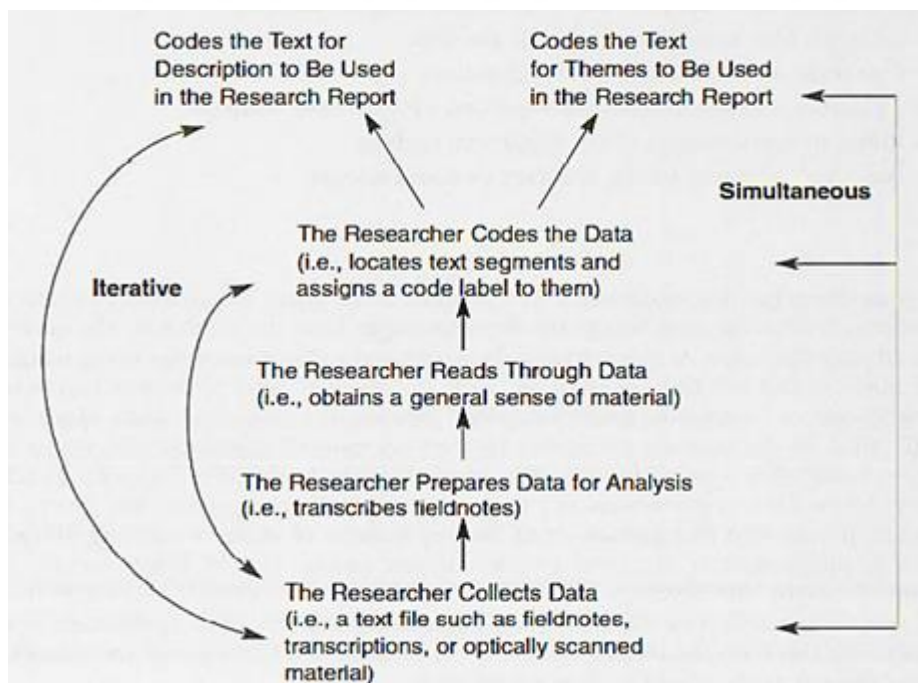


Figure 5. *The Qualitative Content Analysis Scheme by Creswell (2015, p. 236)*

The qualitative data was coded, categorized and interpreted in detail. First, the answers to the questions were organized verbatim by using Microsoft Word software, which enabled the researcher to conduct an organized and easy analysis. Next, the data was read line by line several times conducting an analysis each time. Each time the data was read, a deeper perception of the information provided by the participants was developed (Cresswell, 2015). To form the main themes, sentences and even words of responses conveying the same messages were labelled with codes. In the first step of coding, 32 codes were discovered. The keywords of these codes and their frequency of use were recorded and organized by creating a table with a new Word page. For instance, keywords in participants' statements like "in the beginning, for the level under B, for the new students" were used 21 times and they were coded as "beginner level". Next, the whole answers for open-ended questions were read and reviewed a few more times. The generated codes were analysed again and their common aspects were determined. The codes conveying the same messages were placed in the same group accordingly (Graneheim & Lundman, 2004). The following step was to label these groups again. For instance, codes like "having difficulties to understand, helping understand better, having question marks, avoiding misunderstanding" which were formed in the initial step of the content analysis, grouped and labelled as "scaffolding" in the next stages. Thus, the main lines and the themes of the analysed data were formed. The five main categories emerged by the combination of sub-categories are listed in Table 2 along with their properties. The properties detail and exemplify what constitutes the content of the five main categories.

Table 2*Table 1 Table 2 List of Categories 1 List of Categories*

Categories	Properties
Situations	Having confusion and questions marks, feeling lost, having difficulties to understand without L1 use. E.g., “Question marks remain in my mind in English-only classrooms”. Avoiding misunderstanding, helping to understand difficult topics better, helping to understand new vocabulary and difficult sentences. E.g., “Of course, using Turkish while explaining grammar makes it easier to understand”.
Affective	Feeling motivated and concentrated, keeping interest, increasing productivity and attention with L1 use. E.g., “I think the use of Turkish should be used because we cannot focus on the lesson without it”. Feeling panicked, scared, lost, confused and losing interest without L1 use. E.g., “If our teacher had used English completely, maybe I wouldn't have been able to get rid of my fears”
Quantity	L1 should be used for the beginners in balance. It should be used at the right place and right time at the beginning, should not be used too much or during the whole class. Should not be exaggerated or overused. It should be minimized gradually under the teacher supervision. E.g., “Use of Turkish should be reduced over time”. “Turkish and English should be used in a balance”.
Hindering L2 learning	It is harmful and wrong to use L1. It is unnecessary. Conducting English classes in Turkish is a kind of tradition and its wrong. L1 use prevents learning foreign language. E.g., “Based on my eight years of experience, I can say that it is of no use”.
Practicing L2	English majors need English-only classes. They have no chance to practice L2 out of class. Being exposed to English as much as possible is the only way to learn it. Practicing L2 is important. E.g., “Turkish is the language we are exposed to in our daily life, and Turkish should not be used in language classes to improve English”

The formed sub-categories, categories and themes were finalized and presented in detail in the findings chapter.

3.6. Trustworthiness

To be able to ensure that the inferences they draw, based on the data they collect, are valid and reliable, researchers use a number of ways (Fraenkel et al., 2012). There are many methods for determining reliability. In the present study to increase the trustworthiness, a mixed-design method was employed to discover the perceptions of the participants. Creswell (2009) pointed that by adopting a mixed methods design, researchers can obtain more detailed and different kinds of data that can improve reliability and validity of results.

To prevent inaccurate inferences and interpretations for the qualitative part of the study, a qualitative data collection tool was adopted and interpreted by employing content analysis by the researcher. The thesis advisor was consulted at every stage of this process. Lastly, the results were also checked and confirmed by an expert in the field.

In addition to the content analysis, to increase and ensure the validity of the results, the translated Turkish version of the questionnaire and the open-ended questions were applied to make sure that participants with lower levels of English understand the items clearly and respond accordingly. The translation was done by the researcher herself and double checked by the supervisor of the study. Additionally, to ensure that the translation is accurate, back-translation method was employed by another English instructor whose profession is translation and interpreting.

3.7. Procedures

Following the approval of the research ethics committee at Çağ University and necessary official permissions from institutions where the data was collected, the questionnaire and the open-ended questions were applied. Data collection instruments were conveyed to the authorized instructors in the relevant departments officially and they were requested to share with their students online. The 7-item questionnaire was administered in the middle of the second semester and the open-

ended questions were conducted at the end of the second semester of 2020/2021 education year.

3.8. Ethical Considerations

To ensure that participants' rights were protected during the data collection process, an informed consent form was provided for all participants both at the beginning of the questionnaire and open-ended questions. It clarifies the identification of the researcher, identification of the sponsoring institution, the purpose of the study, the benefits for the participants, expectations from them, guarantee of the confidentiality to the participant, assurance that the participant could withdraw at any time, provision of people to contact if needed (Sarantakos, 2012). The approval from the campus ethical committee was obtained with the submission of the proposal of this study containing the procedures and information about the participants (Creswell, 2009). In addition to the approval from the campus ethical committee, permission and approvals were obtained from the institutions where the study was conducted.

4. FINDINGS

The aim of the current study is to find out answers for three research questions aiming to discover students' ideas, feelings, beliefs about L1 use in EFL classrooms. In accordance with the research purpose, this chapter presents the quantitative and qualitative results of the data gathered through the questionnaire and open-ended questions. In the first part, results of quantitative data are presented in detail to show the direction of participants' tendency. In the second part, carefully analysed results of the open-ended questions are explained clearly and in detail since the qualitative results are dominant focus of the study.

Quantitative Findings of the Study

This part aims to demonstrate the results of analysed data gathered from 228 participants by administrating a 7-item questionnaire. To test the questionnaire results, frequency analysis was used and the findings are presented in Table 2.

Table 3*The Questionnaire and Its Results*

Questions	Frequency	Percent (%)
1. Should Turkish be used in the classroom?		
Yes	165	72.4
No	63	27.6
2. Do you like your teacher to use Turkish in the class?		
a. Not at all	0	0
b. A little	31	13.6
c. Sometimes	119	52.2
d. A lot	78	34.2
3. When do you think it is necessary to use Turkish in the English classroom?		
a. to explain complex grammar points	170	74.6
b. to help define some new vocabulary items	115	50.4
c. to explain difficult concepts or ideas	177	77.6
d. to practice the use of some phrases and expressions	63	27.6
e. to give instructions	47	20.6
f. to give suggestions on how to learn more effectively	115	50.4
g. other, please specify	0	0
4. If you think the use of Turkish is necessary in the classroom, why?		
a. It helps me to understand the difficult concepts better.	178	78.1
b. It helps me to understand the new vocabulary items better	86	37.7
c. It makes me feel at ease, comfortable and less stressed.	89	39
d. I feel less lost.	102	44.7
e. other, please specify	3	1.3
5. Do you think the use of Turkish in the classroom helps you learn this language?		
a. No	15	6.6
b. A little	92	40.4
c. Fairly Much	94	41.2
d. A lot	27	11.8
6. How often do you think Turkish should be used in the classroom?		
a. Never	5	2.2
b. Very rarely	44	19.3
c. Sometimes	151	66.2
d. Fairly Frequently	28	12.3
7. What percentage of time do you think Turkish should be used in the class?		
10 and less	29	12.7
20	39	17.1
30	60	26.3
40	45	19.7
50	28	12.3
60 and above	27	11.8

N=228

For the first question, dichotomous scale, two-point scale, (yes and no) was employed and it was aimed to find general, clear and exact opinions of the respondents about L1 use. The findings showed that a vast majority of the participants (n=165, 72.4%) selected the option “yes” and supported Turkish use in English language classrooms; on the other hand, a considerable number of students (n=63, 27.6%) held a negative opinion, which means Turkish should not be used in the classroom.

The second question of the questionnaire sought to find out how participants feel when L1 is used by their teacher during class. A 4-point Likert scale (a. not at all, b. a little, c. sometimes, d. a lot) was used for the question to give participants a chance to express their emotions. When the data of the second question was examined, it was discovered that although there were no participants who were dissatisfied with the use of L1 (n=0, 0%), a non-negligible percentage of them preferred option b, a little. Additionally, fewer than half of the participants (n=119, 52.2%) indicated they sometimes like their teacher to use Turkish in the class and a notable percentage chose option d) a lot (n=78, 34.2%).

The third question offers the students six situations to choose. It was a multiple-choice question letting respondents choose multiple responses or just one. The preference was left to their own experiences and point of views. In order not to make the participants select only from a fixed list of options, the seventh choice was added as “other, please specify”, an open-ended option, to give students room to express their own opinions in their own words. Including an “other” answer option or statement space can overcome a common disadvantage of using a multiple-choice question. It was deduced that two options c) to explain difficult concepts or ideas and a) to explain complex grammar points had the highest selection rates, approximately %75. Also, it is worth to highlight that according to a sizable number of participants (n=115, 50.4%), Turkish was most necessary to give suggestions on how to learn more effectively (option f).

The fourth item in the current questionnaire was a four-choice question aiming to discover the students’ reasons for using Turkish in EFL classrooms. Students were allowed to choose as many options as they wanted. Also, the fifth option was offered as “other, please specify” to let participants add their own opinions apart from the given choices if they wanted for the reason as noted earlier in the third question. Table 2 shows that a very noticeable percentage of the participants (n=178, 78.1%) would like Turkish to help them to understand the difficult concepts better (option a). Besides, this

result is compatible with the qualitative results obtained from open-ended questions. In explaining why they think L1 is necessary, a notable percentage of participants (n=102, 44.7%) indicated that it helps them to feel less lost (option d). Moreover, according to results, 3 students provided different reasons by using option e, “other, please specify”. The statements were as follows; “I think Turkish should not be used in EFL classrooms” (student 1); “While learning complex and difficult grammar points, it would be better to use a little Turkish footnote” (student 2); “Helps me understand new vocabulary items better” (student 3).

The fifth question was a 4-point Likert scale (a. no, b. a little, c. fairly much, d. a lot) aiming to find out to what extent participants received help from their L1 in EFL classrooms. Students’ preferences and selection rates showed that a small number of the participants (n=15, 6%) stated that the use of Turkish in the classroom did not contribute to their language learning while the majority of the group (n=94, 41.2%) stated that the use of Turkish in foreign language classrooms was mostly helpful by selecting option c, fairly much.

The sixth question was also a 4-point Likert scale (a. never, b. rarely, c. sometimes, d. fairly frequently) aiming to find out the students' preferred frequency of L1 use during the classes. As demonstrated by the frequency analysis of the results in Table 2, the vast majority of the group (n=151, 66.2%) remarked that the use of Turkish in the classroom was sometimes necessary. On the other hand, although it is a very small group (n=5, 2.2%) few students chose option a) never which means they never wanted to be exposed to L1 in the classes.

The last question, the seventh question, is similar to the previous question. By asking the aforementioned question, the researcher aimed to reveal clearly the exact rates of Turkish use that students deem necessary in the EFL classrooms. According to the frequency analysis of the results in Table 2, among the given percentage options (from 0% to 90%, a 10% interval between the options) most of the students preferred the option “30%” (n=60, 26.3%).

Qualitative Findings of the Study

This chapter provides analysed data of open-ended questions’ responses gathered from 48 volunteer EFL students. A few months after administering the 7-item questionnaire, three open-ended questions (Appendix 19) were conducted to build up deeper insights on the subject. Content analysis and a coding procedure were applied

and scrutinized to analyse the collected data. The analyses of participants' responses are presented below.

Open-ended questions centred on the issue of L1 use in EFL classroom and participants' attitudes, experiences, and thoughts about the subject. Two primary themes were driven according to responses to the questions: a) Support for L1 use b) Support for L2-only use (See Figure 6). Additionally, within each of these primary themes, categories and sub-categories were developed to delineate the findings in detail.

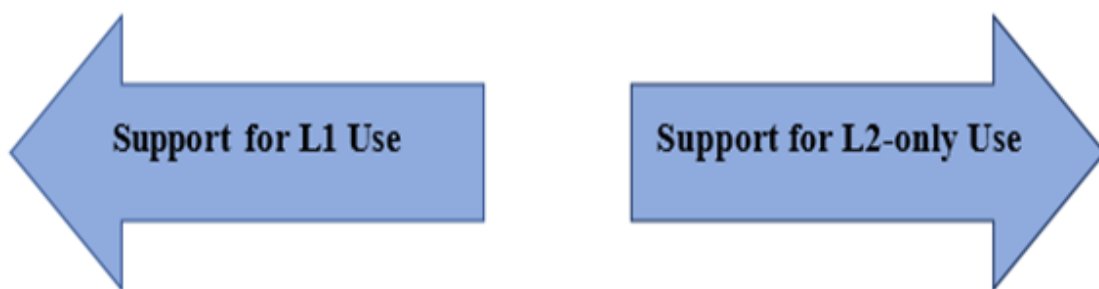


Figure 6. *Two Primary Themes of L1 Use in EFL Classroom*

Support for L1 Use

With the aim of revealing participants' feelings and thoughts in detail that emerged as a result of their classroom experiences, the researcher directed three open-ended questions to the participants. It was found that 42 of them clearly approved the presence and use of L1 in EFL classroom by using some key words like “necessary”, “helpful”, “should be used”, “enjoy it”, “support it” and so on. The following quotation illustrates such statements.

Student 46: *Turkish should be used in English class. Because if we do not know the Turkish meaning of something, we cannot learn its English. In addition, the teacher should explain a subject in Turkish so that the student can understand and comprehend it. In certain places, Turkish words should be used in addition to English words.*

Participants' consents and support for L1 use were firmly grounded on some conditions and basis which led to the formation of three categories: Affective, Situations, Quantity. (See Figure 7)

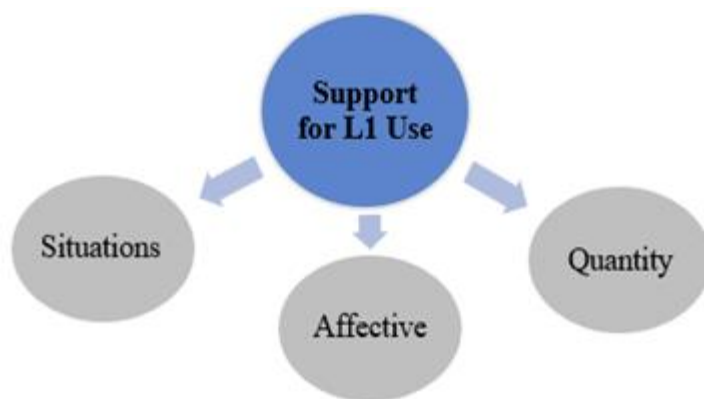


Figure 7. *Support for L1 Use Theme and Its Three Categories*

Situations

The statements by students on when and why L1 should be used, how to benefit from it led to the formation of the current category. Five sub-categories are identified and titled under this roof to reveal the results more explicitly and clearly. They are scaffolding, teaching new, difficult grammar, teaching new vocabulary, comparing two languages and cultures, and lastly assigning homework. (See Figure 8)

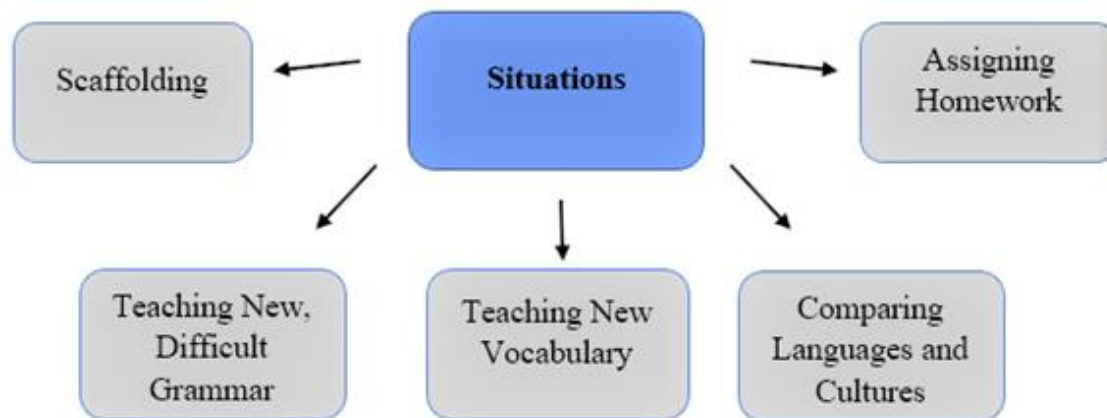


Figure 8. *Situations Category and Its Five Sub-categories*

Scaffolding. Participants were discovered to consider their mother tongue as a huge helping hand when they were confused, struggling or having difficulties to understand during the language learning process. They emphasized that English-only classes can lead to misunderstanding or incorrect language learning which can take a long time to correct later. In this regard, L1 functions as a scaffolding. It guides and supports L2 learners to progress from known to unknown to link new knowledge to the old one. It

facilitates the process and leads to a better and faster understanding. Here some statements of the participants to exemplify the scaffolding function of L1.

Student 1. *Whenever the student needs it (L1 use). If the student experiences uncertainty and does not understand, the student should be supported by Turkish explanations.*

Student 3. *I think Turkish should be used at the beginning and when introducing new topics. Because it was very difficult for someone who had no basic knowledge to comprehend the subject and I was such a student and there were many subjects that I had never seen and it was very difficult to understand them, but it was better for me when the teacher explained it in Turkish first.*

Students 36. *I often have difficulties during the explanations of the subjects in English classes. Of course, speaking Turkish in some parts of grammar classes makes it easier to understand. At such times, the use of Turkish can be beneficial for us.*

Teaching New, Difficult Grammar. While listing the challenges and situations where they get support from Turkish, students put learning a new grammar subject at the top of the list and let the formation of the current sub-category. Most of the participants welcome the use of Turkish to increase receptivity to learn the new grammar topics which is considered to be one of the most compelling stages. The arguments were vivid in some students' responses as presented below.

Student 24. *I especially care about the use of Turkish during the explanation of English grammar. Because what we call grammar is the basic structure of a language. If one learns the incorrect grammar, it's really hard to fix it later. Of course, it is also important for the teacher to explain the grammar in a way that will not leave a question mark in the mind of the student, by connecting with extra explanations and British culture...*

Student 29. *Turkish can be used for complex grammar and long, difficult to understand situations.*

Teaching New Vocabulary. Turkish was noted to be used widely and intensively when students came across new vocabulary and difficult sentences to understand. According to a vast majority of the students, Turkish was a great quick helper when they were learning new words or translating some phrases to understand better. The following quotations illustrate such statements.

Student 21. *... I think Turkish should be used at first. While explaining new subjects and learning new vocabulary. We comprehend faster...*

Student 23. ... *Understanding what a word means or what a sentence means is an important factor. If we don't know the meaning of a word, it means nothing to us. Because we do not know where to use that word. So, I have to know what the meaning is, where to use it exactly ...*

Comparing Languages and Cultures. According to some of the students, they could learn and understand better if the difference between English and Turkish structure was explained in their mother tongue, Turkish. They stated that they could analyse more efficiently when they compared the two languages. Besides, other than the structures of the languages, participants required L1 to dispel the ambiguity during learning the cultures of the target language. Some statements revealed that students cared about L1 use to fulfil the needs to internalize the foreign cultures. Since English native speakers' communities' lifestyles were different from learners', they needed to understand their culture effectively to learn English which was possible by explanations in Turkish. The arguments were vivid in some students' responses as presented below.

Student 26. *I think L1 is useful. It is easier to learn by making comparisons with the mother tongue...*

Student. 42. ...*Some things will be easier to explain in Turkish due to cultural differences. Some tenses in English are also different, it is confusing, Turkish can be used to solve this problem in the grammar part.*

Assigning Homework. Explaining homework was one of the situations where a few students advocated the presence and help of L1 openly. They argued that teachers employing L1 while assigning homework facilitates figuring out the details better and doing homework exactly as it was requested. Quotation below demonstrates the participants' thoughts evidently.

Student. 7. ... *When homework is assigned, it is better to use Turkish in order to understand better what the homework is. In addition, when I attend the class, Turkish can be used so that I can understand better where I made mistakes while speaking English.*

Affective

The present part presents in which direction the students' perceptions and emotions evolved in the absence and presence of L1 and how this evolvment was reflected in L2 learning process. Two sub-categories titled as motivation and affective filter were identified and titled in relation to the current category (See Figure 9).

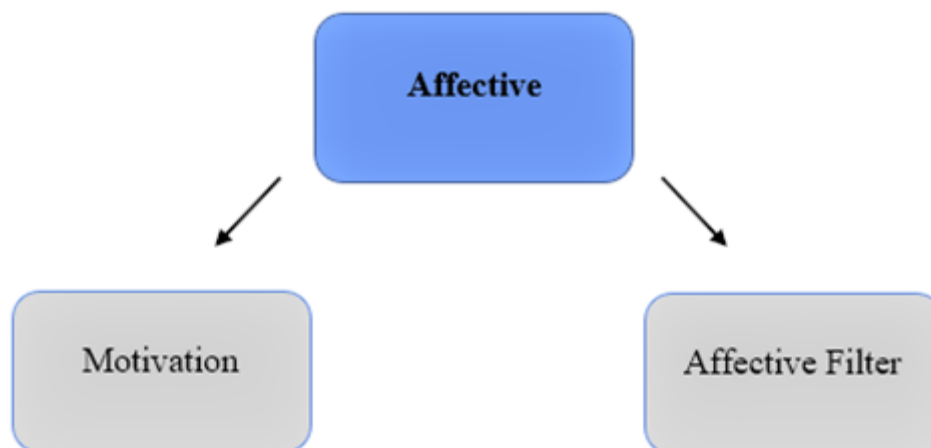


Figure 9. *Affective Category and Its Two Sub-categories*

Motivation. Participants were found to believe that L1 use in the classes increases their motivation, interest, concentration and correspondingly their productivity and attention. Since they got concentrated and motivated more with the help of L1, they could keep up with the class willingly which made them feel and learn better. They also noted that their attitude towards English class was affected in a positive way due to L1 use. The absence of their mother tongue during the classes endangered loss of motivation and success. Some of the participants' statements display this issue evidently.

Students 1: *I think it is necessary. When Turkish is not used, the students are disheartened and drift away from the course because they do not understand anything and cannot be motivated. I do not trust myself in language, when the teacher speaks English all the time, I feel like I do not understand anything and I cannot concentrate. I'm breaking away from the lesson. As our English level progresses, we may use less Turkish. In speaking class, I understood a question, and I knew the answer. When the teacher asked me, I could not answer in English so I wanted to answer in Turkish but he did not allow me to speak Turkish. My mood dropped a lot after that.*

Student.15: *... In my opinion, in order not to discourage the student and to ensure their active participation in the lesson, Turkish should be used while explaining complex topics, communicating...*

Affective Filter. It was found that according to some students learning a new language was scary in itself so their affective filter was high when they first start to learn aforesaid classes. They got confused when they did not understand a subject in

English-only classes and that made them feel lost, inadequate, panicky and scared. Their experiences with these emotions led to a high affective filter which was a major obstacle to learning. The following quotes exemplify the feelings and worries of the participants.

Students 24: *People find it difficult to learn a new language. Inevitably, they feel the need to get support from their mother tongues. I think it is necessary to use Turkish in English language lessons. Because when a person makes contact with a new thing, object, person in daily life, they feel anxiety and fear at first, and then they start to discover it. The same is true when learning a language. If I am in fear and anxiety, I unconsciously will refuse to receive any materials, information from outside without realizing it. But if Turkish is used in English language lessons, at least in the beginning, it will be easier for the person to internalize it. If I think for myself, I can say that I was very worried at first when I was learning English, but the teacher's use of Turkish gave me a lot of relief..*

Student 11: *... It should be used to eliminate panic and excitement for those who only know words or have very limited education on this subject. It increases motivation.*

Quantity

Most of the participants who were in favour of L1 use, base their support on some terms and conditions. They were aware of the importance of the target language use in the classes and did not want to depend on Turkish forever. This consciousness and willingness to adopt and adjust English is quite vivid in their responses. Based on the findings, two sub-categories were identified under the quantity category. They are judicious use and gradually minimize (See Figure 10).

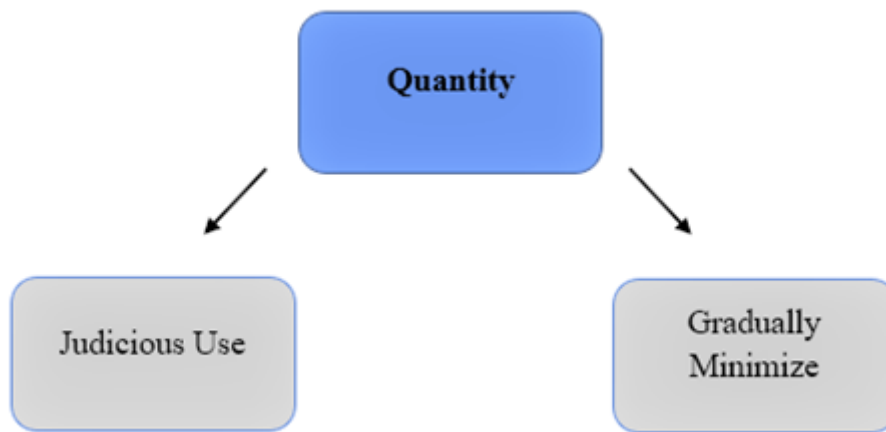


Figure 10. *Quantity Category and Its Two Sub-categories*

Judicious Use. It was found that participants were aware of the danger of overuse of L1 and its consequences. Most of the students indicated that L1 should be used at a certain level and at the right time and place when it was really needed. They did not overstate the role of Turkish or advocate greater use of it. Students focused on the necessities of wise and rare L1 use and they noted that English use and L1 use should meet on a common ground for the benefit of the students. If Turkish use was exaggerated and misused, it would cause some irreparable damage to the process. L1 should be used in a balanced way under the supervision of the teacher. Here some statements of the participants to exemplify their opinions on the subject.

Student 1: *Turkish use is helpful up to a certain extent. But if it becomes a habit, English cannot be practiced and spoken. If Turkish is always used, it will hinder English.*

Student 15. *As I explained above, it will be very helpful if Turkish is used appropriately and on time. But if we exaggerate the use of Turkish, the student will take the easy way out and they receive support from L1 whenever they have difficulty, which is not helpful at all. Sometimes you will push the student so that the student can push their own limits and learn English.*

Student 25. *I think it's useful. As long as it is not overstated. I think it is wrong to use Turkish all the time or to use English all the time. It must be in balance.*

Gradually Minimize. Most of the statements revealed that participants specifically desired to be exposed to the judicious use of Turkish at the beginning of the term when they were beginner levels. After they got used to the new environment and the

language, their levels improved and their need for L1 use was reduced, mother tongue use was needed to be minimized gradually. Since they did not want to stick to Turkish all the time, they emphasized that Turkish should eventually be excluded from the classroom environment for the sake of target language learning. The following quotations illustrate such thought.

Student 9: *At the beginning it is useful, but it should not be overused. After a while, once the learner gets used to the language and the class, English can be used more.*

Student 10. *It can be used at a certain level in order to make student-teacher communication more effective. It increases the student's interest in the lesson, especially while teaching the basic English. As the education progresses, the use of Turkish should be terminated.*

Student 29: *I am in favour of using Turkish in English language classes at the beginning. Then, Turkish should be excluded gradually without rushing and forcing students.*

Support For L2-only Use

Unlike the majority of the participants supporting mother tongue use in EFL classes, there was also a completely opposing group of participants. They were totally against L1 use and advocates of monolingual classes where English is the only medium of communication. Based on these results, the second theme of the collected data emerged with the title of “support for L2-only use”. Answers to the open-ended questions revealed that some students were against L1 use in EFL classes and asserted that target language should be the only medium in the language classes. They described the presence of L1 as harmful, unnecessary, obstacle to language learning, and wrong to use. The arguments were vivid in some students’ response as presented below.

Student 27: *I think it's harmful. The more the use of Turkish is allowed in the classes, the more the person flees to Turkish when they cannot express themselves in English. When the learner does not have to force themselves to continue in English, it becomes more difficult to speak and learn English.*

They grounded their negative attitudes towards Turkish use in EFL classroom on some circumstances and outcomes which were found to constitute two categories: Hindering L2 learning and Practising L2 (See Figure 11).



Figure 11. *Support For L2-only Use Theme and Its Two Categories*

Hindering L2 Learning

Some students pointed out that in Turkey, there was an extensive tradition of Turkish use in language classes at secondary and high schools. According to them, teachers at those schools conducted foreign language classes in Turkish and that was the main reason why students could not learn foreign languages despite years of education. They criticised and blamed that system of language learning and teaching in Turkey for failing to learn foreign languages and added that Turkish use was completely an unnecessary and harmful interference and obviously hindered the L2 learning process. The following quotations illustrate such statements.

Student 28: *...During this one-year period, I understood very well how wrong it was for our teachers to speak Turkish in high school and primary school. I think that only English must be spoken in an English class.*

Student 28: *Based on my experience of almost 8 years before I started university, I can clearly say that Turkish is of no use. Since conducting classes in Turkish is a kind of tradition, I had such an expectation in the preparatory class, I even found my teachers strange because they did not speak Turkish. Now I understand very well that using Turkish is a big mistake.*

Additionally, it was also found that participants believed that if they were overexposed to L1 continuously, they could never give up thinking in Turkish language and make English sentences according to Turkish structures and styles. So, they claimed that despite the difficulties and obstacles they experienced during the language

learning and teaching process, learners must force themselves to think and make sentences in English. Their arguments were vivid in their responses as illustrated below.

Student. 48. ... *Because the more Turkish is used, the more we have to think in Turkish, which prevents you from thinking in English...*

Student 13. ... *Teaching language classes in Turkish may cause the student to constantly think about Turkish while studying the language. This can disrupt the language learning process...*

Practising L2

Practising L2 is another category of the related theme. Since some students wanted to adapt and adjust to English as soon as possible they asserted that they needed to be exposed to English as much as possible. They did not have the chance to practice English except in language classes; therefore, they wanted to utilize and practice English in the classrooms at the highest rate. According to some of the participants, it was impossible to learn unless they were exposed to the target language during the whole class time and they were completely against receiving help in Turkish whenever they had any difficulties which kept students from practising and learning L2. Here some statements of the participants to exemplify their attitudes toward L1 use.

Student 36. *I am against the use of Turkish in English classes. Of course, I have difficulties in understanding some parts during the lesson, but I think that using English as a language will improve our speaking practice. Seeing and hearing English in every aspect of our lives is necessary for us to improve ourselves in this direction.*

Student. 43. *In my opinion, it is harmful because Turkish is the language we are exposed to in every way in our daily life, and if we, as foreign language students, are studying in this department to improve our English, Turkish should not be spoken in any language classes either.*

It was also found that some of the opponents of L1 use were 100% English major students who were expected to learn and master English very well. Because of this undeclared psychological pressure, these participants tried to learn the target language in the most effective way. They stated that L1 use hindered their L2 practising and learning and they wanted to be in English-only classes due to their major's requirement. In this regard, L1 presence was not a good helper. Quotations below demonstrate the participants' thoughts evidently.

Student 34: *Turkish should not be used in 100% foreign language majors. Because students progress tremendously by being constantly exposed to English. Since I am in the 100% English department this year, I have to be continuously exposed to English and the fact that our teacher almost never used Turkish in classes throughout the year contributed to me a lot.*

Student 43: *In my opinion, teachers and students should not speak Turkish in English classes, especially if they are studying at a 100% English preparatory department like our department, otherwise their English level does not show sufficient progress*



5. DISCUSSION AND CONCLUSION

This study was carried out to investigate the attitudes of university preparatory class students towards L1 use in EFL classrooms. The previous chapter covered the findings obtained from quantitative and qualitative studies on the subject. In this chapter, results presented in the findings section are discussed and interpreted in relation to the research questions by making connections with the relevant literature. It also provides pedagogical implications, limitations, suggestions for further investigations and conclusion of the study respectively.

Discussions of the Research Question 1

The first research question was “What are the students’ attitudes towards the use of L1 in the EFL classrooms?” By asking the current research question, the researcher’s objective was to explore what the students’ main thoughts, feelings, opinions in general about L1 use in EFL classrooms were. To find the answers to the question, the views of the participants were probed by conducting a 7-item questionnaire and open-ended questions. By considering the analysed data it is concluded that the vast majority of the participants were in favour of L1 use in EFL classrooms. Additionally, mother tongue had a place during language learning and teaching process and they needed and supported its presence in class. In other words, the participants had positive attitudes towards Turkish use. Despite all the assertions and discussions in the literature which prohibit and exclude the use of L1, there was an overwhelming consensus among students about the place, use and benefit of Turkish use in EFL classrooms. This agreement is consistent with the previous studies like Schweers (1999) and Tang’s (2002) researches that revealed the supportive and facilitating function of L1 in the EFL classroom. The results of the current study are supported by Ma (2009), who asserted that from the students’ viewpoints, especially adult beginner learners who may have more complex thoughts, generally have difficulties while asking and answering questions, joining actively in debates and stating their opinions freely in foreign language classes, and thus they may require more help from their mother tongue. Bley-Vroman (1990) seconded Ma’s claims by stating that adults already know at least one language perfectly, but they no longer have an innate system that assisted them to acquire their L1 when they were children. Therefore, their mother language is a precious “leg up” and they depend on it to learn L2.

In the questionnaire none of the participants declared that they were not happy with their teacher using Turkish in the class. As regards the distributions in the test, more than half of students sometimes felt happy and satisfied with L1 use, while most of the remaining students felt really satisfied. These results are consistent with the qualitative results. In this regard, it can be indicated that L1 use by the teachers or peers may give them a sense of security and satisfaction. They felt happy, relaxed and more motivated when L1 was used in the classes. Adult participants were fully aware of their own learning process and needs, and they may feel more eager and receptive with respect to their classroom activities including L1 assistance. These kinds of positive feelings hinder negative attitudes towards language learning and negative feelings such as feeling uncomfortable, lost, threatened which can easily impede the learning process. Another assumption that may be propounded for these results is when students feel good psychologically, the class dynamics liven up. They become more active by using L1, which encourages them to take risks to communicate and take part in the target language activities more often (Auerbach, 1993). In other words, those who had positive attitudes towards L1, may also develop a positive attitude towards English learning which is vitally important in language learning success. When learners' needs of L1 use are fulfilled by the teachers or peers, they may feel completed and satisfied and accordingly they may feel a part of the classes more.

On the other hand, findings showed that a small but not to be underestimated number of participants remarked that they were not proponents of L1 use in the classrooms. They based their thoughts on various causes. Most of these students were English majors and they wanted to be exposed to L2 as much as possible and they also pointed out that they needed to practice L2 a lot to master the language. Atkinson (1993) warned that English should be the main medium of the classroom, otherwise it is not going to be learned very well. In this case, it can be concluded that students considered L1 nothing but an obstacle in the process. They might desire to enhance and improve language knowledge without establishing a connection with their mother tongue. The participants may have come to this conclusion on the basis of their previous experience. Since they specified that they graduated from high schools where there was a tradition of conducting foreign language classes mostly in L1 and they believed that such practices brought no success to them. That might be one of the reasons that a negative attitude towards L1 use was stimulated and reinforced. When literature is reviewed, it can be seen that similar points of views were reported by some

researchers who found negative effects of L1 in their studies (Swain & Lapkin, 2000; Turnbull, 2001; Turnbull & Arnett, 2002). They found that overuse of L1 reduced the learners' exposure to the target language and deprived them of valuable input. Even Atkinson (1993, p. 12) who is an advocate of L1 use in language classes warned that "every second spent using L1 is a second not spent using English! And every second counts!"

Discussions of the Research Question 2

The second research question was "How frequently and how much do the students think L1 should be used in the EFL classes?" The question aimed to discover how much first language students needed during class time. The results can bring instructors students' perspectives which may contribute positively to the process. The related result showed that the vast majority of students stated that mother tongue should be used in the classroom but only occasionally. Concerning how much time mother tongue should be used in EFL classrooms, 75.4% of the participants stated that the amount of L1 use in class time should range from 20 to 50. This result is not in accord with some previous studies. For instance, in Tang's (2002) study 63% of the participants stated that the amount of L1 use in class time should range from 5 to 10 percent. And this result was also considered reasonable by the researcher himself. He believed that L1 should not be used more than 10% of the class time. Additionally, in Afzal's (2013) study, the results revealed the vast majority of the student participants declared that no more than 10% of the class time should be spent using their mother tongue which was Persian in the study in question. The researcher himself also totally agreed and supported this result. Accordingly, it can be concluded that students' preference for Turkish usage rate in the current study is higher than desired and additionally the rate may signal the danger of overuse. However, analysis results indicated that almost all of the students support L1 use on condition that it was used in judicious amounts in the beginning and the rate of L1 use was decreased over time. In other words, students did not want to depend on Turkish until the end since they were aware of the fact that if overused, L1 could be a barrier between them and L2 attainment. Thus, they wanted the percentage of L1 use decreased as their proficiency in English increased. A related longitudinal study conducted by Burden (2004) supported the arguments above. He carried out a questionnaire survey in the first and the last language class of a single semester. The results of the study revealed that changes and differences in the attitudes

of the students were calculated larger than 10%. To put a finer point on it, the students' support for the teacher using L1 dropped which indicated that the participants had less need to fall back on mother tongue assistance. A strong assumption that can be drawn here is that the adult participants were conscious of their own learning discipline and comprehend the irrefutable reality that the target language should be the main medium of the language learning process. They were fully aware of the vital role of target language input during the process and they desired to be exposed to English as much as possible, however they also needed supporting, helping and facilitating role of the judicious use of Turkish. In their view, Turkish should be appealed only when necessary to help them learn English more efficiently. In his study Miles (2004) argued that L1 does not hinder the learning of L2, as a matter of fact its use does facilitate the process in some ways and lead to more improvement than English-only classes.

Discussions of the Research Question 3

The third research question was "In what circumstances and for what purposes do the students think L1 should be used in the EFL classrooms?" The question is to do with situations when and where it is necessary for students to consult Turkish and the reasons for it. It was found that L1 served various functions like explaining complex and difficult grammar points and concepts, helping to define some new vocabulary items, giving instructions which are in accord with the findings of some previous studies conducted in different contexts around the world (Macaro, 2001; Levine, 2003; Jingxia, 2010; Afzal, 2013; Shabir, 2017). In other words, most of the adult learners declared that they needed judicious use of L1 especially at the beginning of the course when they had trouble understanding complex or difficult points of the language and defining new vocabulary. In this respect, it can be indicated that L1 is utilized to provide a helping hand when beginner students struggle in the language learning process. According to Ma (2009), foreign language teachers can benefit from sharing the same mother tongue with students by giving equivalents of difficult concepts, vocabulary phrases and grammar structures in their L1. She also added that learners may find it convenient to ask questions and communicate in their mother tongue when their attempts to speak in English fail.

In addition, such an inference can also be made that L1 serves as a critical scaffolding since it enables and assists students to work successfully in the zone of proximal development (ZPD) defined as learners' potential development levels where

they can reach with help. Similarly, Antón and Di Camilla (1998) remarked that L1 mediates cognitive processes that students specifically use on the content and form of the text. Additionally, discourses in L1 prompt some phases like communicative and cognitive strategy, semantic and lexical analysis which guide the learner to reach the L2 systems.

Another possible assumption that can be concluded from the findings is that regardless of the subject being studied, in the beginning, the classroom as a new environment can be intimidating, even for adults and it is natural for learners to take time and help to get accustomed to the new educational practices and surroundings. It was stated by Meyer (2008) that in addition to this adaptation challenge, the use of the target language as the only medium in the classroom would exacerbate the process and as a result, confusion and anxiety may soon follow. This belief is in line with the result of the current study as fewer than half of the students (44.7%) in the quantitative study indicated that they felt less lost when L1 was used. The first assumption that can be drawn for this result is that English only monolingual classrooms caused students to feel lost, tense, uncomfortable and stressed in the beginning. Cole's statements in his study conducted in 1998 succinctly supported the beliefs stated above. He noted that learning a foreign language is already a confusing and effortful process for most of the learners, particularly at beginner levels, so English only classes can be especially frustrating for those students. This is followed by the inability to keep up with the classes. To prevent such unwelcome situations, limited L1 can create a powerful and positive setting in classes. It is possible to assert that mother tongue is a kind of safe port where learners can take shelter and trust when they have difficulties. Besides, they get a leg up from Turkish to overcome the negative atmosphere they are in. As a result, learners feel more relaxed, safe and less lost and consequently they become more aware of what is going on in the class.

Furthermore, based on the participants' choices, it was figured out that giving suggestions on how to learn more effectively is another highly selected circumstance where it was believed that Turkish should be used. A possible explanation for this result is that it is better and more efficient for learners when advice on language learning techniques and methods is given in their own language. It does not make much sense to give it in English, as the advice is already on how to learn English better.

With regard to the components of findings, another deduction can also be made at this point. Some of the participants also declared that they need L1 during assignment

sessions which can be interpreted under comprehension check. As homework is significant for the process of passing the class and learning the language, learners desired instructions of assignments to be clear and understandable which is sometimes possible only in their native language. Atkinson (1993) put forward that mother tongue is a valuable resource when it is consulted at appropriate times and in appropriate methods. Using L1 to clarify the details of the assignment is an appropriate situation for some learners.

Implication of the Study

The following pedagogical implications for English language learning and teaching can be drawn from the findings of the present study. The results revealed students' attitudes towards Turkish use in EFL classrooms. Based on the results, it can be concluded that the participants had positive attitudes towards L1 use in the EFL classroom and their need and dependence on L1 was temporary. L1's assistance is sought at certain times for certain situations by the learners. They were totally aware of how crucial it is to use the target language as much as possible. Thus, mother tongue is a practical helping hand that can be used by teachers and students to a reasonable extent in English language classes. However, as it is emphasized L1 use in classrooms should be reduced and then minimized gradually and temperately without forcing or stressing learners out as they asked for. By using simple words and phrases which are not far beyond (especially beginner level learners) the actual level of the learners, visual aids or gestures, instructors can reduce L1 use progressively. As a substantial majority of the participants declared that they need L1 while taking suggestions on how to learn more efficiently, at the beginning of each semester or certain intervals, foreign language teachers can address this issue in students' mother tongue by dedicating some of the lesson time. During these sessions instructors can make the students notice techniques and ways to learn a language more effectively, how important it is to use the target language as much as possible but also that it is okay to use a reasonable amount of L1 when it is necessary. Within this scope, students will be more conscious of the ways to improve their language skills and how, when, where, for what purposes L1 can be beneficially used. As a result of all these stages and efforts, learners will have a positive attitude towards language learning. They will not resist the teacher's target language use and eagerly accept it. As the time progresses students begin to be more enthusiastic to take risks to use English and less willing to translate or use dictionaries.

Furthermore, an infectious disease called Covid-19 has caused some critical and great alterations in the education system like in the other fields such as economy, health, social areas etc. Educational settings not just in Turkey but all around the world have switched from face-to-face to online education platforms. Since it is a brand-new application for many educators and learners, its advantages, disadvantages and effects on language learning and teaching are not well-known in detail and extensively. This new platform may have affected students' perceptions levels, confidence, and learning ability negatively. Because of the low-speed internet connection or lack of technological tools, most of the students may not have had the opportunity to communicate and practice effectively enough during the language classes. All these reasons may have influenced the results of the present study and may have caused students to have a positive attitude towards their mother tongue, which they considered as a safe space. In this case, it is also suggested that students should be aware that online education can cause more challenges and put more burdens and responsibilities on their shoulders.

Limitations of the Study and Suggestions for Further Studies

It is an inevitable fact that every research has its own limits. Therefore, although the researcher of the current study tried to present some valuable findings in general, it has its own limitations, too and by considering these limitations some suggestions are presented for further studies.

First of all, a 7-item questionnaire was applied to participants to have a general idea about attitudes to L1 use. So further studies that will aim to look into the same dimension may apply more detailed questionnaires to get more extensive, elaborated and valid results. For more reliable and valid results, rich contents, wider perspectives researchers can also conduct a longitudinal study since it shows why and how participants' attitudes change over time instead of presenting the results simply at one fixed point. Moreover, the current study focused only on students' attitudes but in the language teaching process teachers are as vitally important in-class figures as students, thus their attitudes towards L1 matter, too. So, for further studies, it is recommended that language teachers' attitudes might also be studied and both attitudes can be compared.

Besides, the number of participants of the questionnaire was 126 and only from six different universities in Turkey and the number of the participants of open-ended

questions was 48 from two universities. In this sense, the number of participants and universities involved in the questionnaire and open-ended questions were not enough to draw general conclusions and assumptions for all university preparatory students in Turkey. Since the scope of this study was restricted by a limited number of universities, it is hoped that further studies expand the boundaries and include more universities with a large number of students to get more reliable and generalizable results.

Conclusion

Finding and revealing the best methods and techniques to enhance the language learning and teaching process is one of the greatest struggles for the researchers working in the related field. The present mix-method study was conducted to contribute to the line of L2 research trying to acquire a better understanding of the role of learner's mother tongue in the EFL classroom. The findings of present study are mostly backed up by the existing literature regarding students' attitudes towards mother tongue use in EFL classrooms. It is significant to investigate and discover learners' beliefs, feelings and opinions for L1 since they also influence and direct their attitudes towards L2 in chains. Since it is a mix-method study, qualitative research instrument, open-ended questions, and quantitative research instrument, a questionnaire was applied to the adult learners.

Mother tongue long believed to hinder learning a new language and hence was treated as a forbidden fruit in language classes, which made teachers feel guilty and unqualified when they used it. However, it has recently been recognized as having a considerable, important and facilitating role in language classrooms. The findings of this study based on students' own thoughts and experiences presented that most of the participants believe that L1 should be used in classrooms and they are satisfied with their teacher using L1. It lowers students' anxiety and makes them feel more comfortable and self-confident. Additionally, L1 use enhances their comprehension of difficult grammar points and concepts, vocabulary and details of assignments. A possible implication for these preferences is that students use L1 as a vital classroom tool and benefit from strong and positive sides of it.

On the other hand, these results also shake the bells of a possible overdependency on L1. When the results of the seventh item in the questionnaire concerning what percentage of time Turkish should be used in English class are examined, it is revealed that about 75.4% of the participants responded that the amount of L1 use should range

from 20 to 50 percent of class time which can be deemed as too high. Two possible reasons can be suggested for this unsettling situation. Firstly, the students could not make the expected progress in English because of online education, which has been continuing for almost two years due to compulsory conditions. Consequently, they are still dependent on L1 more than they should be. Secondly, they prefer to take the easy way out by using L1 instead of pushing their potential and limits. According to Harbord (1992), mother tongue should not be considered as a tool to save time, nor to make the life easier for the students or instructors. To sum up, although the undeniable and significant roles of mother tongue in language classrooms have been widely accepted and supported by many scholars and teachers recently, it should be kept in mind that if it is used too much, it might interfere with language learning. The right balance of English and mother tongue depends on many factors such as students' former experiences, level, the stage of the course and the stage of the lesson (Atkinson, 1993). The purpose of the learner and the course can also be added to this list. As mentioned before, each learner, teacher, and classroom is unique. Therefore, there is no exact amount or time of L1 use that is applicable to every class. Learners and instructors should be aware of advantages and disadvantages of mother tongue use and their use of L1 should be judicious.

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LIST OF APPENDICES

Appendix A. Approval of Ethics Committee

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Elif GÖKBAŞ
ÖĞRENCİ NO	20198035
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS /	TEZ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ	2020 / 2021 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Öğrencilerin İngilizce dil sınıflarında ana dil kullanımına karşı tutumları
TEZİN AMACI	Dil sınıflarında Türkçe kullanımına dair öğrenci tutumlarını analiz etmek.
TEZİN TÜRKÇE ÖZETİ	Bu tezin konusu üniversitelerin İngilizce hazırlık programlarında okuyan A1 veya A2 düzeyindeki yetişkin öğrencilerin, dil sınıflarında ana dil (Türkçe) kullanımına karşı bakış açıları, tavırları ve dil sınıfında ana dil kullanım oranlarını bulmaktır. Sonuçlar, öğrenci merkezli eğitim sisteminde yabancı dil öğretmenlerine öğrenci bakış açısı kazandırmak açısından önemli olacak ve yabancı dil sınıflarında sadece hedef dil (İngilizce) kullanılmalı kuralının öğrenci tarafından nasıl karşılandığını gösterecektir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Çağ Üniversitesi, Mardin Artuklu Üniversitesi, Munzur Üniversitesi, Gaziantep Üniversitesi, Siirt Üniversitesi, Hasan Kalyoncu Üniversitesi, Marmara Üniversitesi, İstanbul Okan Üniversitesi, İnönü Üniversitesi
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Çağ Üniversitesi: Tarsus/ Mersin. Mardin Artuklu Üniversitesi: Merkez/ Mardin. Munzur Üniversitesi: Merkez/ Tunceli. Gaziantep Üniversitesi: Şehitkamil/Gaziantep. Siirt Üniversitesi: Merkez / Siirt. Hasan Kalyoncu Üniversitesi: Şahinbey/ Gaziantep, Marmara Üniversitesi: Göztepe Yerleşkesi/ Kadıköy/ İstanbul İstanbul Okan Üniversitesi: Tuzla / İstanbul İnönü Üniversitesi: Merkez Kampüs/ Malatya

YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Çağ Üniversitesi: Mersin/ Tarsus/ Yabancı Diller Yüksek Okulu/ A1 ve A2 seviyesi İngilizce Hazırlık Öğrencileri. Mardin Artuklu Üniversitesi: Merkez/ Mardin/Yabancı Diller Yüksekokulu/ İngilizce Hazırlık Programı/ A1 ve A2 seviyesi Öğrenciler Munzur Üniversitesi: Merkez/ Tunceli/ Yabancı Diller Bölümü/ İngilizce Hazırlık programı/ A1- A2 seviyesi öğrenciler Gaziantep Üniversitesi: Şehitkamil/ Gaziantep/ Yabancı Diller Yüksekokulu/ Temel İngilizce Hazırlık Bölümü / A1 ve A2 seviyesi Öğrenciler Siirt Üniversitesi: Merkez/ Siirt/ Yabancı Diller Yüksekokulu/ İngilizce Hazırlık Birimi/ A1 ve A2 seviyesi Öğrenciler Hasan Kalyoncu Üniversitesi: Şahinbey/ Gaziantep/ Yabancı Diller Yüksekokulu/ A1 ve A2 seviye İngilizce Hazırlık öğrencileri Marmara Üniversitesi: Göztepe Kampüsü/ Kadıköy/ İstanbul/ Yabancı Diller Yüksekokulu/ İngilizce Hazırlık Birimi/ A1 ve A2 seviyesi Öğrencileri. İstanbul Okan Üniversitesi: Tuzla /İstanbul/ Yabancı Diller Koordinatörlüğü/ Hazırlık Programı/ A1 ve A2 seviyesi Öğrencileri İnönü Üniversitesi: Merkez Kampüs / Malatya/ Yabancı Diller Yüksekokulu / İngilizce Hazırlık / A1 ve A2 seviyesi öğrencileri Öğrencilere demografik bilgiler içeren ve tutumlarını ölçen 12 (oniki) soruluk bir anket uygulanacaktır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	"İngilizce Sınıflarında Türkçe Kullanımı Üzerine Öğrenci Anketi" başlıklı anket Jinlan Tang tarafından 2002 yılında " Using L1 in the English Classroom" başlıklı çalışmasında kullanılmıştır. Aynı anket ilgili tez çalışmasında da kullanılacaktır
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	ANKET ONLINE OLARAK ÖĞRENCİLERE UYGULANACAKTIR Anket Başlığı: İngilizce Dil Sınıflarında Türkçe Kullanımı Üzerine Öğrenci Anketi Bu ankette 5 (beş) tane demografik bilgi sorusu ve 7 (yedi) tane öğrenci tutum sorusu mevcuttur. 3. sorunun yedi tane alt maddesi, 4. sorunun ise beş tane alt maddesi vardır ve öğrenciler birden fazla alt maddeyi seçebilmektedir.

ÖĞRENCİNİN ADI - SOYADI: Elif GÖKBAŞ		ÖĞRENCİNİN İMZASI:Enstitü Müdürlüğünde Evrak Aslı İmzalıdır TARİH: 27 / 11/ 2020		
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU				
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.				
2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.				
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	A.B.D. BAŞKANININ ONAYI	
Adı - Soyadı:Adnan DEMİR	Adı - Soyadı:	Adı - Soyadı: Murat KOÇ	Şehnaz SAHINKARAKAŞ	
Unvanı : Dr. Öğretim Üyesi	Unvanı:	Unvanı: Doç. Dr.	Unvanı: Prof. Dr.	
İmzası : Evrak onayı e-posta ile alınmıştır.	İmzası:	İmzası:Evrak onayı e-posta ile alınmıştır.	İmzası:Evrak onayı e-posta ile alınmıştır.	
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER				
Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Ali Engin OBA	Adı - Soyadı: Mustafa Tevfik ODMAN
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.
İmzası : Evrak onayı e-posta ile alınmıştır.	İmzası :Evrak onayı e-posta ile alınmıştır. Yerine- Dr. Öğr. Üyesi Sami Doğru	Evrak onayı e-posta ile alınmıştır.	İmzası :	İmzası :
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
ÖY BİRLİĞİ İLE	<input type="radio"/>	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 01 / 10 / 2020 - 09 / 10 / 2021 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi tarafımızca uygundur.		
ÖY ÇOKLUĞU İLE	<input checked="" type="radio"/>			
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.				

Appendix B. Approval of Ethics Committee for Open-ended Questions

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Elif GÖKBAŞ
ÖĞRENCİ NO	
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2020 / 2021 - BAHAR DÖNEMİ KAYDINI YENİLEDİM
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Öğrencilerin İngilizce dil sınıflarında ana dil (Türkçe) kullanımına karşı duygu, düşünce ve tutumları
TEZİN AMACI	Dil sınıflarında Türkçe kullanımına dair öğrenci tutumlarını belirleyip, analiz etmek ve öğrenci merkezli eğitim sisteminde öğretmenlere öğrenci bakış açısı kazandırarak dil eğitimini güçlendirmek
TEZİN TÜRKÇE ÖZETİ	Bu tezin hedefi üniversitelerin İngilizce hazırlık programlarında okuyan yetişkin öğrencilerin, dil sınıflarında ana dil (Türkçe) kullanımına karşı bakış açıları, tavırları ve dil sınıfında ana dil kullanım oranlarını bulmaktır. Sonuçlar, öğrenci merkezli eğitim sisteminde yabancı dil öğretmenlerine öğrenci bakış açısı kazandırmak açısından önemli olacak ve
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Mardin Artuklu Üniversitesi, Munzur Üniversitesi, Siirt Üniversitesi, İnönü Üniversitesi
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	1. Mardin Artuklu Üniversitesi: Merkez/ Mardin. 2. Munzur Üniversitesi: Merkez/ Tunceli. 3. Siirt Üniversitesi: Merkez / Siirt. 4. İnönü Üniversitesi: Merkez Kampüs/ Malatya.
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Mardin Artuklu Üniversitesi: Merkez/ Mardin/Yabancı Diller Yüksekokulu/ İngilizce Hazırlık Programı öğrencileri Munzur Üniversitesi: Merkez/ Tunceli/ Yabancı Diller Bölümü/ İngilizce Hazırlık programı öğrencileri İnönü Üniversitesi: Merkez Kampüs / Malatya/ Yabancı Diller Yüksekokulu / İngilizce Hazırlık öğrencileri Öğrencilere demografik bilgiler içeren ve tutumlarını ölçen 3 (üç) soruluk açık uçlu bir anket uygulanacaktır
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI	"İngilizce Sınıflarında Türkçe Kullanımı Üzerine Öğrenci Anketi" başlıklı anket nitel veriler için, araştırmacının kendisi (Elif Gökbaş) tarafından geliştirilen, üç soruluk, yarı-yapılandırılmış (semi-structured) bir ankettir. Anket öğrencilere online iletilecektir.
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) "İngilizce Sınıflarında Türkçe Kullanımı Üzerine Öğrenci Anketi" 1 sayfa, 3 soru
ÖĞRENCİNİN ADI - SOYADI: Elif Gökbaş	ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde Evrak Aslı İmzalıdır TARİH: 13/ 07/ 2021
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU	
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.	

2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.						
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI			SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	
Adı - Soyadı: Adnan DEMİR	Adı - Soyadı:	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ			Adı - Soyadı: Murat KOÇ	
Unvanı: Dr. Öğretim Üyesi	Unvanı:	Unvanı: Prof. Dr			Doç. Dr.	
Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası:	Evrak onayı E-posta ile alınmıştır			İmzası EBYS üzerinden onay alınmıştır	
12.07.2021 / / 20.... / / 20.....		 / / 20...	
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: Hüseyin Mahir FİSUNOĞLU	Adı - Soyadı: Jülide İNÖZÜ
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası :	İmzası :	İmzası :	İmzası :	İmzası :	İmzası :	İmzası :
..... / / 20..... / / 20.....	... / / 20..... / / 20.....	... / / 20..... / / 20..... / / 20.....
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE <input type="radio"/>	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, / / 20..... - / / 20..... tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.					
OY ÇOKLUĞU İLE <input type="radio"/>						
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.						

Appendix C. Demographic Information Questionnaire

Student Questionnaire on the Use of Turkish in English Language Classrooms

Dear Students,

This questionnaire is conducted by Elif Gökbaşı, a lecturer at Mardin Artuklu University, for the Master's study at Çağ University. It is designed to measure students' attitudes and take their opinions about the use of Turkish in university preparatory classes where English is taught as a foreign language. Your answers to the survey will only be used for research purposes and will be kept strictly confidential. Thank you for your valuable contributions to this research.

I. Student Profile

1. Write your student ID

2. Where do you study?

- Mardin Artuklu University
- Munzur University
- Çağ University
- Siirt University
- İstanbul Okan University
- İnönü University

3. Your gender

- Male
- Female

4. Your age

5. I have been learning English for _____

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

Appendix D. Questionnaire for Students' Attitudes

II. Answer the questions in this section according to your experience and views in your English Language class.

1. Should Turkish be used in the classroom?

Yes No

2. Do you like your teacher to use Turkish in the class?

Not at all

A little

Sometimes

A lot

3. When do you think it is necessary to use Turkish in the English classroom?

- a. to explain complex grammar points
- b. to help define some new vocabulary items
- c. to explain difficult concepts or ideas
- d. to practice the use of some phrases and expressions
- e. to give instructions
- f. to give suggestions on how to learn more effectively
- g. other, please specify _____

4. If you think the use of Turkish is necessary in the classroom, why?

- a. It helps me to understand the difficult concepts better.
- b. It helps me to understand the new vocabulary items better.
- c. It makes me feel at ease, comfortable and less stressed.
- d. I feel less lost.
- e. other, please specify _____

5. Do you think the use of Turkish in the classroom helps you learn this language?

No

A little

Fairly much

A lot

6. How often do you think Turkish should be used in the classroom?

Never

Very rarely

Sometimes

Fairly frequently

7. What percentage of time do you think Turkish should be used in the class?

0% 10% 20% 30% 40%
50% 60% 70% 80% 90%

The questionnaire has ended. Thank you for your contribution and cooperation

Appendix E. Demographic Information Questionnaire in Turkish

İngilizce Dil Sınıflarında Türkçe Kullanımı Üzerine Öğrenci Anketi

Sevgili Öğrenciler,

Bu anket Mardin Artuklu Üniversitesi öğretim görevlisi Elif Gökbaş tarafından, Çağ Üniversitesi'ndeki Yüksek Lisans çalışması için yapılmaktadır. Yabancı dil olarak İngilizce öğretilen üniversite hazırlık sınıflarında Türkçe kullanımı hakkında öğrenci tutumlarını ölçmek ve görüşlerini almak için hazırlanmıştır. Ankete vereceğiniz cevaplar sadece araştırma hedefleri doğrultusunda kullanılacak ve kesinlikle gizli tutulacaktır. Bu araştırmaya olan değerli katkılarınızdan dolayı teşekkür ederim.

Öğrenci Profili

1. Öğrenci numaranızı yazınız.

2. Hangi üniversitede okuyorsunuz?

- Mardin Artuklu Üniversite
- Munzur Üniversitesi
- Çağ Üniversitesi
- Siirt Üniversitesi
- İstanbul Okan Üniversitesi
- İnönü Üniversitesi

3. Cinsiyetiniz

- Kadın
- Erkek

4. Yaşınız

5. İngilizce Öğreniyorum.

- 1-5 yıldır
- 5-10 yıldır
- 10-15 yıldır

Appendix F. Questionnaire for Students' Attitudes in Turkish

Anket Soruları

Bu bölümdeki soruları İngilizce Dil sınıfınızdaki deneyim ve görüşlerinize göre doldurunuz.

1. İngilizce dil sınıfında Türkçe kullanılmalı mı?

Evet Hayır

2. Öğretmeninizin sınıfta Türkçe kullanmasından hoşlanıyor musunuz?

Hiç hoşlanmıyorum

Biraz hoşlanıyorum

Bazen Hoşlanıyorum

Çok hoşlanıyorum

3. Size İngilizce sınıfında hangi durum ya da durumlarda Türkçe kullanılmalı?

Bu soruda birden fazla seçeneği işaretleyebilirsiniz

- a. Karışık dilbilgisi konuları açıklanırken
- b. Bazı yeni kelimeler tanımlanırken
- c. Zor kavramlar ve fikirler açıklanırken
- d. Bazı kelime grupları ve ifadeler pratik edilirken
- e. Talimatlar verilirken
- f. Nasıl daha etkili öğrenileceğine dair önerilerde bulunulurken
- e. Diğer durumlar, lütfen belirtin

4. İngilizce sınıfında Türkçe kullanılmasının gerekli olduğunu düşünüyorsanız sebebi nedir?

Birden fazla sebep seçebilirsiniz.

- a. Zor kavramları daha iyi anlamama yardımcı oluyor.
- b. Yeni kelime öğelerini daha iyi anlamama yardımcı oluyor
- c. Kendimi sakin, rahat ve daha az stresli hissetmemi sağlıyor.
- d. Derste ne olup bittiğini daha çok anlıyorum
- e. Diğer sebepler, lütfen belirtin.....

5. Sınıfta Türkçe kullanılmasının İngilizce öğrenmenize yardımcı olduğunu düşünüyor musunuz?

- Hayır
- Biraz
- Çoğunlukla
- Çok fazla

6. Sınıfta ne sıklıkla Türkçe kullanılması gerektiğini düşünüyorsunuz?

- Asla
- Nadiren
- Ara sıra
- Oldukça sık

7. Sınıftaki zamanın yüzde kaçında Türkçe kullanılması gerektiğini düşünüyorsunuz?

- 0% 10% 20% 30% 40%
- 50% 60% 70% 80% 90%

Anket sona erdi. Katkı ve iş birliğiniz için teşekkür ederim.

Appendix G. Open-ended Questions in Turkish

ANKET

BİLGİLENDİRİLMİŞ ONAM FORMU

Bu formun amacı araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda “İngilizce Yabancı Dil Sınıflarında Türkçe kullanımına Karşı Öğrenci Tutumları” başlıklı araştırma Elif GÖKBAŞ tarafından gönüllü katılımcılarla yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya katılmama hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan çıkabilirsiniz. Bu formu onaylamanız, araştırmaya katılım için onam verdiğiniz anlamına gelecektir.

İngilizce Sınıflarında Türkçe Kullanımı Üzerine Öğrenci Anketi

Sevgili Öğrenciler,

Bu çalışma Çağ Üniversitesinde yüksek lisansını yapmakta olan öğretim görevlisi Elif Gökbaş tarafından yapılmaktadır. İngilizce yabancı dil derslerinde Türkçe kullanımına karşı tutumunuzu ölçmek amacıyla hazırlanmış olan bu anket sorularına kendi deneyimlerinizden yola çıkarak, ayrıntılı bir şekilde cevap vermeniz beklenmektedir. Ankete vereceğiniz cevaplar sadece araştırma hedefleri doğrultusunda kullanılacak ve gizli tutulacaktır. Katılımınızdan ve değerli katkılarınızdan dolayı teşekkürler.

Not: Ankette 3 demografik bilgi sorusu, 3 tutum sorusu mevcuttur. Soruları kendi deneyimlerinizden, yaşadığınız sınıf içi olaylardan örnekler vererek ayrıntılı bir şekilde Türkçe olarak açıklayınız. Sorulara istediğiniz uzunlukta cevaplar verebilirsiniz.

Bölüm I.

Okulunuz :

Yaşınız :

Ne kadar Süredir İngilizce Öğreniyorsunuz:yıldır.

Bölüm II.

1. İngilizce dil derslerinde Türkçe kullanımı hakkındaki duygu ve düşünceleriniz nelerdir?
2. Sizce İngilizce dil derslerinde hangi durumlarda Türkçe kullanılabilir?
3. Sizce dil sınıflarında Türkçe kullanımı faydalı mıdır yoksa zararlı mıdır? Açıklayınız.

Appendix H. Open-ended Questions in English

INTERVIEW

INFORMED CONSENT FORM

The purpose of this form is to inform you about the research and to obtain permission to participate. In this context, the research titled “Student Attitudes towards the Use of Turkish in English Foreign Language Classes” is carried out by Elif GÖKBAŞ with voluntary participants. The information obtained from you during the research will be kept confidential and will be used for research purposes only. During the research process, you can contact the researcher with the contact information below for any questions and opinions about the subject. You have the right not to participate in this research. You can also leave the study after participating in the study. Your approval of this form will mean that you have given your consent to participate in the research.

Student Questionnaire on the Use of Turkish in English Classes

Dear Students,

This study is carried out by Elif Gökbaşı, a lecturer who is doing her master's degree at Çanakkale University. You are expected to give answers in detail to these interview questions, which were prepared to measure your attitudes towards the use of Turkish in English foreign language classes. Your answers to the questions will only be used for research purposes and will be kept confidential. Thank you for your participation and valuable contribution..

Note: There are 3 demographic information questions and 3 attitude questions in the interview. Please explain the questions in Turkish in detail by giving examples from your own experiences and classroom events. You can answer the questions as long as you want.

Part I.

Your School:

Your age :

How Long Have You Been Learning English:years.

Part II.

1. What are your feelings and thoughts about the use of Turkish in English language lessons?
2. In which situations do you think Turkish can be used in English language lessons?
3. Do you think the use of Turkish in language classes is beneficial or harmful? Please explain.

Appendix I. Approvals of Ethics Committee for the Open-ended Questions

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2100005179
Konu : Bilimsel Araştırma ve Yayın Etiği
Kurulu Kararı Alınması Hakkında

13.07.2021

REKTÖRLÜK MAKAMINA

İlgi: 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarda halen tez aşamasında kayıtlı olan **Elif Gökbaş** isimli öğrencimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Doç. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Ek : 1 Adet öğrenciye ait tez evrakları listesi.

E-Posta: aycankol@cag.edu.tr



Bu belge 5070 sayılı elektronik imza kanununa göre güvenli elektronik imza ile imzalanmıştır.

Doğrulama adresi: <https://ubs.cag.edu.tr/BelgeDogrulama> - Doğrulama kodu: EE00672



T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2100005576

30.07.2021

Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 13.07.2021 tarih ve E-23867972- 050.01.04-2100005179 sayılı yazımız.
b) 13.07.2021 tarih ve E-23867972- 050.01.04-2100005180 sayılı yazımız.

İlgi yazılarda söz konusu edilen Aylin Şentürk ve Elif Gökbaş isimli öğrencilerin tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

E-Posta: mertfikircioglu@cag.edu.tr



Bu belge 5070 sayılı elektronik imza kanununa göre güvenli elektronik imza ile imzalanmıştır.

Doğrulama adresi: <https://ubs.cag.edu.tr/BelgeDogrulama> - Doğrulama kodu: B6DEA6D

Appendix J. Permission from Rectorate of Çağ University for the Questionnaire



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : 23867972-044-E.2000004432
Konu : Elif GÖKBAŞ'a Ait Tez Anket İzni
Hakkında

03.12.2020

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20198035 numaralı öğrencimiz olan **Elif GÖKBAŞ**, "**Öğrencilerin İngilizce dil sınıflarında ana dil kullanımına karşı tutumları**" konulu tez çalışmasını Mardin Artuklu Üniversitesi Nusaybin Meslek Yüksekokulu öğretim üyesi **Dr.Öğr. Üyesi Adnan DEMİR** danışmanlığında halen yürütmektedir. Adı geçen öğrencinin tez çalışması kapsamında **Üniversitemiz Yabancı Diller Yüksek Okulu ile Üniversitenize bağlı Yabancı Diller Yüksekokulunda İngilizce hazırlık programında A1 ve A2 seviyesinde halen İngilizce dersi alan öğrencileri** kapsamak üzere kopyası Ek'lerde sunulan bir anket uygulamasını yapmayı planlamaktadır.Gerekli iznin verilmesini arz ederim.

Prof. Dr. Ünal AY
Rektör

Ek : 3 sayfa tez etik kurul izin formu, 3 sayfa anketler, 6 sayfa tez etik kurul izin onay e-posta yazıları.

Dağıtım:

Gereği:

Gaziantep Üniversitesi Rektörlüğüne
Hasan Kalyoncu Üniversitesi Rektörlüğüne
İnönü Üniversitesi Rektörlüğüne
İstanbul Okan Üniversitesi Rektörlüğüne
Mardin Artuklu Üniversitesi Rektörlüğüne
Mamara Üniversitesi Rektörlüğüne
Munzur Üniversitesi Rektörlüğüne
Siirt Üniversitesi Rektörlüğüne
Yabancı Diller Yüksek Okulu Müdürlüğüne

E-Posta: aycankol@cag.edu.tr


Evaluation
Version




Bu belge 5070 sayılı elektronik imza kanununa göre güvenli elektronik imza ile imzalanmıştır.

Doğrulama adresi: <https://ubs.cag.edu.tr/BelgeDogrulama> - Doğrulama kodu: 1A2E8FD

Appendix K. Application Request for Permission




Evrak Tarih ve Sayısı: 08/12/2020-E.19272



T.C.
MARDİN ARTUKLU ÜNİVERSİTESİ
Yabancı Diller Bölüm Başkanlığı

Sayı : 68485662-700-
Konu : Evrak Yazışma



YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜNE

Mardin Artuklu Üniversitesi'nde öğretim görevlisi olarak görev yapmaktayım. Çağ Üniversitesi'nde devam eden yüksek lisansım için internet linkini paylaştığım anket çalışmamın online olarak aşağıda belirttiğim üniversitelerde uygulamak istiyorum Etik kurul onay formu ekte olup, aşağıda yer alan Üniversitelerden iznin alınması ile ilgili Rektörlük Makamı ile gerekli yazışmaların yapılması hususunda;
Bilgilerinizi ve gereğini arz ederim.

e-imzalıdır
Öğr. Gör. Elif GÖKBAŞ
Bölüm Başkanı V.

EKLER :

- 1- İlgili yazı (1 sayfa)
- 2- link (https://docs.google.com/forms/d/e/1FAIpQLSd4VP6iyU-illfuhLU9Au_j4ofyixdXaeFWkAtO6X8nNFaJ4Q/viewform?gxids=7628)
- 3- Dağıtım Yapılacak Üniversiteler- Gaziantep Üniversitesi Rektörlüğüne-Hasan Kalyoncu Üniversitesi Rektörlüğüne-Inönü Üniversitesi Rektörlüğüne-Istanbul Okan Üniversitesi Rektörlüğüne-Marmara Üniversitesi Rektörlüğüne-Munzur Üniversitesi Rektörlüğüne-Siirt Üniversitesi Rektörlüğüne

08/12/2020 Böl. Bşk. V.

: Öğr. Gör. E. GÖKBAŞ

Mardin Artuklu Üniversitesi, Yenişehir Yerleşkesi
04471-İPK-4700 Artuklu/Mardin
E-Posta :
Elektronik ag@www.artuklu.edu.tr


Ayrıntılı bilgi için iritibat: Elif Gökbaş
Tel : 4822 134002
Faks: 4822 134004

Nur Mahallesi, Yenişehir Yerleşkesi
Diyarbakır Yolu, Yenişehir / Mardin
T/P : +90 482 213 40 02
F : +90 482 213 40 04
artuklu.edu.tr

Evrak Doğrulama için: https://obysartuklu.edu.tr/en/Visor/Validate_Doc.aspx?V-BENI3UDCG


Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

Appendix L. Approval Request from the Universities



ISO 27001
CERTIFIED

Evrak Tarih ve Sayısı: 10/12/2020-E.19451



MARDİN
ARTUKLU
ÜNİVERSİTESİ

T.C.
MARDİN ARTUKLU ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu Müdürlüğü

Sayı : 76000738-622.03-
Konu : Kurum Dışı Yazışma

REKTÖRLÜK MAKAMINA
(Personel Daire Başkanlığı)

Yüksekokulumuz emrinde görev yapmakta olan Elif KAYAR'ın Çağ Üniversitesi'nde devam eden yüksek lisansı için online olarak yapmak istediği anket çalışmasına ilişkin link ile talep dilekçesi ve ekleri yazımız ekinde sunulmuştur.

Bahsi geçen konu ile ilgili Gaziantep,Hasan Kalyoncu,İnönü, İstanbul Okan, Marmara, Munzur ve Siirt Üniversitesi Rektörlüğü ile gerekli yazışmaların yapılması hususunda; Bilgilerinizi ve gereğini arz ederim.

e-imzalıdır
Dr.Öğr.Üyesi Halit ALKAN
Yüksekokul Müdürü V.

EKLER :
İlgi Yazı (2 sayfa)

Mardin Artuklu Üniversitesi Rektörlüğü Diyarbakır Yolu
EK Üzerindeki Mevcut Elektronik İmzalar

E-Posta :
Elektronik : <http://www.artuklu.edu.tr>

Ayrıntılı bilgi için irtibat: Abdurrahman
Yücesoy
Tel : 4822 134 002
Faks: 4822 134 004

Nur Mahallesi, Yenişehir Yerleşkesi
Diyarbakır Yolu, Yenişehir / Mardin
T/P : +90 482 213 40 02
F : +90 482 213 40 04
artuklu.edu.tr

Evrak Doğrula mak için : https://ebys.artuklu.edu.tr/en/vision/Validate_Doc.aspx?V=BE8R3UDJ8



17/12/2020-E.2746



T.C.
MARDİN ARTUKLU ÜNİVERSİTESİ REKTÖRLÜĞÜ
Personel Daire Başkanlığı

Sayı : 34233153-900-
Konu : Anket Çalışması

DAĞITIM YERLERİNE

Üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğü bünyesinde görev yapmakta olan Öğr.Gör.Elif GÖKBAŞ'ın Çağ Üniversitesi'nde devam eden yüksek lisans tez çalışmaları kapsamında online olarak anket çalışmasını Üniversitenizde yapabilmesi talep edilmektedir.

Söz konusu anket çalışmasının yapılabilmesi için gerekli müsaadenin verilmesi hususunda gereğini arz ederim.

e-İmzalıdır
Prof.Dr.İbrahim ÖZCOŞAR
Rektör

EKLER :
İlgi yazı (3 sayfa)

DAĞITIM
Gaziantep Üniversitesi Rektörlüğüne
(Personel Daire Başkanlığı)
Hasan Kalyoncu Üniversitesi Rektörlüğüne
(Personel Daire Başkanlığı)
İnönü Üniversitesi Rektörlüğüne
(Personel Daire Başkanlığı)
Okan Üniversitesi Rektörlüğüne
(Personel Daire Başkanlığı)
Marmara Üniversitesi Rektörlüğüne
(Personel Daire Başkanlığı)
Munzur Üniversitesi Rektörlüğüne
(Personel Daire Başkanlığı)
Siirt Üniversitesi Rektörlüğüne
(Personel Daire Başkanlığı)

16/12/2020 Şef	: Z.ALTAŞ
16/12/2020 Şb.Müd.	: İ.YILDIRIM
16/12/2020 Per.D.Bşk. V.	: İ.YILDIRIM
16/12/2020 Genel Sekreter V.	: Öğr.Gör. Ö.M.ÖTER

Mevcut Elektronik İmzalar

Nur Mahallesi, Yenişehir Yerleşkesi
Diyarbakir Yolu, Yenişehir / Mardin
T/P : +90 482 213 40 02
F : +90 482 213 40 04
artuklu.edu.tr

1/2

Evrakı Doğrulamak İçin : https://e.bys.artuklu.edu.tr/en/vison/Validate_Doc.aspx?V=BESU3ULDD

Appendix M. Approval Letter from Universities

T.C.
ÇAĞ ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu

Sayı : 12345678-000-E.2000004509
Konu : Tez Anket İzni

10.12.2020

REKTÖRLÜK MAKAMINA

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20198035 numaralı öğrencimiz olan Elif GÖKBAŞ'ın "Öğrencilerin İngilizce dil sınıflarında ana dil kullanımına karşı tutumları" konulu tez çalışmasını Yabancı Diller Yüksekokulu İngilizce hazırlık programında A1 ve A2 seviyesinde eğitim gören öğrencilere uygulaması uygun görülmüştür.

Tez uygulaması YADYO Md. Yard. Öğr. Gör. Betül ÇOKBİLEN nezaretinde yürütülecektir.

Saygılarımla arz ederim.

Öğr. Gör. Hamdi
ÖNAL
Yabancı Diller Yüksek
Okulu Müdürü

E-Posta: gokcenaydogan@cag.edu.tr

Evaluation
Version



Bu belge 5070 sayılı elektronik imza kanununa göre güvenli elektronik imza ile imzalanmıştır.

DoÄ Yrulama adresi: <https://ubs.cag.edu.tr/BelgeDo.grulama> - DoÄ Yrulama kodu: A.E60A.50

Evrak Tarih ve Sayısı: 22/12/2020-E.15289



T.C.
SİİRT ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterlik

Sayı : 46876006-900-
Konu : Anket Çalışması

EĞİTİM FAKÜLTESİ DEKANLIĞINA

Mardin Artuklu Üniversitesi Yabancı Diller Yüksekokulunda görev yapan Öğr.Gör.Elif GÖKBAŞ'ın devam eden yüksek lisans tez çalışmaları kapsamındaki anket çalışmasını Üniversitemizde çevrimiçi (online) olarak uygulanması Rektörlüğümüzce uygun görülmüş olup ilgili anketin biriminizde duyurulması hususunda;
Gereğini rica ederim.

Prof. Dr. Cemalettin ERDEMCİ
Rektör a.
Rektör Yardımcısı

EK :
İlgi Yazı ve Ekleri
DAĞITIM
Genel Sekreterliğe
Bilgi İşlem Daire Başkanlığına
İdari ve Mali İşler Daire Başkanlığına
Kütüphane ve Dokümantasyon Daire Başkanlığına
Öğrenci İşleri Daire Başkanlığına
Personel Daire Başkanlığına
Sağlık Kültür ve Spor Daire Başkanlığına
Strateji Geliştirme Daire Başkanlığına
Yapı İşleri ve Teknik Daire Başkanlığına
Basın Yayın ve Halkla İlişkiler Müdürlüğüne
Döner Sermaye İşletme Müdürlüğüne
Özel Kalem
Hukuk Müşavirliğine
İç Denetim Birimine
Yeşil Alan Müdürlüğüne
Güzel Sanatlar ve Tasarım Fakültesi Dekanlığına
Tıp Fakültesi Dekanlığına
Sağlık Bilimleri Fakültesi Dekanlığına
Eğitim Fakültesi Dekanlığına
Fen Edebiyat Fakültesi Dekanlığına
İktisadi ve İdari Bilimler Fakültesi Dekanlığına
İlahiyat Fakültesi Dekanlığına

Batman Yolu 10.km Merkez, 56100 Siirt/Türkiye
Tel: +90 (484) 212 11 11
E-Posta: siu@siirt.edu.tr

Ayrıntılı bilgi için irtibat: Mehmet Yatkan
Faks: +90 (484) 212 11 11
Elektronik ađ: www.siirt.edu.tr

Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.



T.C.
İNÖNÜ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Personel Daire Başkanlığı

Sayı : E-83533471-044-41353
Konu : Anket İzni (Öğr. Gör. Elif GÖKBAŞ)

05/05/2021

MARDİN ARTUKLU ÜNİVERSİTESİ REKTÖRLÜĞÜNE
MARDİN

İlgi : a) 17/12/2020 tarihli ve 2746 sayılı yazınız,
b) Üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğünün 26/04/2021 tarihli ve 39319 sayılı yazısı.

Üniversiteniz Yabancı Diller Yüksekokulu Müdürlüğü Öğr. Gör. Elif GÖKBAŞ'ın, Çağ Üniversitesi'nde devam eden yüksek lisans tez çalışmaları kapsamında "Öğrencilerin İngilizce dil sınıflarında ana dil kullanımına karşı tutumları" konulu tez çalışmasını on-line olarak Üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğü'nde yapma talebinin uygun bulunduğuna ilişkin ilgi (b) yazı ekte gönderilmektedir.

Bilgilerinizi ve gereğini arz ederim.

Prof.Dr. Abdulkadir BAHARÇİÇEK
Rektör a.
Rektör Yardımcısı

Ek:İlgi (b) Yazı Örneği

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BSMKM0RPV5 Pin Kodu :62282

Belge Takip Adresi : <https://www.turkiye.gov.tr/inonu-universitesi-ebys>

Adres :İnönü Üniversitesi Rektörlüğü Personel Daire Başkanlığı, İdari Bina Kat:2

Telefon :4223773240 Faks:4223410406

e-Posta: personel@inonu.edu.tr Web: <http://www.inonu.edu.tr/en/personel>

Keşif Adresi: inonu.universitesi@hs01.kep.tr

Bilgi için: Didem BUDAK

Unvanı: Bilgisayar İşletmeni

Tel No: 422 377 3242



Evrak Tarih ve Sayısı: 27.04.2021-E.11805



**T.C.
MUNZUR ÜNİVERSİTESİ REKTÖRLÜĞÜ
Personel Daire Başkanlığı**

Sayı : E-99161742-730.08.03-11805
Konu : Anketler

MARDİN ARTUKLU ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 17.04.2021 tarihli ve 2746 sayılı yazınız

İlgi yazınız ile belirtilen Üniversiteniz Yabancı Diller Yüksekokulu Müdürlüğü bünyesinde görev yapmakta olan Öğr. Gör. Elif GÖKBAŞ'ın, Çağ Üniversitesi'nde devam eden yüksek lisans tez çalışmaları kapsamında online olarak anket çalışmasını Üniversitemizde yapabilmesi talebi uygun görülmüştür.

Bilgilerinize arz ederim.

Prof. Dr. Ubeyde İPEK
Rektör

Ek: Anket Çalışması (1 sayfa)

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BEL948RY4 Pin Kodu :36432

Belge Takip Adresi :
https://eb-ys.munzur.edu.tr/en/Vision/Validate_Doc.aspx?V=BE948RY4

Adres :Aktuluk Mah. Üniversite Yenleşkesi Merkez / Tunceli
Telefon :0 428 213 17 94 Faks :0 428 213 27 52
e-Posta: univesite@munzur.edu.tr Elektronik Ağ: www.munzur.edu.tr

Bilgi için: İsmail Tekeş
Unvanı: Şef



Tel No: 0 428 213 17 94



T.C.
MARDİN ARTUKLU ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu Müdürlüğü

Sayı : E-76000738-730.08.03-11414
Konu : Anketler

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

Üniversiteniz İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında eğitim görmekte olan Elif GÖKBAŞ'ın "Öğrencilerin İngilizce dil sınıflarında ana dil kullanımına karşı tutumları" konulu tez çalışması ile ilgili Yüksekokulumuz İngilizce hazırlık programında A1 ve A2 seviyesinde eğitim alan öğrencileri yönelik anket uygulama talebi Müdürlüğümüzce uygun görülmüştür.
Bilgilerini ve gereğini arz ederim.

Prof.Dr. Serhat HARMAN
Rektör a.
Rektör Yardımcısı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu:BEAC3JV18 Pin Kodu :40491


Belge Takip Adresi : https://ebyz.artuklu.edu.tr/en/Vision/Validate_Doc.aspx?V=BEAC3JV18

Adres:Mardin Artuklu Üniversitesi Rektörlüğü Diyarbakır Yolu
Telefon:4822134002 Faks:4822134004
Web:<http://www.artuklu.edu.tr>

Bilgi için: Abdurrahman Yücesoy
Unvanı: Yüksekökal Sekreteri



Appendix N. Permission from Rectorate of Çağ University for the Open-ended Questions

	<p>T.C. ÇAĞ ÜNİVERSİTESİ Sosyal Bilimler Enstitüsü</p>
<p>Sayı : E-23867972-044-2100005610 Konu : Elif GÖKBAŞ'ın Tez Anket İzni</p>	<p>02.08.2021</p>
<p>DAĞITIM YERLERİNE</p>	
<p>İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı Elif GÖKBAŞ isimli öğrencimiz, "Öğrencilerin İngilizce Dil Sınıflarında Ana Dil (Türkçe) Kullanımına Karşı Duygu, Düşünce ve Tutumları" konulu tez çalışmasını Mardin Artuklu Üniversitesi öğretim üyesi Dr. Öğr. Üyesi Adnan DEMİR danışmanlığında halen yürütmektedir. Adı geçen öğrenci tez çalışmasında Üniversitenize bağlı Yabancı Diller Yüksekokulu bünyesindeki İngilizce hazırlık sınıflarında öğrenim gören öğrencileri kapsam üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli izin verilmesi hususunu bilgilerinize sunarım.</p>	
<p>Prof. Dr. Ünal AY Rektör</p>	
<p>Ek : Tez Etik Kurul Onay Dosyası</p>	
<p>Dağıtım: Gereği: İnönü Üniversitesi Rektörlüğüne Mardin Artuklu Üniversitesi Rektörlüğüne Munzur Üniversitesi Rektörlüğüne Siirt Üniversitesi Rektörlüğüne</p>	
<p style="text-align: center;">Bu belge, güvenli elektronik imza ile imzalanmıştır.</p> <p><small>Doğrulama Kodu: 66CF871</small> <small>Doğrulama Adresi: https://uba.cag.edu.tr/DolguDoğrulama</small></p> <p><small>Çağ Üniversitesi Yağur Hayatöğün Kampüsü Adana-Mardin Karayolu İstasyon 33100 YarıceMERSİN</small> <small>BİLGİ: Senay DEMİR Sosyal Bilimler Enstitüsü Sekreteri</small></p> <p><small>Tel: +90 324 6514800 Faks: +90 324 6514811</small> </p> <p><small>E-Posta: cag@cag.edu.tr Elektronik AJ: www.cag.edu.tr</small></p>	

Appendix O. Approval Letter from Universities for Open-ended Questions



T.C.
MUNZUR ÜNİVERSİTESİ REKTÖRLÜĞÜ
Yabancı Diller Bölümü

Sayı : E-83604904-020-22669
Konu : Anket İzni

01.09.2021

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
Adana-Mersin Karayolu Üzeri PK:33800 Yenice-Tarsus/MERSİN

Üniversiteniz İngiliz Dili Eğitimi Tezli Yüksek Lisans programında kayıtlı Elif Gökbaş'ın 'Öğrencilerin İngilizce Sınıflarında Ana Dil (Türkçe) kullanımına Karşı Duygu,Düşünce ve Tutumları' konulu yüksek lisans tez çalışmalarına ait anketlerin yapılması uygun görülmüştür.

Muharrem BİNİCİ
Bölüm Başkanı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Doğrulama Kodu :BSU40JRT13 Pin Kodu :43252 https://ebycs.munzur.edu.tr/en/Vison/Validate_Doc.aspx?D=BSU40JRT13&eS=22669
Adres :Aktuluk Mah. Üniversite Yerleşkesi Merkez / Tunceli Bilgi için: Elker Turan
Telefon 0 428 213 1794 Faks 0 428 213 18 61 Unvanı: Bilgisayar İşletmeni
e-Posta: univesite@munzur.edu.tr Elektronik Ağ:www.munzur.edu.tr

Tel No: 0 428 213 17 94





T.C.
MARDIN ARTUKLU ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

Sayı : E-79368504-100-22296
Konu : Elif GÖKBAŞ'a Ait Tez Anket İzni
Hakkında

17/08/2021

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 02.08.2021 tarihli ve 2100005610 sayılı yazınız.

İlgi yazı ile İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı Elif GÖKBAŞ'ın "Öğrencilerinden İngiliz Dili Sınıflarında Ana Dil(Türkçe) Kullanımına Karşı Duygu, Düşünce ve Tutumları" konulu tez çalışmasını Üniversitemiz Dr. Öğr. Üyesi Adnan DEMİR danışmanlığında yürüttüğü, adı geçen öğrencinin tez çalışmasında Üniversitemiz bünyesindeki İngilizce hazırlık sınıflarında öğrenim gören öğrencileri kapsamak üzere anket uygulaması istenmektedir. Bahsi geçen konu ile ilgili talep Üniversitemizce uygun görülmüştür.

Bilgilerini ve gereğini arz ederim.

Prof.Dr. Ömer BOZKURT
Rektör Yardımcısı

Ek:İlgi yazı ve ekleri

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BSL4DMKH1PZ Pin Kodu :96503

https://cbys.artuklu.edu.tr/onay/validate_Doc.aspx?eD=BSL4DMKH1PZ&eS=22296

Belge Takip Adresi :

Adres:Mardin Artuklu Üniversitesi, Yenışehir Yetteğkesi Diyarbakır Yolu üzeri PK.47200
Artuklu/Mardin
Telefon:4822134002 Faks:4822134004
Web:www.artuklu.edu.tr

Bilgi için: Ahmet Çıray
Unvanı: Şef V.

