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ÖZET

ANA DİLİN İNGİLİZCE DİL SINIFLARINDA KULLANIMINA KARŞI ÖĞRENCİ VE ÖĞRETMEN TUTUMLARI

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Globalleşen dünya ile birlikte yabancı dil eğitimine olan ilgi gün geçtikçe artmaktadır. Hiç şüphesiz bu ilgi birçok açıdan önemli bir yere sahip olan ülkemiz için de geçerlidir. Türk eğitim sistemi, tüm öğrencilere en az bir yabancı dil öğretiminin ilkesini benimsemektedir. Uzun zamandır insanlar yabancı dil öğretmek ve öğrenmek için birçok metodu denemişlerdir. İngilizce öğretmenleri de etkili dil öğretimini ve öğrenimini etkileyen tüm yönleri ele almışlardır. Bu çalışma İngilizce öğretmenlerinin İngilizce derslerinde hangi durumlarda ana dili kullandıklarını ve yabancı dil sınıflarında ana dilin kullanımı ile ilgili öğrencilerin düşüncelerinin neler olduğu ile ilgili bulguları içermektedir.

Bu çalışma Muş Alparslan Üniversitesi'nde sekiz farklı bölümde yürütülmüştür ve 173 öğrenci ve 15 öğretmen bu çalışmaya katılmıştır. Öğrencilerin ve öğretmenlerin yabancı dil sınıflarında ana dili hangi durumlarda kullandıkları ve öğrencilerin yabancı dil sınıflarında ana dilin kullanımı ile ilgili fikirlerinin ne olduğu ile bilgiler sınıflarda yapılan gözlemler, öğrenci anketi ve öğretmenlerle yapılan röportajlar ile elde edilmiştir.

Bu çalışma, hem öğretmenlerin hem de öğrencilerin yabancı dil sınıflarında birçok durumda ana dili makul düzeyde kullanmalarının yabancı dil öğretimine ve öğrenimine olumlu etkisinin olduğunu ortaya koymuştur.

Anahtar Kelimeler: Ana Dil, Yabancı Dil, Metot.

ABSTRACT

STUDENT AND TEACHER ATTITUDES TOWARDS THE USE OF THE MOTHER TONGUE IN ENGLISH LANGUAGE CLASSES

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Along with the globalized world the interest in foreign language education is increasing day by day. No doubt, this interest is also valid for our country which has an important place in many respects. Turkish education system, adopts the principle of teaching at least a foreign language to all students. For a long time people have been trying many methods to teach and learn foreign languages. The English teachers also deal with all aspects influencing effective language teaching and learning. This study includes the findings regarding in what cases do English teachers use L1 in English classes and what are the students' opinions about using L1 in English classes.

The study conducted in eight different departments in Muş Alparslan University and 173 students and 15 teachers participated in the study. The datas about in what cases do English teachers and students use mother tongue in English classes and students' opinions about using mother tongue in English classes were collected through questionnaires, observations in the classrooms and teachers' interviews.

This study revealed that in many cases both teachers' and students' use of mother tongue in L2 classes at a reasonable level has a favorable effect on foreign language teaching learning.

Key Words: Mother Tongue, Foreign Language, Method.

ABBREVIATIONS

ALM	: The Audio-Lingual Method
CLL	: Community Language Learning
CLT	: Communicative Language Teaching
DM	: The Direct Method
EFL	: English as a Foreign Language
ESL	: English as a Second Language
FL	: Foreign Language
GTM	: Grammar-Translation Method
L1	: First Language
L2	: Second Language
MT	: Mother Tongue
ODTÜ	: Orta Doğu Teknik Üniversitesi
TOEFL	: Test of English as a Foreign Language
TPR	: Total Physical Response

LIST OF TABLES

Table 1. Is Turkish language should be used in foreign language courses.....	28
Table 2. Would you like your English language teacher to use Turkish Language in the English courses.....	29
Table 3. Question 3. a) For defining the new words meaning	29
Table 4. Question 3. b) For consolidating some words and expressions.....	29
Table 5. Question 3. c) For the explanation of complex grammar rules	30
Table 6. Question 3.d) For describing the different concepts and ideas.....	30
Table 7. Question 3.e) For giving commands in the classroom.....	30
Table 8. Question 3. f) For the submission of suggestions for how students can learn more effectively	31
Table 9. Question 3. g) For summarizing the subjects that previously being described	31
Table 10. Question 3. h) For making jokes and humor	31
Table 11. Question 4. a) To help to understand better the difficult issues.....	32
Table 12. Question 4. b) To help to learn better unknown words.....	32
Table 13. Question 4. c) To make students feel more peaceful relaxed and stress-free	32
Table 14. Question 4. d) To make easier to follow up the courses	32
Table 15. Question 4. e) To highly contribute to understand the courses in general	33
Table 16. Question 4. f) To use it as a more effective method for teaching	33
Table 17. Question 4 g) That it enables us to use time efficiently	33
Table 18. Question 4. h) More Effective for solving discipline problem	34
Table 19. Question 5. How much do you think the use of Turkish contribute the foreign language learning in the classroom?.....	34
Table 20. Question 6. In your opinion how frequently should Turkish language be used in the classroom?.....	34
Table 21. Question 7. How frequently should reading passages be translated into Turkish in the classroom?	35

LIST OF FIGURES

Figure 1. Yabancı Dil Öğretim Metotları ve Ana Dil

Figure 2. The Names and Numbers of High Schools That Teach Foreign Languages

Figure 3. The names and number of the universities in Turkey that have foreign language departments

TABLE OF CONTENTS

COVER	I
APPROVAL PAGE	II
ACKNOWLEDGEMENTS	III
ÖZET	IV
ABSTRACT	V
ABBREVIATIONS	VI
LIST OF TABLES	VII
LIST OF FIGURES	VIII
TABLE OF CONTENTS	IX

CHAPTER I

1. INTRODUCTION	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem	4
1.3. Purpose of the Study and Research Questions.....	4
1.4. Significance of the Study.....	5
1.5. Operational Definitions	5

CHAPTER II

2. LITERATURE REVIEW	6
2.1. Introduction	6
2.2. The Place of L1 in Methodology	6
2.2.1. Grammar-Translation Method	7
2.2.2. The Direct Method	8
2.2.3. The Audio-Lingual Method	9
2.2.4. The Silent Way	10

2.2.5. Dessuggestopedia	11
2.2.6. Community Language Learning	12
2.2.7. Total Physical Response	13
2.2.8. Communicative Language Teaching	13
2.3. The Advantages and Disadvantages of Using Mother Tongue in English Language Classroom.....	14
2.3.1. Advantages of Using Mother Tongue in English Language Classroom	14
2.3.2. Disadvantages of Mother Tongue in English Language Classroom	15
2.4. Studies on the Role of L1 in an L2 Teaching	16
2.4.1. Studies Conducted Abroad on the Role of L1 in an L2 Teaching	16
2.4.2. Studies in Turkey on the Role of L1 in an L2 Teaching	20
2.5. High Schools and Universities in Turkey That Provide Education in English	23

CHAPTER III

3. METHODOLOGY	24
3.1. Introduction	24
3.2. Design of the Study	24
3.3. Participants	24
3.4. Data Collection Instruments	25
3.5. Data Collection Procedure	26
3.6. Data Analysis	26

CHAPTER IV

4. RESULTS	28
4.1. Introduction	28
4.2. Results of Questionnaires	28
4.2.1. Analysis of Student's Responses to Questionnaires	28
4.3. Classroom Observation's Results	35
4.4. Teacher's Interview Results	36

CHAPTER V

5. CONCLUSION	40
5.1. Summary	40
5.2. Discussion	41
5.3. Limitations	43
5.4. Implications and Suggestions for Further Study	43
6. REFERENCES	45
7. APPENDICES	49
7.1. APPENDIX 1: Öğrenci Anketi	49
7.2. APPENDIX 2: Teacher’s Interview Questions	52
7.3. APPENDIX 3: Permission from the Institution Coordinator of International Relations in Muş Alparslan University	53

CHAPTER I

1. INTRODUCTION

1.1. Background of the Study

Language is the most important element that distinguishes human beings from the other living creatures. Human beings communicate with each other via language. We are able to exchange knowledge, beliefs, opinions, wishes, threats, commands, thanks, promises, declarations, feelings and only our imagination sets limits. Bloomfield (1956) states that it is the language that plays an important role in our life. Perhaps because of its acquaintance, we preciously observe it, taking it rather for granted, as we do breathing or walking. The effects of language are notable, and include much of what separates the animals from men. In order to express jolliness, happiness, or rudeness we laugh, to express amusement, pleasure, accepting, or bitter feelings we smile, to express anger, excitement, or fear we shriek, to express determination, anger or a threat we clench our fists, to express surprise or disapproval we raise our eyebrows, and so on, but before anything else language is our system of communication.

Language is used as a mean of interaction among people. Being civilized is a process that generated by language thus, there is no doubt that language is a guide that ripens and educates people from birth to death. The strong influence of language is evident in every aspect of existence of culture. Uygur (1984) stated that the language is all around the main condition of human subsistence. There are so many definitions of language some of which are given here; In Wikipedia (2014) language is defined as the human caliber for using and acquiring complex systems of communication and a language is any particular sample of such a system.

In one of her article Kolaç (2008) makes a definition of language and states that for being individual, being a nation, being able to imagine, being able to bridge the gaps between past and future and in its general meaning being a point in the universe language is one of the most important criteria. Pinker (1994) states that:

Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. (p.18)

In another definition in his book Brown (2000) describes the language as a system of arbitrary conventionalized vocal, written, or gestural symbol that allow people in a certain community to make interaction easily with each other.

There are a lot of civilizations on earth and for various needs they need to be in interaction with each other. However this interaction has been very difficult for people who couldn't speak the same language. Therefore, foreign language learning has gained a great importance since then. Bloomfield (1956) indicated that only few languages are well known to science among the languages that are spoken today. About many of them we have no information and of many we have inadequate information. The older stages of some present-day languages and some languages no longer spoken are known to us from written records; these records, however, acquaint us with only an infinitesimal part of the speech-forms of the past.

Until now, many different languages were used as the international language. Some of these are French, German and Italian. Today, English language is one of the most widespread means of communication among the people of different countries. That's why in today's global world, modern English is considered as a world "*Lingua franca*" or as a "*global language*". At the present time, since English is the most common language spoken and has become more dominant all around the world, no one can disclaim and ignore its importance. English is used as the mother tongue in some countries and in other countries it is learned as second language in schools. This makes English prevalent and besides that, there are so many reasons that contribute the spreading of English. For instance, people use it for interaction worldwide and as a result it becomes the language of modern times.

Thanks to developing technology, English has been playing an important role in many sectors such as economy, commerce, medicine, science, technology, tourism, travel and education, which are the most important areas in human life. As English is an international language, its various areas have been largely investigated, particularly that of EFL teaching and learning. Even today it is so important to know English that the people who do not speak English are unable to make scientific studies or trade with any other countries. Especially, Turkey is a developing country and in order to certify its international power Turkey needs to make use of this world-wide spoken language. This can also be based on the efficiency of education as well.

Along with the globalized world there have been considerable interests to foreign language in our country as well. According to Özdemir (2003) foreign language became evident at the beginning of the nineteenth century in Turkey. Turkish education system, adopts the principle of teaching at least a foreign language to all students. (Özdemir, 2006). This policy after 1960, did not give the expected results due to the increase in the number of students and insufficient number of schools. In the increasingly crowded classrooms the quality of education decreased. In response, the number of private schools and private educational institutions has gradually increased. Now it is evident that teaching of English increasingly gained great importance.

The interest in foreign language education is increasing day by day. For decades people have been trying many ways to teach and learn foreign languages. The English teachers also deal with all aspects influencing effective language teaching and learning. Brown (2000) states that for a long while the debate over whether English language classrooms should include or exclude students' mother tongue has been a contentious issue. However, the research findings have not been entirely persuasive. The use of mother tongue is not a problem but the English teachers are concerned about its appropriate use and when its usage is necessary. Should teachers use the students' mother tongue in the English classroom? While many teachers are either for or against the mother tongue whether to use it in an English language classroom or not there has been little research carried out that has measured the exact effects of L1 use in the classroom. Among those who are against consider that their main reason is the risk of creating first language dependence and thus preventing students' effort to find the meaning from explanations or contexts. Ellis (1994) argues that SL or FL teachers who overuse L1 deprive learners of valuable FL (L2) input (mother tongue interference). (As cited in Sarıçoban, 2010, p.175).

However some teachers believe that native language is useful in explaining complex idea and grammar rules and also it helps students learning new vocabulary more effectively, and preventing the waste of time during explanations and while giving instructions. Brown (2000) indicates that there are not any instant recipes. No quick and easy method is guaranteed to provide success. Each learner, each teacher, each learner-teacher relationship is unique, and each context is unique. As every individual has different learning and teaching skills it is impossible to find an exact answer for these questions. So many teachers use different language teaching methods. These methods guide their own actions as a teacher, as methods link teachers' beliefs, attitudes, values, actions and awareness.

1.2. Statement of the Problem

Teaching L2 to non-natives is always regarded as a difficult task, to which teaching L2 to Turkish students especially who have no background information or who did not have the chance to take these courses before is no exception. Though in our country English Language is being taught to students from primary school to university, with regret a large number of students still do not have the language skills to express themselves.

Considering the number of people who speak foreign languages our country is at the last rows. According to the result of the TOEFL score out of 120, Turkey with 77 points took second place in Europe from the end in the year 2008 (Milliyet, 2009). With the education system in Turkey teaching foreign language is not adequate. Even those who graduate from Anatolian high schools cannot speak foreign languages very well (Kigem, 2014). Turkish foreign language learners are good at grammar but they are not good at the other language skills. This might be because they always study for exams and use L1 during foreign language courses. When and why English teachers use L1 in the ELT classrooms, poses a difficult and complicated question. The goal of this paper is essentially investigates the use of L1 (Turkish) by the English teachers in the different faculties of Muş Alparslan University.

1.3. Purpose of the Study

Teaching a foreign language to new learners is a very hard task for L2 teachers. The main purpose of the present study is to investigate in what cases do English teachers use L1 in English classes? In addition, another aim of this study is to investigate what are the students' opinions about using L1 in English classes? Some observations during courses and some interviews with fifteen English teachers will be done. This research begins with the aim of investigating how Muş Alparslan University teachers consider the use of L1 and L2 during classes. During my observations and interviews I will find responses for the questions below.

Research Questions

- 1- In what cases do English teachers use L1 in English classes?
- 2- What are the students' opinions about using L1 in English classes?

1.4. Significance of the Study

Since the emphasis on language learning highly increases, it especially brings out the importance of learning English. However it is really difficult to teach English to Turkish students as they find it difficult and need explanations in Turkish. Though the question of why and when to use the first language while teaching the second language is unfeasible to address in a way that is definitively compatible in all classroom contexts, research on teacher preferences for the first language while teaching the second language has established some trends in terms of which areas of classroom discourse tend to favor the second language and which areas most often lead to the teacher's falling back on the first language. Additionally, this study will present teachers' ideas about using the first language while teaching the second language and the classroom observation results.

1.5. Operational Definitions

Language : "Language is the human capacity for acquiring and using complex systems of communication and a language is any specific example of such a system" (Wikipedia).

First Language : "Someone's first language is the language that they learned first and speak best; used especially when someone speaks more than one language" (Collins)

Second Language : "The second language is the language that someone uses at work or at school which is not their native language.

Mother Tongue : "Your mother tongue is the language that you learn from your parents when you are a baby"

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

This chapter consists of three sections and their subsections. The first section gives information about methods and techniques that have been used in foreign language teaching classrooms. The second section presents a review of literature on using first language in second language teaching classrooms, while the last section give information about the number of schools and universities in which the courses are given mainly in English.

2.2. The Place of L1 in Methodology

At the present time foreign language teachers are using many methods in their lessons. Some methods gave a great importance to the role of first language in the classroom while others doubted its importance or questioned its role.

The role of first language has been an important issue throughout the history of foreign language teaching and L2 acquisition. Up to now so many methods and techniques have been used in foreign language teaching classrooms. These techniques and methods emerged almost about every quarter of a century. It is not obvious whether the idea of banning the L1 in the L2 classrooms to foster L2 acquisition works or not. Ferrer (2002) in a study states that very little research has been done on what use of L1 is actually made in practice in the classroom and what are the perceptions of students, teachers and teacher educators on this subject. Gabrielatos (2001) in one of his study states that the teachers observed that most of the time their students were not willing to use their chance to speak L2.

Some teachers have faced with a dilemma whether to use the mother tongue in their own L2 classes or not. Some argue that more use of the mother tongue may lead to more dependence on students' L1 that may hinder the progress of mastering the target language. On the contrary, some state that L1 has a very important role in instructed L2 acquisition/learning. In this case, they're having trouble about what techniques or methods they should use in the L2 classes. Brown (2000) indicates that when the past century or so of language teaching is examined the findings give us an interesting picture of varied interpretations of the best way to teach a foreign language. As schools of thought have come

and gone, so have language teaching trends waxed and waned in popularity. Also Břenková (2007) indicates that we should know and result from experience that have been done since Elizabethan times when English was first taught to the Huguenot refugees in London till nowadays in order to explore the issue of using the L1 and the L2 in lessons sleekly. During that long time period views on language teaching have changed dramatically and a number of various methods and approaches have appeared. Richards and Willy (2002) indicates that the thought of teaching methods has had a long history in foreign language teaching, as it witnessed by the rise and fall of a diversity of methods all along the recent history of foreign language teaching and learning.

2.2.1. Grammar-Translation Method

Language teaching focus so much on the written word as L1 was the language of instruction during the Grammar-Translation Method (GTM). Çelik (2008) indicates that the role of the L1 is very important in the Grammar Translation Method as the target language texts are translated into the students' mother tongue. This method is the oldest method. It emerged at the end of the nineteenth century and has been used by language teachers for many years under different names. Larsen-Freeman and Anderson (2011) explained that, the Grammar-Translation Method was called the Classical method at one time, because at first it was used in the teaching of the classical languages, Latin and Greek. Earlier in the 20th century, it was used to help students to read and appreciate foreign language literature. Many of the supporters of this method hoped that through the study of grammar of target language learners would become more familiar with the grammar of their native and as a result this familiarity would help them speak and write better in their native language.

An important role of this method is translating one language into the other. In grammar translation method the dominance of the grammatical rules and vocabulary knowledge are emphasized. Students would recognize the features of two languages that would make language learning easier through focusing on the grammar rules of the second language. Mart (2013) indicates that in the learning process of ESL learners translation is a beneficial device. In addition to that, it helps to promote foreign language proficiency. It has a facilitating role in the comprehension of the foreign language. This method has an assistive role in L2 learning, and allows learners to notice the differences and similarities between L1 and L2 that will help the students understand the language system better.

Nowadays this method which undoubtedly has many drawbacks is considered as one of the most traditional one. This method requires students to learn rules of grammar, lists of vocabulary to use in translating literary texts, memorizing and translations of very difficult texts from one language into another, whence translation was considered the best technique for learning a foreign language. There is no place for group-learning and other activities demanding active participation in a classroom and creates a teacher-centric classroom, with no opportunity for speaking practice. Less time is spent dealing with the spoken form of the language, as well as learning irksome grammar rules and vocabulary lists that are so long do not help students to communicate with each other in real-world situations.

2.2.2. The Direct Method

The direct method appeared and became popular in the 1920's in European education. The Direct Method (DM) come forth in countercheck to the GTM and as no translation is allowed, this method helps students to understand the meaning directly through the language itself. Çelik (2008) indicates that the Direct Method supported the idea that while teaching vocabulary and grammatical rules L1 use should be abstained, and that the meaning should be explained by a understandable definition of the context. Grammar is taught inductively with rule explanation at the end. The fundamental thinking is that language is essentially speech. Diller (1978) indicates that this method has one fundamental rule no translation is allowed. Actually, the Direct Method receives its name from the fact that meaning is to be conveyed *directly* in the target language through the use of demonstration and visual aids. The student's native language has no role.

Even though speaking and listening skills are emphasized, from the beginning reading and writing are taught and grammar is learned inductively. In order to make the meaning of vocabulary items and concepts clear visual aids and pantomime are used.

Larsen-Freeman and Anderson (2011) states that "In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language" (p.24)

In the Direct Method second language learning mirrored first language acquisition in that there are no translation, lots of speaking activities and little grammatical analysis. Students mainly speak in the L2 and have interaction as if in real situations. Brown (2001)

states that the features of the Direct Method were same that of Gouin's Series Method, as it is supported that L2 learning should be more like L1 learning; lots of oral interaction, spontaneous use of the language, no translation between the L1 and L2, and no analysis of grammatical components.

However there some drawbacks of the Direct Method as it is time consuming, because learners can't use mother tongue, this method is not suitable in large classes and teaching in this method does not suit or fulfill the students' needs . It is very expensive as audio visual aids needed. Also the Direct Method disregards systematic writing and reading activities and sufficient attention is not paid to reading and writing.

2.2.3. The Audio-Lingual Method

Before reading and writing the Audio-Lingual Method (ALM) emphasized the teaching of listening and speaking. This method is an integration of behavioral psychology and linguistic. Çelik (2008) indicates that with the emanation of the Audio-Lingual Method in the American methodology tradition in the 1940s, a combination of behavioral psychology and structural linguistics, for good habit formation the dense use of repetition through chain drills has been introduced.

With the Audio-Lingual Method students do not learn vocabulary a lot. Rather, the teacher mainly focuses on speaking activities and grammar rules because in this method, grammar is very important for the student. In other saying, the student must repeat grammar pattern after the teacher. Larsen-Freeman and Anderson (2011) states that the ALM is very different because, rather than emphasizing on vocabulary acquisition main focus in ALM is on grammatical patterns.

In the Audio-Lingual Method, at first the students hear a language. Then, they try to produce the language and at the end they read and write in that language. Students' native language is not allowed in the classroom when this method is used and the goal of language teaching is to get rid of the students' bad habits such as the use of L1.

However there some drawbacks of the Audio-Lingual Method as repetition is the basic method of teaching, speech is standardized and students turn into parrots who can reproduce many things. However speaking or the other kind of spontaneous creative output is missing from the curriculum. Students become better and better at pattern practice but they

are unable to use the patterns fluently in real life. Also, students do not have an active role in the classroom and very little attention is paid to speaking activities and content.

2.2.4. The Silent Way

A method for teaching language, the Silent Way, rooted at the beginning of 1970s and introduced by Caleb Gattegno. He is well known for this approach to the teaching of initial reading in which sounds are taught by colors and for the use of colored sticks named Cuisenaire rods. Larsen-Freeman and Anderson (2011) indicated that students start to study the language through its basic building blocks and its sounds. These are presented via a language-specific sound-color chart. Relying on what sounds students already know from their knowledge of their native language, students are guided by their teachers to associate the sounds of the L2 with certain colors. Then, in order to help students learn the spelling that correspond to the sounds (through the color-coded Fidel Charts) and how to read and pronounce words properly these same colors are used.

The use of the word silent is really substantial as this method is based on the antecedent that the teacher should be so quiet in the classroom to hearten the students to produce as much language as possible. Silence makes learners to focus on what is to be learned. Brown (2000) indicates that a well-liked educational stream of the 1960s, discovery learning, vindicated less learning “by being told” and more learning by discovering for oneself various facts and principles. In this way, students constructed conceptual hierarchies of their own to save time during learning session.

This method requires student to have good background knowledge to learn language well. In addition, student must spend too much time on struggling with this method. Gattegno makes widespread use of his understanding of L1 learning processes as a principle for deriving principles for teaching L2 to students. Çelik (2008) stated that to give instructions when necessary in the Silent Way, the students’ L1 is used to help students develop their pronunciation. Feedbacks are ensured by the L1 to make the most of the knowledge students already possess of their mother tongue.

Nevermore, this method has some drawbacks as it is really hard for teachers to seize on students’ progress in their learning process. Also, materials such as sound-color chart, word charts, fidel charts for the English language, cuisenaire rods can take a lot of time and

money. Finally, Silent Way can only be used in small classes and it is impossible for many schools to create small classroom environment.

2.2.5. Desuggestopedia

Desuggestopedia was developed in the 1970's and a Bulgarian psychiatrist and educator Georgi Lozanov is the originator of this method. It is the implementation of the study of suggesting and pedagogy that has been developed to help student annihilate the feeling that they cannot be successful. Also it helps the students to overcome the negative association they may have toward studying and the barriers to learning. Larsen-Freeman and Anderson (2011) indicate that according to Lozanov and some other educators the people use only five to ten percent of their capacity. In order to develop this capacity the limitations in their mind needed to be 'desuggested'. In this methods educators developed the application of the study of suggestion to pedagogy to aid learners to get rid of the feeling that they cannot be successful or negative feelings that they have toward studying and thus to help them to overcome the barriers to learning.

This method is constituted the use of extended dialogues and most of which are several pages in length, accompanied by lists of vocabulary and observations on grammar rules. Typically, these dialogues are read aloud to the students in company with the music. Çelik (2008, p.77) indicates that "In one of these approaches, the Suggestopedia, the mother tongue is utilized in the phase of the learning process where a text in the target language is accompanied by a parallel text in the mother tongue." In the Suggestopedia method first language translation is used to make clear the meaning of the dialogue. When it is necessary the teacher also use the L1 in the class and the teacher uses the native language less and less as the course proceeds.

Conversely, most schools in many countries have large classes and each class consists of approximately 40 to 60 students. What is more, in order to apply this method the classrooms should consist of maximum 10 to 12 students. Lastly, this method has some limitation such as the curriculum, students' motivation, financial limitation, number of students, etc.

2.2.6. Community Language Learning

Community Language Learning (CLL), developed by Charles Curren and his associates in the early seventies, was a new educational model that he called “Counselling-Learning” his implementation of psychological counseling techniques to learning. This was a sample of an innovative model drawing on Carl Rogers’ view that learners were to be considered not as a “class”, but as a “group”. Community Language Learning derives its primary discernments and organizing rationale from Rogerian counseling and counseling means one learner give advice, help and support to another person who has a trouble or is in need.

The teacher wants students to initiate and to be volunteer for their own independence and to criticize and evaluate their own performance. Teacher usually accepts every attempt of the student so that the students do not feel any fear. Larsen-Freeman and Anderson (2011) indicate that the teacher who can understand can remark his acceptance of the student. By understanding students’ fears and being susceptible to them, he can help students deal with their negative feelings and turn them into positive energy to further their learning.

As the students' interaction is important the teacher should not act like a commander and challenge student too much. The students are expected to do one thing at a time. The use of L1 helps security in understanding. Çelik (2008) indicates that in the Community Language Learning, the L1 is used to allow what the students want to say at the beginning of learning. By using their L1 students’ self efficacy is initially enhanced. L1 counterparts are provided for the L2 words where possible. This makes clear the words meaning and students can combine the L2 words in different ways to make new sentences.

However, the Community Language Learning has some drawbacks in that inductive learning in the early stage of language learning is not effective and less successful. Furthermore the learners-teacher can become non-directive, but the learner often needs direction, especially at the beginning of the lessons and communication under way in class is restrained by the number and knowledge of students. The lack of a syllabus, that makes objectives ambiguous and evaluation difficult to accomplish, and rather than accuracy focus on fluency, which may lead to inadequate control of the grammatical system of the L2 are another drawbacks.

2.2.7. Total Physical Response

Total Physical Response (TPR) is the name given to a learning strategy which originally was developed by James Asher in the 1960s, an American professor of psychology of San José State University in California. The basic technique of TPR is simple it is based on the theory that the memory is heightened by dint of association with physical movement which is particularly useful for young learners with a low level of English. Asher (1977) noted that children who are learning their mother tongue, before they speak seem to do a lot of listening, and that their listening is allied with physical responses (reaching, grabbing, moving, looking, and so forth). (As cited in Brown, 2000, p.30)

It is also closely associated with ideas of first language acquisition in very young children, for example they respond physically to parental commands, such as "Pick it up" and "Put it down." Çelik (2008) indicates that in this method, the principles are usually presented in the students' L1. After the opening, the mother tongue rarely would be used; meaning is then became understandable through body language and movements. Larsen-Freeman and Anderson (2011) indicate that in TPR stress is placed on students' developing basic communication skills through receiving meaningful exposure to L2. Rather than the form the meaning is important and thus teachers always focus on vocabulary acquisition. From the beginning of instruction the students listen to the teacher using the L2 communicatively. At first students do not speak. The teacher use pictures to help her students to understand her and use occasional words in the students' native language. However, Total Physical Response it is quite difficult to give instructions without using imperatives, so the language input is fundamentally restricted to this single form.

2.2.8. Communicative Language Teaching

Communicative Language Teaching's (CLT) origins and evolution were first proposed in the 1970s with the changes in the British language teaching tradition. The Communicative Language Teaching method focuses on language teaching on communicative proficiency rather than on solely mastery of structures. Larsen-Freeman and Anderson (2011) indicate that in the 1970s, educators tried to find out if they were going about meeting the aims in the right way. Some indicated that students could produce sentences accurately in a lesson, but they could not use these sentences in a right way outside of the classroom.

Halliday (1973) noted that in order to have the ability to communicate required more than mastering linguistic structure, as it is a fact that language is fundamentally social. Also, Wilkins (1976) indicates that “Within a social context, language users needed to perform certain functions, such as promising, inviting, and declining invitations”. (As cited in Larsen-Freeman and Anderson, 2011, p.115)

Those who advocate this method believe in the needlessness of the use of the mother tongue in the classroom and support to use more target language during the courses. A greater emphasis is given in Communicative Language Teaching method on the use of the target language in the classroom, and in particular, a greater emphasis on orality. Larsen-Freeman and Anderson (2011 p.115) states that “Applying the theoretical perspective of Communicative Approach, Communicative Language Teaching (CLT) aims broadly to make communicative competence the goal of language teaching”.

Conversely, for the Communicative Language Teaching method it is very hard to say that is applicable in crowded classes and it increases the workload on the teachers. In order to carry out this method in the classroom the teacher must be very knowledgeable person both in L1 and L2.

2.3. The Advantages and Disadvantages of Using Mother Tongue in English Language Classroom

It is a fact that all the learning and teaching methods, approaches, techniques, and the materials and tools used by them contains advantages and disadvantages. The advantages and disadvantages of using mother tongue in English language classroom are as follows;

2.3.1. The Advantages of Using Mother Tongue in English Language Classroom

There are a lot of advantages of using mother tongue in English language classroom. A number of psycho-linguistic arguments contribute to the stance that advocates teacher use of students’ MT: Teachers who are using the MT cannot submit a threat to FL acquisition since students already have a language root from their MT. Because of this root, learners are more socially developed and have more short-term memory capacity and more maturity when they become acquainted with the FL. For this reason, there is no contention between their L1 and

L2. In the 20th century it was believed by many educators that the L1 and the L2 make different systems in the brain. Whereas, indication shows that languages are integrated in the brain in vocabulary, syntax, phonology, and pragmatics. Therefore, FL teaching should match the invisible processes in the brain and should not be separated from the MT, assuming that the ability to transfer between languages (code-switch) is a normal psycho-linguistic process. Also most English Language teachers and learners use the mother tongue for the following reasons; it saves great deal of time during classes and for difficult words it helps to make the meaning clear. Also, it aids to prevent the misunderstanding of the meaning of unknown word and to explain grammar rules. Furthermore, for the students it provides a sense of confidence and security, to give instructions more effectively it provides a better possibility.

Schweers (1999, p.7) states that “starting with the L1 provides a sense of security and validates the learners' lived experiences, allowing them to express and themselves”

Also many studies supported the idea that matching L2 and L1 might be an enriching experience. Also, when similarities and differences of mother tongue and foreign language are found out, the foreign language learning is enhanced. The advantages also might include cultural aspects, as cultural similarities and differences may be emphasized to help learners accept differences while keep their cultural identity, which could be done through many activities including the use of mother tongue.

2.3.2. The Disadvantages of Using Mother Tongue in English Language Classroom

Besides the advantages using mother tongue in English language classroom there are also many disadvantages of overusing mother tongue in foreign language classrooms. Overusing mother tongue causes using foreign language less and consequently the students feel dependent on their mother tongue.

Polio & Duff (1994) indicate that “If the L1 is used in the classroom in order to facilitate interaction, then the students might not view the L2 as a legitimate way to communicate ideas”. (As cited in Bruhlmann, 2012, p. 63). Also, Bruhlmann (2012) states that: Another argument against the use of the L1 comes from the fact that the L1 is often used inconsistently or in unprincipled ways. If the L1 is not used with a good reason, then its use cannot be justified in terms of pedagogy or second language acquisition, as all it is doing is taking away opportunities for the students to use the L2. (p.63)

Gouin(1892) challenges advocates of L1 use and state that when a little baby learns his/her mother-tongue is he/she makes translations from other languages?

Cook (1991) argued that “whereas principles for code switching may exist, in the FL classroom use of the L1 inevitably cuts down on exposure to the L2.”

2.4. Studies on the Role of L1 in an L2 Teaching

There are oodles of studies on the role of L1 in an L2 teaching and we are going to focus on the role of mother tongue in foreign language teaching and learning. We are going to divide these studies into two parts as studies conducted in Turkey and studies conducted abroad. Additionally, we are going to mention some other studies on the role of mother tongue in foreign language teaching and learning.

2.4.1. Studies Conducted Abroad on the Role of L1 in an L2 Teaching and Learning

Bruhlman (2012) studied on the role of L1 in an L2 teaching and make a literature review and from his study he concluded that however there are certainly more discoveries to be made in the area of L2 classes where the students all have the same L1, it is time that the diverse L2 classroom also gets some attention from the research. Additionally, he suggested that what L1 use in the classroom looks like should be more clearly defined, and the effects of L1 use on L2 acquisition need to be further investigated. On the basis of this literature review, it indeed seems that the first language can play an eminent role in the classroom, especially if the interactionist and socio-cultural perspectives are mixed together. Once and for all with the aid of additional empirical research he said, teachers and students will be better able decide the role that the mother tongue should play in their classroom and in their foreign language learning.

Dr. Spahiu (2013) in his paper aim to investigate when to use native language in a class and, most importantly, how to use it and promote learning, advantages and disadvantages of using native language in classroom, how to encourage students to use L2 appropriately, and exploring some of the best ways to teach English language. He concluded that: The foreign language classroom cannot prosecute the motto “One nation, one people, one language”. He emphasized the fact that the students’ culture is a part of their language and the remissness of their language in a monolingual classroom can means the remissness of their culture which leads to the danger of neglecting their identity as well. Furthermore, there is no valid database that could validate the idea that the monolingual approach in teaching

language is the best one. The negligence of the students' mother tongue can in fact demotivate the students and be damaging. For this reason, they believed that there is not any empirical reason to exclude mother tongue from the teaching process.

Voicu (2012) investigated the use of mother tongue in ELT under the title of *Overusing Mother Tongue in English Language Teaching* under some subtitles such as; *Approaches to the Use of L1 in L2 Context*, *The Monolingual approach*, *Judicious Use of L1 in Foreign Language Learning*, *Role of L1 in Teaching Methodology*, *Solutions of Overcoming the Usage of Mother Tongue in English Language Teaching*. He concluded from his investigations that there are some teachers who reject the use of L1 or fail to recognize any notable potential in it and none the less some educators use it extensively. Both presume on a resource of great substantiality. In his opinion the L2 should be used when it is possible and should be switched to the L1 when it is required. A reasonable use of mother tongue in foreign language classes can be advantageous. The use of mother tongue must be tuned up with efficient foreign language teaching, the learners' mother tongue and cultural background should be taken into consideration. Above all, teachers should know that students' mistakes are remarkable sources for them, which inform them about the state of their students' inter-language. In that point, it is so important to be aware of negative marking, in this wise the student easily understand that if he makes an error he will not lose points. According to Voicu foreign language teacher should use the students' mother tongue when the students really need it, for instance: When they compare L2 grammar with the L1's grammar and when the use of the mother tongue is tolerated in the classroom students with low level will probably progress at a quicker pace.

Kavaliauskienė (2009) conducted a study with 55 students aged 18 to 22 who were mostly females and their levels were intermediate and pre-intermediate. In his study, he designed a brief survey in accordance with the accepted standards to surveys in Social Sciences. It was administered to three groups of learners of different specializations. The data of the survey were obtained for the groups of students of three specializations: psychology, social work, and penitentiary law. He asked the students to rate 7 statements on the five-point Likert scale (1 -strongly disagree, 2 – disagree, 3 - not sure, 4 - agree, 5 - strongly agree. It was concluded from his study results that all the learners as is known rely on their mother tongue in learning English and the amount of the native language that students need depends on the linguistic situations and their proficiency. Also, the students' autonomously generated

reading comprehension exercises, summary writing and back-translation activities help raise learners' awareness of differences between English and the mother tongue and facilitate students' linguistic development.

Hashemi & Sabet (2013) conducted a study on the perception of Iranian EFL learners and teachers towards employing Persian in EFL classes. He chose 345 students and 25 teachers at the University of Guilan, Rasht, Iran as participants. They used questionnaires and interviews for gathering data. The results of the study indicated that Iranian EFL learners believe in the efficaciousness and importance of native language use and they are willing to use their native language. However, during their study they observed that Iranian EFL teachers have a positive inclination towards the use more English than Persian in the General English classes. Also, the study showed that the most of the students had the tendency in using their mother tongue in English Language classes. Unlike the students' opinion, teachers' notified disadvantages of the much use of Persian, as their use of first language depended on their students' certain needs most of the time. On the other hand, this study brings to light some situations for which the teachers preferred to use L1. The main areas for employing L1 by teachers were introducing abstract words, explaining grammatical terms and using L1 sometimes as a comprehension check.

Ghorbani (2013) conducted a study under the title of "Sensible use of L1 promotes EFL learning". Therefore, he designed and uses a Quasi-experimental to study 44 female and 35 male Iranian undergraduate students at the University of Bojnord (UB). He carried out the study in three phases: pre-test, treatment, and post-test. A collection of 50 episodes of *The Flatmates*, a conversational listening and speaking series for learners of English at the intermediate and advanced levels, from the BBC's learning English website dealing with daily events in the lives of the same group of characters was used for the treatment. In the study the researcher compared two first-semester university classes. One class was not allowed to use of L1 in the classroom but the other was allowed to use it judiciously when it was necessary and two classes were similar in many respects. He did not inform the subjects about the experiment because he thought that the prior knowledge could influence the results. He allowed the students in the experimental group to use their mother tongue when necessary, but he did not allow the students in the control group to use mother their tongue. In his study it was concluded that the result of the independent examples t-test analysis from the post-test administration indicated that the experimental group had a better performance than the control

group. The results of their study confirm the effectiveness of using the mother tongue when necessary but not as a time-saving device. Also, he added that judicious use of the mother tongue should be limited so that it will not deprive students of target language exposure. Furthermore, it has an inclusion for those who completely banish it. English-only policy may lead to students' anxiety and resentment as appeared in this study. It can be a more realistic policy for first language use when using first language as a learning strategy with an auxiliary role.

Pan & Pan (2010) in their study presented an argument derived from academical perspectives and empirical research within existing literature supporting the appropriate use of L1 in foreign language classrooms. They point out some key issues—rationales for mother tongue use such as favorable effects mother tongue has on both foreign language learning and instruction, and ways that mother tongue helps instructors on foreign languages in the argument. According to the conclusion of their study the use of L1 in L2 classrooms is justified, but none of its supporters support its unlimited use. They examined some scholars' studies such as (Atkinson, 1987; Cook 2001; Swain & Lapkin, 2000; Wells, 1999) and drew some conclusions to these scholars, mother tongue should only be used to help construct knowledge in the target language, facilitate interpersonal interactions, and increase efficiency. In no way should mother tongue be dealt the same status as target language in the classroom. Foreign language teachers must help their students to take advantage of their existing mother tongue to facilitate their learning of second language. They also added that the research studies have showed that first language is not only an efficient learning tool but also a useful teaching method if pedagogical activities are well designed. Students use mother tongue to simplify their process of comprehension and to decrease any insecurities that may result from their limited language proficiency. Teachers use L1 to reinforce knowledge that students have learned about the foreign language, such as its sentence structures, cultural aspects and vocabulary. And they added that an appropriate quantity of mother tongue use by teachers cannot be defined universally because it depends on teaching purposes and students' proficiency levels.

Afzal (2013) conducted a survey on the using of the mother tongue in English classroom as a way of framework for both the students and teachers to learn and teach English. He started his survey with the presumption that using the mother tongue when applied adequately and effectively can be used as a means of language learning and language teaching. The main aim of the study was to answer the following questions: How frequently is

L1 used in English classrooms in Iran at intermediate level and for what purposes? Also, aim of the study was to find out the attitudes of the students and teachers toward using Persian in the EFL classroom.

Participants were 100 intermediate level students in language institutes of Shiraz. The 10 teacher participants were all teach at the same institute, with their teaching experience ranging from one year to 10 years. For the research he both used qualitative and quantitative research methods, including questionnaires, classroom observations and interviews,. The class observations showed that when English explanations fail to work Persian is used on occasions; consequently in the classroom the mother tongue plays a supportive and facilitating role.

Interviews results indicate that use of mother tongue is more effective and less time-consuming. The L1 was used by the teachers to clarify the meaning of the text or to give instructions and also to compare the word choices in the two languages and to discuss the meaning of some difficult, abstract words and to explain the grammar and ideas expressed in long and complex sentences.

For the results of questionnaires in explaining why they think the use of Persian is necessary in EFL classes, the 73 percent of students indicate that it helps them to understand difficult concepts better, 55 percent find it necessary to understand new vocabulary items better and 9 percent of the students responded that they felt less lost. Once and for all it is also necessary for language tasks such as defining vocabulary items, practicing the use of phrases and expressions and explaining grammar rules and some important ideas.

2.4.2. Studies Conducted in Turkey on the Role of L1 in an L2 Teaching and Learning

Sarıçoban (2010) conducted a study to examine when and how much the teachers and students should use the target language in second/foreign language teaching? To conduct his study he used Pre and Post Conference Techniques to observe the need and to prepare a survey to be administered to the students in order to get reliable data on the issue. Ninety preparatory class students, thirty of whom were boys and sixty six of whom were girls, were chosen as the subjects of his study. He concluded from his research that the students learning a foreign language generally tend to use their native language generally to summarize the material already covered, maintain discipline, make contact individually, understand the teacher, warn about off-task behaviors and organize the tasks. They also use their native language for correcting errors, explaining teachers' own emotions, motivating to speak in FL,

explaining the relationships between NL and FL, explaining difficult concepts, translating and introducing new material once and for all explaining and instructing how to do an activity,

He also suggested increasing students' FL usage by task-based speaking activities. According to his findings students who used to hearing their teacher use mother tongue tend to ignore foreign language and as a result not benefit fully from valuable foreign language input. So it can be easily understood that when learners are exposed to the L2 input a lot, they will learn more.

Şevik (2007) in his study aimed to investigate whether Turkish should be used in English language classes and what are the justifications for this. The participants in the study were 10 teachers of English language and 148, 9th grade students. The study carried out by the researcher and he used a questionnaire for his study at the end of the second term of the academic year. He also made some research about teaching methodologies and found out some results that are showed below.

Figure 1: Yabancı Dil Öğretim Metotları ve Anadil

Yabancı Dil Öğretim Metotları	Anadil Kullanımı
The Grammar Translation Method	Evet Kullanılmalı (yoğun olarak)
The Direct Method	Asla Kullanılmamalı
The Oral Approach	Asla Kullanılmamalı
The Audiolingual Method	Asla Kullanılmamalı
Communicative Language Teaching	Limitli ve Mantıklı Kullanılmalı
Total Physical Response	Asla Kullanılmamalı
Community Language Learning	Limitli ve Mantıklı Kullanılmalı
The Natural Approach	Asla Kullanılmamalı

Richards & Rodgers, 1995 (As cited in Şevik (2007))

Also, according to the results of questionnaire most of the teachers and students believed that mother tongue contributed to language learning in various aims and at various levels. According to his findings, it is a better attitude to be conscious about the subject and to make use of the positive effects of the mother tongue than totally being against the use of mother tongue. Additionally a limited and logical use of native language in foreign language classes does not minimize students' exposure to English; the use of mother tongue more

precisely sometimes have helping and a facilitating role in the process of teaching and learning.

Çelik (2008) in his investigation called attention to the importance of reexamine the role of the students' L1 in L2 teaching. The investigation provided a short snapshot of the views regarding mother tongue use in foreign language classes put forward by different methodological schools of thought for the last century. The researcher argued for the persuasion that L1, if used properly, can play an important role in foreign language teaching and learning as an invaluable linguistic source, and for this reason, should not be treated as an impediment to learning through the presentation of potential uses of the native language. According to his findings the use of L1 should remain selective and intentional, and should not be assumed to be just an easy way out of potential communication problems in the classroom. He added that invariably, foreign language instructors need to consider carefully the reasons for using L1 in an L2 classes, and its necessity and benefits should be examined for their individual needs.

Sen (2010) conducted a study under the title of "L1 Use in English as a Foreign Language Classrooms in Turkey". His aim in his study was to find out how exactly L1 is used in EFL classrooms to focus on form. The study consisted of pre-observation, interviews with three English teachers and classroom observations of a total of 9 class hours, three class hours from each teacher. The summary of the findings of the study is that the teachers should use L1 when the units end and any time when it is difficult for the students to understand the subjects; to give Turkish equivalents of English words, when it is really necessary (when the teacher gets stuck); after students develop speaking skills. Also the teacher use L1 at the end of the units to explain difficult and important concepts and vocabulary. The researcher summarized the function of L1 explanations as follows; to save time and prepare students for standardized tests, to reach more learners, to ensure understanding, as a short-cut to teach relatively complex concepts, to develop consciousness about the structures and tailor the instruction to the learning styles and preferences of learners; to organize learners' knowledge through linguistic terms and finally to reassure learners of their knowledge of the target language.

2.5. High Schools and Universities in Turkey That Provide Education in English

There are so many high schools and universities in Turkey that provide education in English. As of the year 2014 the numbers of high schools that teach foreign languages are given in the Figure 2. In our country, there are four universities Bilkent, Koç, Boğaziçi and ODTÜ in which the language of instructions are in English in all departments. These universities have good prestige, therewithal offers a very good job opportunities to the graduates both in public and private sector. The universities in our country that have the foreign language departments are given in the Figure 3.

Figure 2. The Names and Numbers of High Schools That Teach Foreign Languages

Schools Names	Number
Anatolian High Schools	2.131
Anatolian Teacher High School	299
Science High School	150

(2014 www.simultanetercume.org)

Figure 3. The names and number of the universities in Turkey that have foreign language departments

Departments' names (both in private and state universities)	Number
English Language and Literature	96
English Teaching	112
Translation and Interpretation	38

(2014 www.derszamani.net)

CHAPTER III

3. METHODOLOGY

3.1. Introduction

In this chapter the information about the methodology of the study is given, and the chapter consists of five sections: Design of the study, the selection of the participants, instruments for data collection, procedure of data collection as well as the methods used for data analysis.

3.2. Design of the Study

This study was conducted at Muş Alparslan University in eight different departments during their English courses. This study aims to investigate students' opinions about using the mother tongue in English language courses and the English teachers' thoughts about the use of the students' L1 in English language courses.

This study is a survey research study. Freankel, Wallen and Hyun (2012) states that the main purpose of a survey is to define the characteristic of a population. Furthermore, Freankel (2012) indicates that the subjects to be studied should be selected (randomly-if possible) from the population of interest.

Also, this study aims to make interviews with fifteen English instructors who work at MuşAlparslan University. Freankel (2012) states that the questionnaire and the interview schedule are the most common types of instrument used in survey research. This study uses one questionnaire for students; an interview consists of five questions for English instructor as instruments for gathering the data and classroom observations during a semester.

3.3. Participants

This study consisted of two groups of participants. First group participants were 173 university students in the first class from eight different departments in Muş Alparslan University. The participants in the second group were 15 English instructors, in Muş Alparslan University, who have different experiences of years in their field.

3.4. Data Collection Instruments

The researcher used both quantitative and qualitative research methods for his study. In this study one questionnaire which was taken from an article by Şevik (2007) entitled *The Place of Mother Tongue in Foreign Language Classes* was used to gather quantitative data for students. (Appendix 1).

The students' questionnaire was given in Turkish language to students in order to ensure their full understanding of items. Dörnyei (2003, p.1) indicates that “questionnaires are uniquely capable of gathering a large amount of information quickly in a form that is readily processable”. Also, O'Maley and Chamot (1990) stated that “a questionnaire is an easy and practical means of gathering data from a large population when compared to other data collection instruments”.

Also, fifteen English instructors in Muş Alparslan University were asked five open-ended questions during the interview for gathering qualitative data and to have an in-depth idea about their thoughts on using mother tongue in second language classes (Appendix 2).

Finally, as a researcher I observed some English courses in different departments for four month to form an idea about the use of mother tongue in foreign language classes and it was a naturalistic observation. I had an observation schedule and took notes during the observation sessions. Nunan and Bailey (2009, p.259x) states that:

Manuel data collection can be either open-ended, as in the case of field notes that lead to ethnographic narratives, or they can be constrained by an observation schedule. This term may be seen like it refers to a calendar of appointments for visiting classes, but actually an *observation schedule* is a codified system of observation categories. (People also say *observation schedule* or *observation system*.)

Freankel, J. R., Wallen, N. E., & Hyun, H. H. (2012) states that in naturalistic observation the researcher observe the individuals in a natural settings. Also, to manipulate variables or to control the activities of individuals the researcher makes no effort, but simply observes and records what happens as things naturally occur.

3.5. Data Collection Procedure

Permission to administer the questionnaire was obtained from the deanery of Faculty of Education in Muş Alparslan University on 4th March, 2014 (Appendix 3). The subjects of this study were first class students all from different departments at Muş Alparslan University in the 2013-2014 academic years. The researcher himself distributed the questionnaires to teachers and informed them about the study on 5th March, 2014. Teachers distributed students' questionnaire during their courses and the researcher informed the students how to fill in the questionnaire. Filling out the questionnaires took approximately 15 minutes.

Also the researcher observed the teachers and the students in their English courses without informing them about his aims.

Furthermore, to conduct this study, the researcher asked 15 foreign language (English) teachers at Muş Alparslan University (Service English Section) to work in cooperation with them and observe the use of the L1 (Turkish) of the students' English language education in first classes. Also, the researcher asked the interview questions to 15 English instructors on a separate day and took notes in accordance to their responses at the same time.

In conclusion, the instruments for collecting data for this study included the following:

1. Classroom observations.
2. Teachers' interviews.
3. Questionnaires for students.

3.6. Data Analysis

All the questions and answers in the students' questionnaire were examined by using Statistical Packages for Social Sciences (SPSS 18). The researcher calculated the results according to the number of the students who took part in the questionnaire. There were 7 questions in the questionnaire. The question 1 and the question 2 intended to learn students' idea about their English teacher's use of Turkish language in L2 classroom and if the students are in favor of their English language teacher's use of Turkish Language in the English language courses with Yes/No short answers. The question 3 and 4 on the other hand intended to learn if the students think the use of L1 in L2 classes is necessary or unnecessary. The last three questions 5. 6. and 7. were interpreted as the participants showing their strong agreement with the statements in the questions.

Qualitative data obtained from open-ended interview questions were analyzed by researcher. Researcher used content analysis in this part. Teachers' responses were categorized according to common themes and key words. The responses were commented according to common themes and key words and then a general result was obtained.

CHAPTER IV

4. RESULTS

4.1. Introduction

This study was devoted to investigate in what cases do English teachers in Muş Alparslan University use L1 in English courses? In addition, another aim of this study is to investigate what are the students' in opinions about using L1 in English classes in Muş Alparslan University? The first section of this chapter presents the results of basic descriptive analysis of data collections by questionnaires and each question will be interpreted separately. The second section of this chapter presents the results of interview questions and classroom observation results.

4.2. Results of Student Questionnaires

The researcher distributed the students' questionnaire to 173 students in the eight different departments in Muş Alparslan University. All of the participant students spoke Turkish as their first language. The students' questionnaires were analyzed and research findings were interpreted in accordance with percentage of student's responses to the questions such as; Yes/No for the question 1 and 2. Agree/Disagree for the question 3, 4 and their options from a. to h. Finally, the participants show their strong agreement with the statements in the questions 5. 6. 7.

4.2.1. Analysis of Students' Responses to Questionnaire

Table 1. Is Turkish language should be used in foreign language courses?

	Frequency	Percent
Yes	118	68,2
No	55	31,8
Total	173	100,0

Table 2. Would you like your English language teacher to use Turkish Language in the English course?

	Frequency	Percent
Yes	114	65,9
No	59	34,1
Total	173	100,0

By analyzing the questions 1 & 2 and their results the researcher tried to find out both what is the students' reactions to their English teacher's use of Turkish language in foreign language classroom and if the students are in favor of their English language teacher's use of Turkish Language in the English language courses. When examining the percentile results, it can be clearly understood that most students (%68.2 for question 1. and 65.9% for question 2) support that Turkish language should be used in foreign language courses and they wanted their teachers to use Turkish (L1) in the classroom. However, a substantial number of students (31.8% for question 1. and 34.1% for question 2) are of the opinion that Turkish language should not be used in foreign language courses as illustrated in table 1 and 2. So, the results show that the English language teachers should be aware of the judicious use of L1 in the L2 classrooms.

Question 3. In which areas do you think the use of Turkish language is necessary in foreign language courses?

Table 3. Question 3. a) For defining the new words meaning.

	Frequency	Percent
Necessary	121	69,9
Unnecessary	52	30,1
Total	173	100,0

Table 4. Question 3. b) For consolidating some words and expressions.

	Frequency	Percent
Necessary	98	56,6
Unnecessary	75	43,4
Total	173	100,0

In their response to question three (Q3) with its options a and b which sought to find out students' opinion about whether Turkish language is necessary or not for defining the new words meaning and consolidating some words and expressions, 69,9% of the students thought that L1 use maybe necessary to help them learn vocabulary while 30,1% were thought it is unnecessary. Majority of the students find it useful mainly to learn new words. Furthermore, 56,6% of the students were of the opinion that L1 is useful for consolidating some words and expressions and 43,4% of them were against it. The students believed that vocabulary was the most important area where L1 may be useful, as illustrated by Table 3 and 4

Table 5. Question 3. c) For the explanation of complex grammar rules.

	Frequency	Percent
Necessary	101	58,4
Unnecessary	72	41,6
Total	173	100,0

The vast majority of the students (58,4%) marked necessary for the option c and they believed that English should be used for the explanation of complex grammar rules. However, 41,6% of them found it unnecessary. Especially in their opinion English should be used to explain the simple grammatical forms and concepts as illustrated by Table 5. The students believed that L1 may be necessary to explain the differences between structures of English and Turkish sentence.

Table 6. Question 3. d) For describing the different concepts and ideas.

	Frequency	Percent
Necessary	71	41,0
Unnecessary	102	59,0
Total	173	100,0

Table 7. Question 3. e) For giving commands in the classroom.

	Frequency	Percent
Necessary	50	28,9
Unnecessary	123	71,1
Total	173	100,0

Table 8. Question 3. f) For the submission of suggestions for how students can learn more effectively.

	Frequency	Percent
Necessary	38	22,0
Unnecessary	135	78,0
Total	173	100,0

Table 9. Question 3. g) For summarizing the subjects that previously being described.

	Frequency	Percent
Necessary	51	29,5
Unnecessary	122	70,5
Total	173	100,0

Table 10. Question 3. h) For making jokes and humor.

	Frequency	Percent
Necessary	49	28,3
Unnecessary	124	71,7
Total	173	100,0

Contrary to the situation given above a large majority of the students find the use of Turkish language unnecessary for describing the different concepts and ideas 59%, for giving commands in the classroom 71,1%, for the submission of suggestions for how students can learn more effectively 78%, for summarizing the subjects that previously being described 70,55%, for making jokes and humor 71,7%. Analysis of students' opinion to the questions revealed that the students were not keen on L1 use in L2 classrooms, and they had negative attitudes toward it in all the situations mentioned above. The students disapproved the use of Turkish language in English language classrooms and they disapproved Turkish language use by their teachers for the options illustrated in Tables 6, 7, 8, 9, and 10.

Question 4. In which of the following conditions do you think it is necessary to use the Turkish language in foreign language courses?

Table 11. Question 4. a) To help to understand better the difficult issues.

	Frequency	Percent
Necessary	119	68,8
Unnecessary	54	31,2
Total	173	100,0

Table 12. Question 4. b) To help to learn better unknown words.

	Frequency	Percent
Necessary	121	69,9
Unnecessary	52	30,1
Total	173	100,0

The results in Table 11 (68,8) and 12 (69,9) show that the students seem favorable to L1 use in terms of understanding better the difficult issues and learning better unknown word.

Table 13. Question 4. c) To make students feel more peaceful relaxed and stress-free

	Frequency	Percent
Necessary	107	61,8
Unnecessary	66	38,2
Total	173	100,0

The item above (Table 13) shows that how much Turkish is useful for the student in L2, exactly 61,8% of students find Turkish language necessary in that it makes them feel more peaceful, relaxed and stress-free when they communicate in Turkish with their teachers. Moreover, the use of Turkish helped students to signify their ideas and feelings that they cannot explain in L2.

Table 14. Question 4. d) To make easier to follow up the courses

	Frequency	Percent
Necessary	94	54,3
Unnecessary	79	45,7
Total	173	100,0

Table 15. Question 4. e) To highly contribute to understand the courses in general.

	Frequency	Percent
Necessary	113	65,3
Unnecessary	60	34,7
Total	173	100,0

In the table 14 and 15, a great number (54,3%) of the students believed that Turkish language make easier to follow up the courses and 65,3% of the students believed that it highly contribute to understand the courses in general. It also creates a non-threatening classroom environment during teaching learning session and helps them for general comprehension.

Table 16. Question 4. f) To use it as a more effective method for teaching.

	Frequency	Percent
Necessary	70	40,5
Unnecessary	103	59,5
Total	173	100,0

When student were asked about whether the Turkish language is necessary to be used as a more effective method for teaching 59,5% of the students , as shown in Table 16, thought that Turkish may not be useful for this reason while 40,5% of students believed Turkish may be necessary to be used as a more effective method for teaching.

Table 17. Question 4 g) To enable students to use time efficiently.

	Frequency	Percent
Necessary	38	22,0
Unnecessary	135	78,0
Total	173	100,0

As can be seen in the Table 17, 22% of students believed that it enables them to use time efficiently and on the contrary, a vast majority of the students 78% of students were against this idea.

Table 18. Question 4. h) More Effective for solving discipline problem.

	Frequency	Percent
Necessary	36	20,8
Unnecessary	137	79,2
Total	173	100,0

Finally, in the Table 18, 79,2% of students find L1 unnecessary as a more effective way for solving discipline problem and 20,8% of students find it necessary.

Table 19. Question 5. How much do you think the use of Turkish contribute the foreign language learning in the classroom?

	Frequency	Percent
Never	20	11,6
A little	64	37,0
A lot	89	51,4
Total	173	100,0

With the students' responses to question 5 (Q5), in the table 19, the researcher attempted to find out students' beliefs about; how much do they think the use of Turkish contribute the foreign language learning in the classroom. For this statement 51,4% of students said that it contribute a lot, 37,0% of students stated that it contribute a little and 11,6% of them said never for the same statement. Thus, it can be estimated that using one's mother tongue in the classroom helps learn a foreign language to a certain extent.

Table 20. Question 6. In your opinion how frequently should Turkish language be used in the classroom?

	Frequency	Percent
Never	20	11,6
A little	50	28,9
A lot	103	59,5
Total	173	100,0

For the statement, (Q6) in the table 20, according to them how frequently should Turkish language be used in the classroom, 59,5% of the students declared their ideas that it is advantageous to use native language a lot in the classroom, 28,9% of the students stated that it should be used a little and 11,6% of them of them said never for the same statement.

Table 21. Question 7. How frequently should reading passages be translated into Turkish in the classroom?

	Frequency	Percent
Never	22	12,7
A little	59	34,1
A lot	92	53,2
Total	173	100,0

Finally, for the statement how frequently should reading passages be translated into Turkish in the classroom, (Q6) in the table 21), (53,2% of students gave the response as a lot, 34,1% of them a little, 12,7 never.

4.3. Classroom Observations' Results

According to most researchers, classroom observations are the most appropriate means for investigating teaching and classroom practices and it gives more reliable results in many aspects. During observation the researcher's main purpose was to investigate whether or not the Turkish language was used in the English language classroom and in what cases do English teachers and students use Turkish language in English classes. The results of the researcher showed that the English language teachers mostly used the Turkish language for a good interaction. It is a fact that classroom communications not only exchanges between teacher and students but also among students for a better understanding. They usually use Turkish language to make clear the subjects and the other things that the students do not understand or to point out the possible cause of communication breakdowns. Therefore, the use of mother tongue in the classroom is inevitable.

Also, the students and teachers were using Turkish language as a means of teaching difficult grammar rules and to help students understand some words and expressions better.

Furthermore, it was used to teach the students the meaning of abstract words. Mother tongue was used to provide a quick and accurate translation of an English word that took several minutes for the teacher to explain and for the students to understand.

Weaker students were discouraged and frustrated when the teacher did not use the Turkish language and explanations in the Turkish language provide confidence for them. Besides, because of the crowded (over 40 students), heterogeneous classes, the use of the mother tongue was a must, it was a good means for weak students not to become disruptive.

As a conclusion the students and the teacher used Turkish language to save time, to make clear the meaning of difficult unknown words, to explain complex grammar points, and use it as a sense of security and confidence, to help students express their ideas and thoughts in their first language.

4.4. Teacher's Interviews Results

After the classroom observations, the fifteen teachers some of whose classes had been observed were interviewed about their once in a while use of Turkish language in the classroom. The researcher tried to find out what was their opinion about the directed questions to them.

For the first question (Q 1) the researcher directed to them to learn in which cases do they usually use mother tongue in the English courses their answers are summarized as follows: According to their responses to this question teachers seem favorable to Turkish use in terms of introducing a new subject, explanation of complex grammar rules, clarify the meaning of difficult words, difficult concepts, for general comprehension and establish a good relationship between students and teachers and so on. On the other hand, some of them stated that they used mother tongue while making jokes, when they needed to relax the classroom atmosphere. However, one of them indicated that L2 should be explained through the images, gestures and facial expressions and fidel charts as in silent way.

Teacher 5: *I usually use mother tongue in the English courses while teaching a grammar subject. Turkish language grammar and English language grammar are really different from each other and students have difficulty in understanding some rules which they haven't encountered before. Moreover, sometimes I use mother tongue for the meaning of some phrases which don't have an exact translation in English. Sometimes*

students can't make up their minds when they hear a new word, so I have to explain it in mother tongue.

The teachers responded similarly to second question (Q 2) which sought to elicit teachers' opinion that the students understand better when they use the mother tongue in English courses. According to their responses to this question they stated that L1 should be used to describe the situations in the classroom and L1 should be used neither for communication purposes nor for structure itself. They added that they use mother tongue when they feel students are confused with some expressions.

Teacher 9: *I think it depends on the proficiency level of students you are teaching to. If students have very low proficiency in English using mother tongue will be beneficial. My students are not so good at English, and in that case I think it is better to use mother tongue in the classroom for better understanding general subjects and what is going on in the classroom.*

When teachers were asked third question (Q 3) what are the effects of using the mother tongue in the English courses to the students' motivation? Their answers were close to each other and they said that the students' motivation increase but learning a second language can be difficult. When students comprehend a new subject better and their motivation get higher will feel confident.

Teacher 3: *As in question 2, it also depends on students' proficiency level. Some students with low proficiency level get bored very much when I speak only in English and the situation get worse especially when the students can't learn anything. As a result, they lose their motivation and perhaps hate English language courses.*

On the other hand some students with high proficiency level learn the foreign language when use I only English, not the mother tongue. They have confidence in themselves and when they realize that they can learn it, they get more motivated.

Having been an English teacher for sixteen years and having studied with thousands of students, I can say that while teaching students who are interested in English, using only English is very motivated. By using only English in the classroom it becomes a life-style.

In their response to question four (Q 4), what is the impact of the use of the mother tongue on your performance in the classroom, most of them indicated that they are not

satisfied with their performance when they use L1. They also stated that L1 should be classroom material not classroom language.

Teacher 12: *I think, using mother tongue in the class has a negative impact on my performance. If you use the mother tongue very often, it will take you under control and you may use mother tongue every time. This situation will be bad both for you and for your students. If both we and our students always use mother tongue how can we improve our self. I think that negative effect of using mother tongue may not be seen at first, but as the time passes we will realize that we have done a mistake, but it may be too late. To get rid of negative impacts of using mother tongue try not to use it whatever the result will be.*

The answers for the last question (Q 5), in your opinion what is the impact of the use of the mother tongue on students' performance in the classroom, the teachers gave striking answers that are summarized as follows: Some of them stated that the use of mother tongue will prevent any distraction and in such a learning environment students will be successful. Some indicated that it increases their motivation, they want to learn in their mother tongue, but students' performance can be affected badly. Moreover, they believed that the use of the L2 by teachers constitutes an important part of the input that the students are exposed to. The grater the input is the better learning occurs.

Teacher 1: *When we look at the situations from the perspectives of the students, it may sound very good to learn the language in their mother tongue. Especially when teaching grammar this may be acceptable and the students may have a good performance. When we think about learning vocabulary or dealing with a reading passage, it isn't acceptable to use mother tongue in foreign language learning. In the short term, students' performance may be good while learning in mother tongue, but in the long term it is really bad for them, because phrases, vocabulary and other language-related themes can be permanent only by learning in the English language. In my opinion, using the mother tongue in classroom excessively is the biggest problem of language teaching in Turkish education system. Moreover, the use of mother tongue in a small number of cases can be beneficial for student' performance in the classroom.*

Here are some suggestions by most of the teachers who were interviewed.

Turkish language should be used to introduce a new subject not during the entire lesson.

L1 should not be used to translate from L1 to L2 or vice versa.

L1 should be the classroom material not the classroom language.

L2 should be explained by the images, body language and facial expressions.

L1 should be used to access into the universal grammar competence, not to teach L2 grammar.

CHAPTER V

5. CONCLUSION

5.1. Summary

This study aimed to investigate in what cases do English teachers use L1 in English classes and what are the students' opinions about using L1 in English classes? In this study for gathering information, the researcher conducted one questionnaires to measure students' opinions about using L1 in English classes, teachers' teachers use L1 in English classes by five interview question and classroom observation during a semester.

Findings from students' questionnaires, classroom observations, and teachers' interviews regarding teachers' and students' opinion about the use of Turkish (L1) in English language classrooms, revealed that Turkish (L1) is used overmuch in general in English language classroom.

Findings obtained from the students' questionnaires showed that, the students were mainly of the opinion that Turkish language should be used in foreign language classrooms and they wanted their teachers to use Turkish (L1) in the classroom. According to the results of the other questions about the areas in which the use of Turkish language is necessary in foreign language courses, a great deal of the students indicated that it is necessary for defining the new words meaning, consolidating some words and expressions, describing the different concepts and ideas, explaining complex grammar rules. However, they found it unnecessary for giving commands in the classroom, submission of suggestions for how students can learn more effectively, summarizing the subjects that previously being described, and making jokes and humor.

Findings of the observations in the classrooms revealed that mostly the English language teachers and the students used the Turkish language for an interaction to understand each other better, and to clarify misunderstandings or to point out the possible cause of communication breakdown. Additionally, the Turkish language was used to provide a quick and accurate translation of an English word that took plenty of time for the teacher to clarify and for the students to understand, and to provide confidence for the students who were discouraged and frustrated. Finally, it was used especially for the benefit of students as a sense of security and confidence, for the need to denote their ideas and thoughts in their native language.

Through the highlights of the findings gathered from teachers' interviews, it is clearly understood that some of them supports and some of them are against the excessive use of mother tongue in English language classes. Some of them indicated that they use Turkish in terms of introducing a new subject, explanation complex grammar rules, clarifying the difficult words' meaning and difficult concepts, for general comprehension. Also, it was used to establish good relationship between students and teachers. However, one of them indicated that L2 should be explained through the images, gestures and facial expressions and fidel charts as in silent way.

The teachers use mother tongue when they feel students are confused with some expressions and in this situation it is good for the students' motivation. However, most of them indicated that they are not satisfied with their performance when they use L1. They also stated that L1 should not be the classroom language but the classroom material in other word it should not be the objective but the tool and they added that L1 use should remain selective and purposive. In addition, they stated that L1 should not be assumed to be just an easy way out of potential communication problems in the classroom. Some indicated students' performance can be affected badly and the use of the L2 by teachers constitutes an important part of the input for the students. One of them supported the L2 use and stated that the grater the input is the better learning occurs.

5.2. Discussion

Nations's(2003) recommendation for learning L2 vocabulary through translation constituted a powerful argument in favor of L1 use in learning L2. He stated that it is a very effective method of learning to learn L2 vocabulary with their L1 translations. Likewise, Folse (2004) asserted that translation gave learners instant information about the basic meanings of the L2 word. He believed that probably the simplest of all definitions is an L1 translation. In the same study he also recognized that "more and more research is showing that learning new vocabulary with translations is in fact a very good way to learn new vocabulary" (p.66). The result of the present study indicates that the Turkish language was used to provide a quick and accurate translation of an English word that took several minutes for the teacher to explain and for the students to understand. Furthermore, a great deal of the students indicated that it is necessary for defining the new words meaning, consolidating some words and expressions, describing the different concepts and ideas, explaining complex grammar rules.

It was stated by Williams and Burden (1997) that motivation probably would be high on most teachers' list if they are asked to identify the most powerful influences on learning. Furthermore, Dornyei (1994) indicates that motivation is one of basic determinants of second/foreign language (L2) learning achievement. In his another study Dornyei (1998) asserted that both teachers and researchers widely accepted that motivation has been one of the key factors that influence the rate and success of second/foreign language (L2) learning. In the present study the teachers stated that they use mother tongue when they feel students are confused with some expressions and in this situation it is good for the students' motivation

Ajzen and Fishbein (1980) indicated that attitudes have a directive effect on behavior.. According to the findings obtained from this study it is understood that both the students and teachers have positive attitudes toward the use of mother tongue in English language classroom. As a result, they are in favor of using L1 in L2 classrooms.

Deller & Rinvolutri (2002) stated that "To advocate the judicious use of mother tongue is to swim with their resistible flow of common sense but against the tide of 30 years of Western, Direct Method orthodoxy" (p. 93).In this study when the results are taken into consideration it is clearly understood that some of them supports and some of them are against the excessive use of L1 in English language classes. According to them only the judicious use of mother tongue can be accepted.

Harbord (1992) indicated that some effective techniques included "visual prompts, mime, and eliciting language by evoking situational context to create a need for the item in question together with paraphrase, definition, and multiple exemplifications"(p.354). According to answers to interview questions one of the teacher indicated that L2 should be explained through the images, gestures and facial expressions and fidel charts as in silent way.

The use of L1 in the L2 classroom is justified as a valuable humanistic element in the classroom. Auerbach (1993) advised that when the teacher start the lesson with L1 it provides a sense of security and validates the learners lived experiences allowing them to express themselves; the learner is then willing to experiment and take risks in English. Also, Willis (1996) suggests that it is not advisable to ban mother tongue use altogether. He points out a study that was carried out Turkish secondary school. It was concluded from the study that when the mother tongue was totally banned in group talk, the interaction tended to be shorter, more stilted and less natural. After a very short time many weaker students gave up. When the

learners realize they are using the target language to communicate, they still use their mother tongue on occasions in a systematic, supportive and relevant way to the task goal.

The results of this study show that, Turkish language was used by teachers and students to provide confidence for the students who were discouraged and frustrated. Additionally, Turkish language was used especially for the benefit of students as a sense of security and confidence, for the need to express their ideas and thoughts in their own language.

5.3. Limitations

There are some limitations of this study. First of all, the researcher conducted only one questionnaire for gathering data to measure students' opinion about using L1 in L2 teaching classroom. The interviews could also be done with a large number of students.

For gathering data in this study classroom observations were an essential part and teachers usually do not like the researchers observe their classrooms, because they feel uncomfortable while teaching English. This is totally true because it puts a lot of strain on them.

As a conclusion, the results of this study cannot be generalized as it is limited only to the students and English teachers in Muş Alparslan University, so the number of students and teacher is too limited for general assumptions.

5.4. Implications and Suggestions for Further Study

The major result of this study is that both the students and the teachers have positive attitude towards the use of the mother tongue in English language classroom. Thus, the students and the teachers can use mother tongue to a reasonable extend in English language classes.

In his present study the researcher investigate in what cases English teachers use L1 in English classes and what are the students' opinions about using L1 in English classes in general. Further studies can focus on the effects of use of L1 on language skills such as writing, listening, reading and speaking separately.

Only fifteen English teachers and some students in different departments in Muş Alparslan University were included in the present study. However, in order to get more

reliable results the further studies can be conducted at many different universities with a larger number of students and teachers. The findings can be generalized more in this way.

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7. APPENDICES

7.1. APPENDIX 1: ÖĞRENCİ ANKETİ

Sevgili Öğrenciler,

Bu çalışma Muş Alparslan Üniversitesi'nde okutmanlık yapan ve Mersin Çağ Üniversitesi'nde Yüksek Lisans yapan Yılmaz KILAVUZ tarafından yapılmaktadır. Bu anket yabancı dil derslerinde Türkçe'nin kullanımı yolunda sizin görüşlerinizi ölçmek amacıyla hazırlanmıştır. Ankete vereceğiniz cevaplar sadece araştırma hedefleri doğrultusunda kullanılacak ve gizli tutulacaktır. Katıldığınız için teşekkürler.

Not: Katıldığınız cevabı daire içine alınız. 3. ve 4. sorularda birden fazla şık işaretleyebilirsiniz.

1. Yabancı Dil Derslerinde Türkçe Kullanılmalı mıdır?	Evet	Hayır
2. Yabancı Dil Dersine Gelen Öğretmenlerinizin Sınıfta Türkçe Kullanmaları Hoşunuza Gidiyor mu?	Evet	Hayır

3. Yabancı Dil Derslerinde Türkçe Kullanılmasının Hangi Alanlarda Gerekli Olduğunu Düşünüyorsunuz?

	a) Yeni Kelimelerin Anlamlarının Tanımlanması İçin.
	b) Bazı İfade ve Sözcüklerin Pekiştirilmesi İçin.
	c) Karmaşık Dil Bilgisi Kurallarının Anlatılması İçin.
	d) Farklı Kavram ve Fikirlerin Anlatılması İçin.
	e) Sınıf İçi Komutların Verilmesi İçin.
	f) Nasıl Daha Etkili Öğrenebileceğimize Yönelik Önerilerin Verilmesi İçin.
	g) Daha Önce Anlatılan Konuların Özetlenmesi İçin.
	h) Sınıf İçerisinde Espri Şaka Yapmak İçin.

4. Aşağıdaki Durumların Hangisinde Türkçenin Yabancı Dil Derslerinde Kullanılmasının Gerekli Olduğunu Düşünüyorsunuz?

	a) Zor Konuları Daha İyi Anlamama Yardımcı Olur.
	b) Bilinmeyen Kelimeleri Daha İyi Öğrenmeye Yardımcı Olur.

	c) Kendimi Daha Huzurlu Rahat ve Stressiz Hissetmemi Sağlar.			
	d) Dersi Takip Etmek Daha Kolay Olur.			
	e) Dersi Genel Olarak Anlamaya Büyük Ölçüde Katkı Sağladığı İçin.			
	f) Daha Etkili Bir Öğretme Yöntemi Olduğu İçin.			
	g) Zamanı Verimli Kullanmamızı Sağladığı İçin.			
	h) Disiplin Problemlerinin Giderilmesinde Daha Etkili Olduğu İçin.			
		Hiç	Az	Çok
5. Sınıf İçinde Türkçe Kullanılmasının Yabancı Dil Öğrenmenize Ne Kadar Katkıda Bulunduğunu Düşünüyorsunuz?				
6. Sizce Türkçe, Ders İçerisinde Ne Sıklıkla Kullanılmalıdır?				
7. Sınıf İçerisinde Okunan Parçalar Ne Sıklıkla Türkçe'ye Çevrilmelidir?				

Kaynak: Şevik, 2007

7.2. APPENDIX 2: TEACHERS' INTERVIEW QUESTIONS

Dear Colleagues,

I would like to ask you to help me by answering the following questions concerning the use of the mother tongue in the English Language courses. The survey is conducted by Yılmaz KILAVUZ, an English Instructor in Muş Alparslan University, and a post graduate student in Çağ University English Language Teaching Department. This is an interview and it is not a test, so there is no “right” or “wrong” answers and I will not even write your names on it. I am interested in your personal thoughts. Please answer sincerely as only this will guarantee the success of the investigation. Thanks a lot for your participations and patients.

Gender

<input type="checkbox"/>	Male	<input type="checkbox"/>	Female
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Years of Experience

<input type="checkbox"/>	Less than five	<input type="checkbox"/>	More than five
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- 1) In which cases do you usually use the mother tongue in the English courses?
- 2) Do you think that the students understand better when you use the mother tongue in the English courses?
- 3) What are the effects of using the mother tongue in the English courses to the students' motivation?
- 4) What is the impact of the use of the mother tongue on your performance in the classroom?
- 5) In your opinion what is the impact of the use of the mother tongue on students' performance in the classroom?

7.3. APPENDIX 3: Permission from the Institution Coordinator of International Relations in Muş Alparslan University



T.C.
MUŞ ALPARSLAN ÜNİVERSİTESİ
Uluslararası İlişkiler Birimi

Sayı : 90864380-605.0 / 196
Konu : İzin

15/05/2014

REKTÖRLÜK MAKAMINA

İlgi: 05/07/2014 tarihli dilekçe

Biriminizde görev yapmakta olan okuyan Yılmaz KILAVUZ Mersin Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili ve Eğitimi alanında yüksek lisans tez çalışması kapsamında Üniversitemiz birinci sınıf öğrencilerine anket düzenleyip, öğretim elemanlarıyla yapacağı röportajlar için gerekli izin verilmesi hususunda;
Bilgilerinizi ve gereğini arz ederim.

Prof. Dr. Ekrem ATALAN
Uluslararası İlişkiler Birimi
Koordinatörü

EKLER:

- 1- İlgilinin dilekçesi (1 sayfa)
- 2- Öğretmen röportajı ve öğrenci anketi (3 sayfa)

.../05/2014 Bilg. İsl. : B. YILMAZ

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