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**TURKISH EFL STUDENTS' AND TEACHERS' PERSPECTIVES ON THE USE OF  
L1 IN ENGLISH CLASSROOMS**

**THESIS BY**

**Gökhan GÜNEŞ**

**SUPERVISOR**

**Assoc. Prof. Dr. Jülide İNÖZÜ**  
**(ukurova University)**

**MASTER OF ARTS**

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**REPUBLIC OF TURKEY**  
**ÇAĞ UNIVERSITY**  
**DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES**

We certify that thesis under the title of "TURKISH EFL STUDENTS' AND TEACHERS' PERSPECTIVES ON THE USE OF L1 IN ENGLISH CLASSROOMS" which was prepared by our student Gökhan GÜNEŞ with number 20138030 is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.

(Enstitü Müdürlüğünde evrak aslı imzalıdır.)

Supervisor – Head of Examining Committee: Assoc. Prof. Dr. Jülide İNÖZÜ  
(Çukurova University)

(Enstitü Müdürlüğünde evrak aslı imzalıdır.)

Member of Examining Committee: Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

(Enstitü Müdürlüğünde evrak aslı imzalıdır.)

Member of Examining Committee: Assoc. Prof. Dr. Hasan BEDİR  
(Çukurova University)

I certify that this thesis conforms to formal standards of the Institute of Social Sciences.



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Director of Institute of Social Sciences

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16.06.2015

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## **DEDICATION**

*To my family...*

## ÖZET

# İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN TÜRK ÖĞRENCİLERİN VE ÖĞRETMENLERİNİN İNGİLİZCE DİL SINIFLARINDA ANADİL KULLANIMINA İLİŞKİN GÖRÜŞLERİ

Gökhan GÜNEŞ

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Doç. Dr. Jülide İNÖZÜ

(Çukurova Üniversitesi)

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Mevcut çalışma, İngilizce dil sınıflarında anadil kullanımına ilişkin İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerin ve öğretmenlerinin görüşlerini araştırmayı amaçlamıştır. Çalışma aynı zamanda anadil kullanımına ilişkin sebepler ve tutumları da ele almaktadır. Araştırma Tarsus Sadık Eliyeşil Ortaokulu'nun yedinci ve sekizinci sınıflarını oluşturan 240 öğrenci ve aynı okulda görev yapan 5 İngilizce öğretmeni ile yürütülmüştür.

Bu çalışmada veri toplamak amacıyla bir anket ve mülakatlar kullanılmıştır. Anket sadece öğrencilere uygulanırken, mülakatlar hem öğrencilere hem de öğretmenlere uygulanmıştır. Çalışmanın sonuçları öğrencilerin ve öğretmenlerin İngilizce derslerinde ana dil kullanımları ile ilgili farklı sebepleri ve görüşleri olduğunu ortaya koymaktadır.

**Anahtar Kelimeler:** Ana dil, Görüşler, Sebepler, Tutumlar.

## **ABSTRACT**

### **TURKISH EFL STUDENTS' AND TEACHERS' PERSPECTIVES ON THE USE OF L1 IN ENGLISH CLASSROOMS**

**Gökhan GÜNEŞ**

**M.A. Thesis, Department of English Language Teaching**

**Supervisor: Assoc. Prof. Dr. Jülide İNÖZÜ**

**(Çukurova University)**

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The current study aims to investigate the perspectives of Turkish EFL students' and teachers' on the use of L1 in English classrooms. It looks into their reasons and ideas related to the use of the first language. The research for this study was carried out with 240 students who were the seventh and eighth graders of Tarsus Sadık Eliyeşil Secondary School and 5 English teachers in the same school. A survey and interviews were used for gathering the data of this study. The survey was conducted only for students but both students and teachers took part for the interviews. The results of this study showed that, the students and teachers have different reasons and ideas about their first language use in their English classes.

**Key Words:** First Language, Perspectives, Reasons, Attitudes.

## ABBREVIATIONS

<b>EOP</b>	: English Only Policy
<b>GTM</b>	: Grammar Translation Method
<b>CLT</b>	: Communicative Language Teaching
<b>EFL</b>	: English as a Foreign Language
<b>ESL</b>	: English as a Second Language
<b>FL</b>	: Foreign Language
<b>L1</b>	: First Language
<b>L2</b>	: Second Language
<b>CA</b>	: Contrastive Analysis
<b>F</b>	: Frequency

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## CHAPTER 1

### 1. INTRODUCTION

This chapter presents the background of the study, statement of the problem, purpose of the study, significance of the study, research questions and definitions of the terms.

#### 1.1. Background of the study

Learning a foreign language (namely, English) is a very hard and timely process which requires special interest and effort. Every language has its own structure and dynamics. The differences between the linguistic and grammar systems of a learners mother tongue and the target language mostly cause problems and make it difficult for the learner to master it in a short time period. Most of the students encounter such kinds of problems and find it easy to switch on their mother tongue. On the other hand we, as language teachers, sometimes use L1 in our teaching environment since we feel ourselves we have to do so. However just after using L1 in classroom setting we generally feel bad just because of using it. The reason why we feel so is just because we are supposed to teach in the way of 'EOR' (English-only rule) (Shin J.K. 2006). Teachers have been using a number of disciplinary measures to enforce the EOR in class for a long time. However, despite all these measures students keep on using L1 in classroom setting since they feel unable to express themselves in the target language (Fortune, 2012).

Teaching a different language is a really hard work. During the time period some methods were developed in order to make it easier. Some of these methods supported the use of the first language and some did not. The Grammar Translation Method is the one which is mostly depended on the use of L1 in language teaching. In this method nearly all the communications between the students and the teacher are in the first language as the vocabulary and the instructions are given in the first language. According to this method if a student is good at translating from L1 to L2 that means s/he is successful. This method had

been used for a long time in language teaching. It is still widely used in many countries by the teachers. In our country we see that most of the students take difficulty in speaking the target language as a result of being taught by such a method. Today in many schools the use of this method makes the students feel themselves far away from the target language. Personally, I have experienced the same situations during my school life as I had some teachers who used this method and made us feel forced to use the first language in stead of using the target language.

On the other hand some other methods developed in language teaching. These methods such as Audio-Lingualism, the Silent Way and Communicative Language Teaching did not support the use of the first language as The grammar Translation Method. However they did not forbid the use of the first language at all. They approved the use of the first language whenever it was needed. One of the methods that forbid the use of the first language was the Direct method. In the teaching atmosphere the first language was not used as the students were taught by using visuals, real objects and direct connections.

As we can understand that from the beginning of the language teaching history there have been methods that supported the use of first language and also that forbided the use of the first language. Because of this reason teachers and students feel confused most of the time either to use the first language or not. Especially for some students it became a very hard issue as they faced with different kinds of teachers who either support or forbid the use of the first language in the classroom.

In this paper, we will deal with the students' perspectives on the use of L1 in English classes, quantity of L1 use and we will also explore their English teachers' use of L1 in classroom.

## **1.2. Statement of the problem**

Generally students lack motivation during lessons. They get bored because they think learning a foreign language is extremely hard. The reason why they think so mainly depends on the differences between linguistic-grammar systems of their own language and the target language. The order of the words, articles, adjectives, prepositions, pronouns, tenses, etc. cause problems especially at the very beginning of their language learning. They try to analyze the structures of the two languages and compare the similarities and differences unconsciously. This is called contrastive analysis (Cook, 2001).

It may sometimes be useful to make contrastive analysis but in general it may also cause some problems. In order to prevent the constant use of contrastive analysis, appropriate quantity of L1 use seems to be a better solution. Especially lower-level students can benefit from the L1 use during the explanation of some instructions. Despite the fact that teachers always warn them, the students constantly tend to make comparisons between the linguistic systems of their first language and the target language. As we know all the students need so much exposure to the target language in order to acquire it. Because of this reason language teachers should encourage their students to avoid using their first language or they should convince their students not to make comparisons between the two languages. Generally the reasons for using the first language for students are checking meaning, learning some grammar points, understanding class activities and tasks, maintaining contact with their classmates (Al Sharaeai, Wafa Abdo Ahmed, 2012).

As for the teachers some of the reasons for using the first language are classroom management, explaining grammar, explaining and checking vocabulary, explaining some difficult points or trying to form a bridge between the students and themselves. In such kinds of situations using the first language gives an opportunity for students to participate in the lesson, develops a link between their teacher and themselves. They also acquire the target

language faster than the students who are supposed to use only the target language in their learning environment (Nazary, 2008).

On the other hand there are many instructors who criticize the use of mother tongue in classrooms. They try to enforce the “English only” rule. Today there are still many teachers defending English-only rule but there are also other instructors, researchers, methodologists who are considering the possible benefits of using L1 in class. If the group of students we are dealing have very low proficiency they can quickly become discouraged when all communication in the classroom have to be done in English. Especially at beginner levels students take great difficulty to express themselves in the target language. It may sometimes be advantageous to allow them to use L1 to some extent. While explaining a grammar point or teaching vocabulary using L1 may help us to make a difficult expression comprehensible since it is an easy and quick way. In this way we should save time for the target language. When we insist on explaining the directions of activities in the target language we sometimes create a complicated situation and spend more time on explanations rather than doing the activity itself.

In line with these, the main point in our teaching environment should be using L1 as a resource for learning process without becoming too reliant on it. (Shin J.K. 2006)

### **1.3. Purpose and significance of the study**

In line with these, the purpose of this study is to find out why English language students use their first language in stead of using English in their learning settings. The study will try to analyse their ideas, excuses and possible reasons for using their first language in stead of English. The study also aims to explore the teachers’ perspectives on the use of first language in their English classrooms. It will be helpful for the teachers to understand themselves better in language teaching. It will also help them to realize their attitudes and

behaviours towards language teaching. It will be possible for them to see why they need to use first language in their language classes.

The results of this study will also naturally help the instructors to find out the reasons why their students have the intention of using their first language in stead of the target language. By the help of this study it will be easy for the teachers to understand where and why do the students use their first language. After exploring the reasons the teachers will be able to use suitable methods and techniques in order to help their students to use English more effectively in their learning settings.

#### **1.4. Questions of the study**

This paper will try to answer the following questions:

1. What reasons do the students have for using their first language in the English classroom?
2. In what contexts do the students use their first language in the English classroom?
3. How often do the students use their first language in the English classroom?
4. What are the teachers' perspectives on the use of first language in their English classrooms.
5. What do the students think of their teachers' use of the first language in the English classroom?

#### **1.5. Operational Definitions**

**'EOR' (English-only rule):** to speak only English in the workplace at all times.

**Contrastive analysis:** a method of analyzing the structure of any two languages with a view to estimate the differential aspects of their systems, irrespective of their genetic affinity or level of development.



## CHAPTER 2

### 2. LITERATURE REVIEW

#### 2.1. Introduction

Using L1 in the field of L2 learning and bilingual education is a generally discussed issue in the literature. It has always been the subject of controversy in language education. However, after a long time of study, linguistic researchers have not reached an agreement on whether transfer of L1 knowledge has constructive or destructive influences in the acquisition of second language. There are still different theories and controversial opinions about the role of L1 influences on L2 learning (Hui, 2010). It is certain that the teachers in EFL and ESL classes mostly feel they have to use L1 both for themselves and for their students. No matter how inappropriate it is thought to be, a great number of teachers use their mother tongue during classes. Among a number of professionals in the field of second language acquisition, there appears to be an increasing conviction that the first language (L1) has a necessary and facilitating role in the second and foreign language (L2) classroom.

#### 2.2. The use of first language

As Wang (2004) (as cited in Hui 2010, p. 102) points out, the role of L1 on L2 is dynamic and multifaceted. Therefore, with a multidimensional perspective in mind, teachers could employ more retrospective measures in the pedagogical situations. Various research techniques can be combined to explore learners' cognitive operations. It is suggested that equal attention should be given to the students' idea development and language improvement. This enlightens the use of L1 in the classroom.

Pan (2010) suggests, it is supposed by a great number of language teachers that thinking in the target language is the best way for students to develop native-like language proficiency. To make students make fewer errors caused by L1 interferences, students are forced to suppress the use of L1 as a means of learning the target language. However, the

difficulties and errors of foreign language learning cannot be completely attributed to interference by the learners' first language.

In an investigation analyzing the sources of errors among native- Spanish-speaking children learning English, Dulay and Burt (1973) found that only 3% of errors came from L1 interferences and 85% of errors were developmental in nature. These findings imply that the fear of using L1 in foreign language classrooms, which results in negative transfer, should be reduced. On the other hand, Hui (2010) claims that negative L1 transfer to L2 is considered as the influence resulting from the differences between the target language and the native language. Such a view of language transfer may be too simplistic and restrictive. Both empirical studies and teaching experiences have shown that L1 and L2 differences do not necessarily imply learner difficulties.

Schweers (1999) stated in his research that, an increasing number of professionals believe that L1 plays an important role in the process of Learning a second language and it also alleviates the process. these allegations can be assured by the latest literature, personal experiences and many presentations that were shown. Schweers also indicated that all of these assertions can be contrary to what have been taught us so far but they must be taken into consideration.

The results of a survey which was carried out with immigrant young learners indicated that applying to L1 in classes were functional. When they were allowed to use their L1, they felt secure and content to express what they thought and felt. By the time, this sense of security let them express themselves in L2 freely and they dared to take risks with L2. The findings showed that if they were forced to use only L2 and avoid using L1, they would most probably have difficulties in articulating and avoid communication as they would be afraid of making mistakes.

Schweers also stated that learners sometimes connect their identity with their native language. If they are forced to neglect their mother language (even if it is for the sake of acquiring a second language better), they perceive this situation as a threat to their identity, which results in complications in the acquisition of the second language.

Learners can sympathize with teachers more when they are allowed to use their L1 because they think that the teachers respect their cultures and values. This point is vital because of political, cultural and social aspects. When the teacher makes some jokes during the class, it helps students to get rid of their stress and relax them, so they become more willing for participating in the lesson. If these jokes are made in L2, not all of the students will understand them.

Some teachers still suggest that only L1 must be used during the lessons because these English classes are the only chance of learners to be exposed to English. They claim that they have limited time and limited opportunities, so using L1 must be avoided as much as possible. Schweers stated that he also thinks that the main vehicle of communication must be English but the practicability of using L1 must not be underestimated. The findings which suggest that only the second language must not be forced and students must be allowed to apply to their mother language in certain occasions must be taken seriously because this fact plays an important role in classroom management.

The students must be made to recognise the similarities and differences between the mother language and the second language so the learning process of the students get easier. Another beneficial aspect of using L1 is that when the students speak their mother language in a certain limit, they no longer feel that the second language is a threat for their mother language.

### **2.3. The use of contrastive analysis between the first language and L2**

The influence of L1 on L2 is not primarily negative, but it is more complicated than depicted by Contrastive Analysis. Bandpay (2013) defines contrastive Analysis as, a comparative analysis of two languages, their similarities and their differences, was thought by many in the 1940s, 50s, and 60s to be a useful predictor of where EFL learners would likely encounter problems in learning a foreign language. It stood to reason that if certain elements of a target language differed greatly from the student's native language (mother tongue), that student would likely encounter difficulties.

In a different study conducted by Park (2013) the researcher wants to find out if learners with different L1 backgrounds exhibit differential input noticing behavior? If so, how is it affected by their existing L2 knowledge (or lack thereof)? The results of the study suggest that meaning primacy in L2 input processing may not be automatic for all learners, at least not for zero beginners. Instead, the initial input noticing tendency of complete novice learners appears to be form oriented, and their subsequent input processing approach seems to be mediated by at least three factors: the learner's L1, his or her existing knowledge of the L2, and the L1 and L2 distance.

Carolina, (2007) stressed in her research that using L1 in classes has been disapproved for long years and teaching activities have been carried out in target language. However, it has been put forward that if used properly, using mother language can be beneficial while teaching English and by the help of L1, students can be aware of the similarities and differences between their mother language and target language.

Whether the use of language 1 in the course of teaching English is favorable or not has been a controversial issue for quite a long time. Originally, grammar translation was the main method of teaching English but later direct translation was rejected and by the end of nineteenth century, it was quite popular to prohibit the usage of mother language in teaching

English. Since then, mother language has been used as little as possible and critical importance of monolingual teaching has been emphasised.

Carolina argued that with the introduction of Communicative Language Teaching approach in the late seventies, use of mother tongue in monolingual context has been disfavoured in EFL classrooms and SLA literature and teachers who practice the use of mother language have been blamed.

However, in recent years the application of L1 and the use of translation method have gained popularity again. Rinvoluceri argued that the mother tongue is the real source where the second language stems from. Nevertheless, Carolina stated that it should still be taken into consideration that the use of L1 is approved by the teachers who practice it, not by the empirically based studies.

Carolina believes that, rather than assuming it just as a managerial aid, using L1 in English teaching classes should be approached in a more open minded way, so that the learners can focus on the similarities and differences between the mother language and the second language.

Carolina argued that in this research her aim was to study the potential value of using L1 in monolingual process after long years of dispute on this issue. She argued that their main interest was in their students' own perceptions on the use of language 1. They wanted to learn the reactions of the students to some certain questions about the use of L1 and translating. How will the students feel when the L1 is used and translating is conducted in a monolingual context?

As described above, Carolina employed a questionnaire to gain empirical data on the use of L1 translation in EFL context. The students answered 20 items and then the result was collected. The data can be categorised as follows;

- i. the use of translation in language learning (items 1-6)
- ii. the use of the mother tongue in language learning (items 7-10)
- iii. the use of contrastive analysis between the mother tongue and L2 (items 11-14)
- iv. awareness of language learning techniques (items 15-20)

#### **2.4. Approaches to the use of L1 in L2 context**

For long years it has been a widespread opinion that applying to L1 in classes may hinder the acquisition of the target language. However, Carolina stated that in this study she tried to emphasize that, contrary to the common belief, when used properly, L1 can enrich the learning process. reactions of the learners in this study to the usage of L1 and translation activities were positive.

As Nazary (2008) claims, students and teachers are supposed to cooperate for an efficient process of learning a second language. When the recent literature is reviewed, it can be clearly seen that L1 plays an important role throughout the course of learning. At the same time, it is possible to observe that number of researchers who promote the idea that L1 should not be applied is decreasing. In this paper, Nazary aims to study the Iranian students' and teachers' attitude and perception about the use of L1.

Nazary claims that it is a widespread method to apply to L1 in classes when teaching English as a second language. Some researches have been carried out and it has been shown that complete avoiding of L1 during English classes is not a recommended method. If the teachers use it appropriately, students can benefit a great deal from the practice of L1. Schweers recommends teachers to use L1 during classes when necessary and starting the lessons with L1 because he believes that by doing so, students will feel more comfortable and this confidence at the very beginning of the learning process will be quite beneficial for them throughout the course of learning.

In Iran, majority of the teachers tend to lead a monolingual course as they think that as much exposure to target language as possible is beneficial for the students. However, Dujmovic states that just for a longer period of exposure of target language, using the L2 and avoiding L1 is not productive.

Some teachers argue that during the classes, mother language must be stayed away tottally and not a single word must be used. These teachers are the followers of “Monolingual Approach”. Some other teachers, who are not in favour of this approach, belong to the group of “Bilingual Approach”. As Nazary (2003) claimed in his reserach, there is the third group called “Balanced Approach”, which is introduced by Nation. According to this approach, teachers must try to maximize the use of L2 but at the same time they must apply L1 when needed so that students can feel more comfprtable.

One of the most important principles is the mthot by which the teachers will teach English. Here, Nazary aims to put the various language teaching methods into categories and then discuss whether the use of L1 is suitable or not in each of the language teaching method.

Nazary puts forward the idea that the role of students’ L1 is beyond measure. The word knowledge and linguistic skill of a language learner in his mother language are key factors in the acquisition of English.

Nazary stated that the role of L1 of the students should not be underestimated. As Butzcamm claimed, if teh learners have accumulated an important amount of linguistic skills and word knowledge in their mother language, they will acquire the second language more efficiently and easily.

In the view of all above L1 is both an efficient learning tool and a useful teaching method if pedagogical activities are well designed. Because of their limited language proficiency students may use L1 for their comprehension process and also teachers can use

appropriate quantity of L1 depending on students' proficiency levels and their teaching purposes. Language teachers should not ignore that using L1 can be a powerful and beneficial tool if it is used effectively.

Cook(2001) suggested that for long years it has been widely believed that the only way of teaching English must be through English. As a result, majority of the lecturers and scholars firmly stucked to this assertion. However, in the recent years, it has been suggested that, if used properly and positively, applying to L1 can be benefical and facilitative in the process of teaching English.

Contrary to what have been applied so far, instead of totally banning L1 in the classrooms, the usage of L2 can be maximized and the usage of L1 can be minimized, so it will be clearly observed that students will feel more confident in expressing themselves in L2, as they know that they are allowed to use L1 when they are stuck and as the time passes, they will use L1 less.

The connection between L1 and L2 must not be underestimated. They have a stronger link than we think. Teaching the language in this way is supposed to bring about more successful outcomes.

Cook(2001) also stated that teachers use L1 to;

1. Convey and check the meanings of words of sentences.
2. Explain grammar.
3. Organize tasks.
4. Maintain the discipline.
5. Contact with students individually.
6. Implement tests.



Students also use L1 for several reasons;

1. To take part in classroom activities more actively.
2. To check the meaning of a new Word or a concept.
3. To gain self confidence.
4. To talk about personal issues with their classmates.
5. To express their urgent needs.

To sum up, in classroom atmosphere, L1 and L2 are inseparable as they have a strong link between each other. It is true to argue that children must be given an opportunity to be exposed to L2 as much as possible. On the other hand, it is also an indisputable fact that using first language to some extent is vital and beneficial.

## CHAPTER 3

### 3. METHODOLOGY

This chapter provides detailed information on the context of the study, research design, participants, data collection instruments, and procedure of the study and ends with data analysis.

#### 3.1 Context of the study

This study was conducted at Tarsus Sadık Eliyeşil Secondary School. The school is one of the biggest schools located in the center of the city. It is also one of the oldest and the most important schools in the area. The school has a reputation for its success. For this reason parents want to send their children to this school.

However, due to its popularity, it is one of the most crowded schools of the city at the same time. This is a negative point for the school as it is really hard to motivate the students in such crowded classes. School provides a number of facilities including classrooms with projections and central heating, library, study rooms, laboratories, cafeteria and canteen. Projections are used for all purposes through the process of foreign language learning. In addition to these it is a coordinator school for European Union Projects. Therefore, both the teachers and the students are participating in international meetings where the language of work is English. With regards to the English lessons, seven and eight grade students take English lesson four hours a week, and the 5<sup>th</sup>, and 6<sup>th</sup> classes take three hours a week.

#### 3.2 Research Design

It took a number of steps for the researcher to collect and analyse the data. The first step was finding out the correct and relevant materials as those would give the answers of the questions that the researcher trying to find for the study. The materials were so important in order to reach the aim of the study. Selecting the participants for the study was the next step.

Finally the last step was analyzing the data collected from the participants via the survey and the interviews.

This is a descriptive study and it had two forms of data, a survey and follow-up interviews. A detailed analysis was conducted just after the collection of the data.

### **3.3 Participants**

In this study, the researcher worked with seven and eight grade classes in Tarsus Sadık Eliyeşil Secondary School. There were three seven grade and three eight grade, totally six classes. The number of the participants was 240 students who were at A2.2 level. Students' ages were between 13 and 14. No variables such as the socio-economic background of the students or the gender were taken into consideration in the choice of the participants. All the participants who were the members of the already set group completed the survey. Four students from each class agreed to participate for the interview. There were six classes so this means totally twenty-four (% 10) students took part in the interview. The interviewees were selected among voluntary students randomly.

Besides the survey and the interview with the students, also the English teachers of these participant students were interviewed within the scope of the research. There were seven English teachers in Tarsus Sadık Eliyeşil Secondary School but two of them did not want to take part in the implementation of the interview. As a result, the participants of this study were five teachers of English (three male and two female). The participants had their teaching experience between eight and twenty-five years. Four of the participants have been teaching for more than ten years and one of them has been teaching for eight years. They had nearly 25 hours classes of teaching a week. The teachers' backgrounds were similar to each other as they graduated from the same university.

### **3.4 Data Collection Instruments**

In each study, what kind of materials should be used generally depends on the questions of that study. In order to reach conclusions researchers conduct surveys. The questions and the participants should be coherent. The researcher should consider some criterias like; age, gender, time and other factors. A researcher should produce or find out surveys which definitely fit with the aim (Fink, 2009).

In this study one of the data collection tools was a survey questionnaire. The researcher used a Likert type scale as he was dealing with a large number of participants. It pointed out ten reasons that the participants might have for why they use their first language in the English classes. The main purpose of this instrument was finding out in what contexts the students use their mother language in English lessons. The questionnaire also asks the participant students evaluate the frequency of their use of mother tongue as ‘always, sometimes and never (see the appendix A). In the original version of the questionnaire (Al Sharaeai, Wafa Abdo Ahmed, 2012) ‘usually’ is also included to evaluate the frequency of L1 use, however the researcher skipped that option in case the participants might confuse because of their language level.

The second data collection instrument was the interviews which were conducted with the students and the teachers (see the appendix for the interview questions). All the participants were asked about their English background as how long they have studied English. Both the students and the teachers were asked to describe in what situation they use their first language and the underlying reasons for their use of Turkish. In order to find out how the students think about their teachers’ use of Turkish in English lessons, they were asked an additional second question.

The purpose of the interview questions was getting a deep and detailed information about the points that were emphasized in the survey. Conducting interviews is a method that

forms a bridge between the participants and the researcher. This enables the researcher to observe the participants responses and ideas deeply and lively. In addition the participants feel more responsible in face to face interviews rather than the surveys or questionnaires. Using more than one method for data collection makes it more valid or acceptable so both survey and interviews were used for this study (Creswell, 2009).

### **3.5 Procedure of the Study**

This descriptive study was conducted in Tarsus Sadık Eliyeşil Secondary School, and put into practice with the aim of identifying the reasons of the students' and teachers' first language use in English classes. All necessary information was shared with the administration earlier. Moreover, the participants were informed about the purpose of the study and were guaranteed that the answers would be kept confidential and only be used for this study.

Firstly, the survey, both in English and Turkish, were introduced to the participants so that they would not have any misunderstanding in each item. In addition, it allowed the participants to convey their feelings and thoughts freely without time limitation. They had no time limit to answer the items in the questionnaire and it took each participant about twenty minutes to complete it. The questionnaire was handed out during the regular class hour and the researcher visited the classrooms during the administration of the questionnaire to answer possible questions or deal with problems likely to happen.

Just after completing the survey, the students were informed about the next step of the study. The researcher asked if they would like to take part in the interviews. In order to prove the acceptance of the volunteers they were given a written consent form.

Also for the interviews a silent and comfortable place was arranged. The flow of the interviews was so reflective.

### **3.6 Data Analysis**

The data gathered through the questionnaire were analyzed to find out the reasons and the frequency of the students' use of their first language and then, the results obtained were tabulated in terms of percentages. In the analysis of the interview data emergent coding method was used to identify the emerging themes for each interview question. This helped to regard the items as a whole, and organize each item neatly and properly.

Accordingly, the analysis of the interview data involved coding, categorizing and summarizing.

## CHAPTER 4

### 4. FINDINGS

#### 4.1 Introduction

This chapter presents the content analysis of the collected data based on a survey and interviews with the aim to find out the students' and teachers' perspectives on the use of L1 in English Classrooms. Naturally the answers of the students to the questionnaire and the responses of both students and teachers to the interviews showed some differences depending on their own personal backgrounds and point of views. In other words, the data analysis from the questionnaire and the group discussion introduced variety of interesting themes for the study. The responses in each implementation did not show incoherency. In the light of this results this chapter aims to find answers to the questions of this study.

#### 4.2 Findings from the analysis of questionnaire :

##### A. The questions of the study:

1. What reasons do the students have for using their first language in the English classroom?
2. In what contexts do the students use their first language in the English classroom?
3. How often do the students use their first language in the English classroom?
4. What are the teachers' perspectives on the use of first language in their English classrooms.
5. What do the students think of their teachers' use of the first language in the English classroom?

##### B. The questions of the interviews:

1. In what types of situations do you use your first language in class? ( for teachers )

1. Do you use your first language in class? How often? Why? ( for students )
2. Does your teacher ever use your first language in class? If so, is it useful?

Distracting? What do you think about a teacher using your first language to teach English?

The researcher will try to analyze and discuss the results of the questionnaire and interviews in details.

#### **4.2.1 The reasons and the frequency of the students' use of L1 :**

In statements 1 and 3 which are about exchanging information concerning the new topics presented in English lessons, 87 participants (36.25%) told that they *always* use their first language to explain new points in the lesson and 70 participants (29.16%) said that they *always* use their first language for asking explanations in their English lesson. A huge number of the participants, 133 (55.41%) in statement 1 and 118 (49.16%) in statement 3 said that they *sometimes* tend to use L1 for asking or explaining new points in their English lessons. On the other hand 20 participants (8.33%) in item 1 and 52 participants (21.6%) in item 3 said that they *never* use the first language for those statements during their English classes. In the light of these results, the majority of the participants prefer using their first language when asking for information or giving an explanation about a newly presented topic.

After analysing the statements 2 and 7 it can be seen that 31 (12.91%) and 113 (47.08%) participants accepted *always* to use their first language for talking to their classmates on personal and general subjects which are not related to their coursebooks.

Most of the participants, 116 (48.33%) in statement two and 89 (37.08%) in statement seven told that they *sometimes* use their first language for their personal conversations during their English lessons. Ninety-three participants (38.75%) said that they *never* use their first language to chat with their classmates about topics that are not connected to class. Thirty-



eight participants (15.83%) said that they *never* use the first language when they talk about personal things with their classmates.

The fourth and the fifth items were similar to each other as they both indicated words in English. The fourth item was rating the use of the first language for the need to check the meaning of a new word or concept during the lesson. The results were not surprising as most of the participants 127 (52.91%) accepted that they *always* use the first language for checking the meaning of new words. 103 participants (42.91%) said that they *sometimes* use the first language for this situation and finally only ten participants (4.16%) claimed that they *never* use their first language to check the meaning of a new word or concept during the lesson. The results proved that students have the tendency of using their first language for new words and concepts in their language classes.

In the fifth item of the questionnaire it is stated that the participants speak their first language in English class because they can not think of the correct word in English when talking to their classmates. 70 (29.16%) participants told that they *always* use Turkish as they can not think of the word in English. However 37 participants (15.41%) told that they *never* use Turkish when talking to their classmates because of the reason that they can not think of the correct words in English. Besides, rest of the participants 133 (55.41%) said that they *sometimes* use their first language for the mentioned reason.

The sixth item of the questionnaire aimed to find out the reasons of the L1 use during some activities in English lessons. The results showed that 112 participants (46.6%) told that they *always* use the first language as their classmates start talking to them in their first language while they are working on a task. They use their first language in order to finish the activities in a shorter time. 24 participants (10%) said that they *never* use the first language

during the activities while the huge number of participants 104 (43.33%) told that they *sometimes* switch to their first language when their friends start talking to them in Turkish.

Item eight and item nine were similar to each other as they both represented the self confidence. In item eight, it is stated that the students use first language as they feel safer during their English classes. 76 participants (31.66%) said that they *always* prefer Turkish instead of English as they feel more comfortable during the English lesson. 91 participants (37.91%) told that they *sometimes* use the first language for feeling safe and 73 participants (30.41%) said they *never* use their first language to feel safe during their English classes. According to the results participants gave close responses for the each frequency. The majority of the participants use their mother tongue to feel themselves secure.

In item 9, 44 participants (18.33%) said they *always* use their first language as they are afraid of making mistakes and their friends make fun of them. 68 participants said they *sometimes* use first language for this reason and most of the participants, 128 (53.33%) told that they *never* use first language for this kind of reason. The findings revealed that the fear of making mistakes was not a reason for students for using their first language. The majority (53.33%) said that fear of making mistakes does not cause them use the first language.

Items 1,3,4,5 and 6 represent academic concerns where as items 2 and 7 represent personal conversations, items 8 and 9 indicate affective reasons, finally the tenth item was asking the students' personal ideas about using the first language but none of the students mentioned about the other reasons on using the first language. According to the results of the questionnaire it is possible to say that all the participants use the first language to some extent in their English classes. Their use of the first language differs depending on the situations, also they use the first language in different frequencies. The results also express that the participants have different reasons for using their first language. A huge number of the

statements in the questionnaire were responded with *sometimes*. The reason of this result can be explained as it is generally difficult to maintain a meaningful link between the reasons and the frequencies. The statements 1,2,3,5 and 8 were responded with *sometimes*.

When the researcher compared the answers of the interview participants with the questionnaire results it can be easily seen that there is a great similarity. The content analysis of the responses showed that the reason for the participant students using their first language were varied as;

- Lack of confidence
- Lack of knowledge (poor level of English)
- Fear of making mistakes
- Negative attitude towards English

Table 1: The participants' answers to part 1

The reasons	Never N %	Sometimes N %	Always N %
1- I speak my first language in English class because I am explaining a new point in the lesson to a classmate.	20 %8,33	133 %55,41	87 %36,25
2- I speak my first language in English class because I want to chat with my classmates about topics that may not be connected to class.	93 %38,75	116 %48,33	31 %12,91
3- I speak my first language in English class because I need to ask a classmate to explain a point in the lesson for me.	52 %21,6	118 %49,16	70 %29,16
4- I speak my first language in English class because I need to check the meaning of a new word or concept during the lesson.	10 %4,16	103 %42,91	127 %52,91
5- I speak my first language in English class because I cannot think of the correct word in English when talking to my classmates.	37 %15,41	133 %55,41	70 %29,16
6- I speak my first language in English class because my classmates start talking to me in my first language while we are working on a task.	24 %10	104 %43,33	112 %46,6
7- I speak my first language during English class when I talk about personal things with my classmates.	38 %15,83	89 %37,08	113 %47,08

8- I prefer speaking my first language in English class because I feel more confident.	73 %30,41	91 %37,91	76 %31,66
9- I prefer speaking my first language because I feel worried in case my classmates can make fun of with me.	128 %53,33	68 %28,33	44 %18,33
10- Other			

### 4.3. Findings from the analysis of interviews:

#### 4.3.1. Student interviews

The data collected by using the interview included more details when compared to the questionnaire. The frequency of the first language use and the reasons for using it were the other issues dealt with. The interview students were asked if they use their first language in class? How often? Why? The results showed that most of the participants have the tendency of using the first language in their English classes. The frequency or the reasons showed some differences, however the common point was that nearly all the participants stated that they use their first language to a large extent inside the classroom.

Participant A said that Turkish students generally have lack of confidence problem in speaking a foreign language. He emphasized that even though he knew that his English is good enough to express himself he avoided speaking English just because he is not confident enough.

*I would like to confess that I usually speak Turkish during the lessons, this is not because I don't know English but because of my lack of confidence. I am afraid of making mistakes, Sometimes I don't raise my hand to answer a question but when I hear the answer I see that is something I can easily do.*

Participant B said that he used his first language almost everytime. He agreed that he does not have enough vocabulary for speaking English well as a result it was not possible for him to express himself in the target language.

*Yes I use my first language very often because I don't know the meaning of many words. Sometimes I try to speak in English but I can't find the words to form a meaningful sentence. Most of the time I ask the meaning of the words to my deskmate. I also use a dictionary to find the meaning of the words but it takes so much time and I can't catch the important points of the lesson.*

According to the results it is possible to say that the students do not rely on themselves about expressing what they would like to in English. Participant 3 said that she does not know how to build an English sentence and have problems in English sentence structure because of thinking in the first language and trying to create English sentences according to Turkish sentence structure.

*Yes, I generally use my first language during my English classes because of the fact that I cannot build sentences in English. I take great difficulty to form the sentences in English. I try hard but I usually make grammar mistakes. I cannot put the words in the correct order in a sentence. As a result I usually think that it is not possible for me to express myself in English.*

Related with this issue another problem is the fear of making mistakes during the English lessons. In consideration of this information, it can be said that when the students try to speak English they are affected badly by the teacher correction. Participant D said that, *Yes I usually use my first language as I am really afraid of the teacher's reaction if I make a mistake.* In the light of this result, it is possible to say that the participants do not like being disturbed by their teachers' reaction. This means that the teachers' attitudes, especially in correction and reaction towards their students are very important while they teach the target language.

Participant E said that he uses his first language almost everytime in his English classes and he does not understand why he has to speak English.

*Yes I use my first language frequently as I don't like speaking in English. Turkish is my mother tongue and I speak Turkish, why do we have to speak English instead of Turkish? To me the other people in the world should speak Turkish.*

According to this comment it is certain that some of the students are not aware of the importance of English. Those students only consider English as a school subject but not know that it is a universal language and spoken all over the world. Before teaching English it is really important to inform the students about its importance and benefits. The awareness of the students should be increased and they should be encouraged to change their point of views about this issue.

Participant F told that she sometimes uses her first language but that is not something she prefers. She pointed out that the Turkish education system is unfortunately based on exams rather than using English as a communication tool. She claimed that the lessons are generally grammar oriented and most of the time they had to deal with multiple choice questions.

*Yes I sometimes use my first language during my English classes but I wish I could speak English fluently. I sometimes get bored during the lessons as we have to do multiple choice tests for the teog exam. I don't like studying English just for the exams. What I really want to do with English is communicating with the people all around the world.*

The comments of this participant shows that there is not a suitable system for language education in Turkish school concepts. The grammar based or exam oriented system makes it difficult to use the target language in English classes in Turkey. The language success of the students does not depend on their skills but depends on the exam results.

Participant G said that she sometimes uses the first language in her English classes because she thinks that speaking is the worst skill for her comparing with the other skills.

Yes I sometimes use my first language in my language classes because I can read, write or listen to some extent but I can't speak. It is the most difficult skill for me as my Language background does not depend on speaking but mostly grammar.

This shows that some students need to be improved their speaking in a foreign language. According to this result, it can be said that some of the students think that the main aim of the program is teaching general English, but not teaching speaking it.

The results from the student interviews showed similarities but the researcher tried to give examples from different points of views. All the participants have some reasons to use their first language but the main point is that nearly all of them use their first language during their English classes. For the next part the researcher tried to find out the students' views of their teachers using the first language in the classroom.

#### **4.3.2. Students' views of their teachers' using the first language in the classroom**

The second question of the students' interview was: Does your teacher ever use your first language in class? If so, is it useful? Distracting? What do you think about a teacher using your first language to teach English? The aim of this question was to find out the students' ideas if they prefer a teacher who uses the first language or not in their English classes.

We found out that all the students agreed that the teacher use the first language in the lesson to explain a point. However there was a discrepancy among the students concerning the uses of first language in the English lessons. Some of the students found it very useful for better learning especially when they are faced with an unknown word or a complex topic like grammar. They mostly want their teacher to explain those points in the first language. They try to form a bridge between the first language and the target language. All the students think that using mother tongue contributes to their learning process. Some students think that

teachers should use English as the interaction is carried out in English during the lessons. Nearly all of the participants agreed that they want a teacher who uses the first language in their language classes.

Participant A said that it makes her nervous for having to speak English only in class. She wants to have a choice to use her first language rather than using only English. She claims that she does not use her first language more than English but she only uses it when she thinks she needs to. As a result she prefers having a teacher who uses the first language in her English lessons.

*Yes, our teacher sometimes uses the first language in class and I think this is better for us because when we are asked to use only English during our lessons it makes us feel nervous and excited and we generally stay silent instead of taking part in the lesson. Using the first language makes us feel more comfortable and we only use it when we need to understand a point clearly.*

In contrast with the first participant, participant B said that she prefers a teacher who does not have a tendency to use the first language. She thinks it would be better for her if she is more exposed to the target language. She believes that the more she hears and uses the target language the better her English will be.

*Our teacher sometimes explains some points by using the first language but I think it is better for us to hear the target language more. If we have a native teacher that means we will have more chance to practice the target language. If the amount of English increases we can improve our skills and pronunciation.*

Participant C said that, it is really very important and useful for him to ask questions and get the answers from the teacher in the first language. The reason why he thinks so is just because he cannot understand the important points in the target language. He claims that



whenever the teacher uses the target language to explain a point or the meaning of a word he takes great difficulty to catch it. If he cannot catch the points he loses his concentration and feels desperate about the lesson.

*I think all English teachers should use the first language to some extent whenever it is needed. Our teacher uses the first language for explaining our questions and some new words. I think this is very useful for me and for my friends because our English is not enough to understand the instructions given by the target language. I feel myself so far away from the lesson when I don't understand what the teacher says in English.*

Participant D told that, the teacher's use of the first language is generally useful for him and his classmates. On the other hand he suggests that they should prefer to use the target language in the classroom in order to improve themselves. He claims that both the teacher's and their use of the first language is the result of the low proficiency level of the students.

*Our teacher uses the first language during our English classes and I think this is useful for us. However it would be better for us if we speak English during our lessons because when we don't use English we can't improve ourselves. Our English level is not good enough to use it all the time so our teacher finds the solution by telling us some points in Turkish during the lessons.*

Participant E said that, he finds the teacher's use of the first language very useful during the English lesson. He claims that sometimes the teacher tries to explain a difficult point in the target language but this makes the situation more complex and confusing. Trying to understand the explanation becomes more difficult than the point itself.

*I think our teacher's use of the first language is useful and beneficial for us. Last year our English teacher was very strict about the use of the target language. She did not allow us to use the first language in any case. We had problems in understanding the instructions and*

*the important points of the lesson. When we asked her the meaning of a word or any other thing she tried to tell it in English but we took great difficulty in catching what she told us. Most of the time we confused and as a result lost our concentration.*

The results show us that even if the students are eager to speak the target language they still need to hear their teacher's use of the first language at least in some important parts of their English lessons. A huge number of the participants indicated that they hate the use of English-only policy in their classrooms as they feel themselves insecure and nervous. They claimed that they feel more comfortable if the use of the first language is permitted by the instructor.

#### **4.3.3. Teachers' perspectives on the use of L1 in English classrooms**

After completing the students' interview in this study, an interview was also conducted for the teachers which aimed to find out in what types of situations they use their first language in their classes.

Five teachers took place in the interview and shared their ideas about the first language use in their English classes.

T1 said that, he generally aims to use the target language but it is not always possible to maintain this in the class atmosphere.

*T1: I usually teach in target language but from time to time, I have to apply to the first language. When I teach an abstract concept, I have difficulty in finding an illustration or a visual material so I need to switch to the first language.*

T1 also mentioned about some other reasons like the proficiency level of the students.

*T1: Levels of students may vary in a class. When I teach in the target language, there is no problem for students who have a good level of students but constant use of target*

*language may distract the students with a low level, so in order to draw their attention to the lecture I use the first language.*

T1 also emphasized that the exam oriented system makes it difficult to use the target language.

*T1: It's the teachers who work in governmental schools, one of our duties is to prepare the eighth graders for 'TEOG' exam. As it is a multiple choice test, using the target language is of no use for students. We make the necessary explanations in the first language.*

T2 said that, she decided whether to use the first language or the target language according to the level of the class and the subject she taught.

*T2: While I am teaching, generally I use the target language but if the subject is new for the students, especially a grammar subject, I have to speak my first language because of the fact that the students are confused. Sometimes while the students and I are doing exercises I also have to use native language because some exercises can be incomprehensible.*

T3 supported the idea of teaching English through English. However he pointed out that he had to switch to the first language in some inevitable situations.

*T3: Normally I avoid using my first language in my classes as much as possible. However, I sometimes refer to it in some situations where there is no possibility to convey the meaning of a word, word phrase or a complex sentence without using the first language. Instead I usually make use of visual, audial or real objects to make sure the learners have got the picture. What's the ideal is to teach English through English and avoid the first language unless there is no other alternative.*

T4 and T5 supported the idea of using the first language in language classes.

*T4: I think using the first language is a need in language classes especially for the young learners. Students should firstly master their first language then learning a foreign language will be easier.*

*T5: It is an obvious fact that the biggest problem in language teaching in our country is in speaking skills. In my opinion students cannot produce the target language because of the fact that they are not dominant in their first language.*

The results suggest that nearly all of the teachers who took part in the interview used their first language to some extent in their English classes. All the participants expressed that they generally switch to the first language when they feel that it is an inevitable need. Some situations just like clarifying the topic which is thought to be complex or giving the meaning of an unknown word or phrase forces the teachers to use the first language in their classes. Another important factor is the language level of the students. The higher the level of the students, the more they were willing to use the target language in the classroom. With poor level English students, it was obvious that they depend more on the first language. On the other hand they also emphasized that if the students reduce the amount of the first language use and increase the amount of the target language use in the classroom they will reach a higher level of English proficiency. They suggested that the amount of using the first language should be limited and should not precede the target language. In the light of this, language teachers should understand their learners and show empathy towards them in order to make them relaxed and comfortable for learning and speaking the target language.

## **CHAPTER 5**

### **5. CONCLUSION AND DISCUSSION**

This chapter provides the conclusions based on the findings, interpretations of the study and the limitations for further study.

#### **5.1 Overview of the study**

This study was designed to find out the students and teachers perspectives on the use of L1 in English classrooms. Data were gathered by means of a survey (see Appendix A) and interviews (see Appendix C). More specifically the study aimed to find out different reasons of students for using their first language in English classrooms. Parallel to this aim, another objective of the study was to explore the frequency of the students' use of the first language. Third, the study aimed to reveal students' ideas about their teachers' use of the first language in English classes. Last, it was aimed to find out the reasons and the frequency of teachers' L1 use in their English classes. To this end, interviews were conducted with both the teachers and the students. The researcher analyzed the answers of the research questions under three titles which are; The reasons and the frequency of the students' use of L1, students views of their teachers' using the first language in the classroom and the Teachers' perspectives on the use of L1 in English classrooms.

#### **5.2 Summary of the findings and discussion**

This section summarizes the findings of the study.

##### **5.2.1 The reasons and the frequency of the students' use of L1**

The results of this study showed that the students use their first language in the classroom because of different reasons. Their first language use differs depending on the situations, also they use the first language in different frequencies. Students who took part in the survey questionnaire and in the face-to-face interviews emphasized that they sometimes used the first language to explain and ask about the new ideas and concepts presented in

English classes, to feel connected to the lesson, and when they felt they could not find the correct word in English. For the answers to most of the reasons in the survey questionnaire, the students chose to answer with sometimes, expressing that they did not have extreme reactions to most of the contexts presented. The level of English language proficiency also seemed to have a strong link between the types of answers generated in the survey questionnaire. The higher the level of the students, the more they were willing to use the target language in the classroom. With poor level English students, it was obvious that they depend more on the first language to express themselves and they felt more worried when they were asked to use the target language in the English classrooms.

When the researcher compared the answers of the interview participants with the questionnaire results it can be easily seen that there is a great similarity. The results from the student interviews showed similarities but the researcher tried to give examples from different points of views. All the participants have some reasons to use their first language but the main point is that nearly all of them use their first language during their English classes. For the next part the researcher tried to find out the students' views of their teachers using the first language in the classroom.

### **5.2.2 Students views of their teachers' using the first language in the classroom**

The results of this interview question suggest that most of the participants prefer their teachers' use of the first language during their English classes. Considering the results of the questionnaire it can be easily seen that the results of the interview is nearly the same except a few different ideas.

The results show us that even if the students are eager to speak the target language they still need to hear their teacher's use of the first language at least in some important parts of their English lessons.

A huge number of the participants indicated that they hate the use of English-only policy in their classrooms as they feel themselves insecure and nervous. They claimed that they feel more comfortable if the use of the first language is permitted by the instructor.

### **5.2.3 Teachers' perspectives on the use of L1 in English classrooms**

The results suggest that nearly all of the teachers who took part in the interview used their first language to some extent in their English classes. All the participants expressed that they generally switch to the first language when they feel that it is an inevitable need. They told that they normally avoid using their first language in their classes as much as possible but, they sometimes feel compelled to refer it in some situations where there is no possibility to convey the meaning of a word, word phrase or a complex sentence without using the first language. Teachers also emphasized that the language level of the students is a distinctive factor on the use of the first language in their classes. They complained about the exam oriented education system as it makes it difficult for them to motivate the students for using the target language. On the other hand they also emphasized that if the students reduce the amount of the first language use and increase the amount of the target language use in the classroom they will reach a higher level of English proficiency.

### **5.3 Implications and Suggestions for Further Studies**

The results of the current study has a lot of implications for The teachers of English and English language learners, particularly in terms of using the results to decrease the amount of the first language use and the problems which they come across when they try to use the target language. In accordance with the findings, the teachers may have a better understanding of the reasons why their students use the first language. Also the students may realize their intensions of using the first language in a better way. In the light of this, it is possible to say that the teachers ought to consider their learners needs and show empathy for them so as to prevent their anxieties, fears and prejudices towards the target language use.

It would be useful if further research is done for searching the students' attitudes and behaviours towards L1 use in English classrooms in regard to first language background, age, and English language proficiency. The current study expressed that there might be a strong link between these factors and the reasons and amount of first language used. To find the different kinds of correlations between these factors and first language use, statistical analysis should be conducted. It would be valuable to search for the reasons and amount of first language use among participants in different majors and departments.

#### **5.4 Limitations**

In light of the findings and limitations of the study; some suggestions can be made for future research. In this study, the reasons and the frequency of first language use of the secondary school students have been investigated. This study may be applied with each level of the students who begin to learn English from second grade at primary school to the twelfth grade at high school, which may illuminate interesting and surprising results, thoughts and behaviors in the field of English. The study also investigated the teachers' perspectives on the use of first language and only five teachers participated in this study. Having a larger number of teachers would have made it safer for getting a better generalization. A survey questionnaire and interviews used for gathering data in this study, however making classroom observations would be so useful in order to verify the findings. Finally, as the reasons of the first language use of the students may vary because of many factors including age, gender, their cultural, educational and social background, further studies including these variables can be conducted to contribute to the field of using the target language.



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## 7. APPENDICES

### 7.1. Appendix A: Thesis Questionnaire (In Turkish)

Bu anket yabancı dil öğrencilerinin İngilizce derslerinde ne ölçüde ana dillerini (Türkçe) konuştuklarını öğrenmek için tasarlanmıştır. Cevaplarınız sadece bu çalışma için kullanılıp, gizli kalacaktır.

Bu ifadeler İngilizce derslerinizde sizi ne sıklıkta etkiliyor?

SEBEPLER	ASLA N %	BAZEN N %	HERZAMAN N %
1- İngilizce dersinde Türkçe konuşuyorum çünkü sıra arkadaşıma yeni bir konuyu Türkçe açıklıyorum.			
2- İngilizce dersinde Türkçe konuşuyorum çünkü ders ile ilgili olmayan konularda arkadaşlarımla sohbet etmek istiyorum.			
3-İngilizce dersinde Türkçe konuşuyorum çünkü sıra arkadaşımdan dersteki yeni bir konuyu bana açıklaması için yardım istiyorum.			
4-İngilizce dersinde Türkçe konuşuyorum çünkü ders esnasında yeni bir kelime veya kavramın anlamını kontrol etme ihtiyacı duyuyorum			
5-İngilizce dersinde Türkçe konuşuyorum çünkü sınıf arkadaşlarımla konuşurken doğru kelimeyi ingilizce olarak düşünemiyorum.			
6-İngilizce dersinde Türkçe konuşuyorum çünkü bir aktivite üzerinde çalışırken sınıf arkadaşlarım benimle Türkçe konuşmaya başlıyorlar.			
7-İngilizce dersinde Türkçe konuşuyorum çünkü arkadaşlarımla kişisel konularda Türkçe konuşuyorum			
8- İngilizce dersinde Türkçe konuşmayı tercih ediyorum çünkü kendimi daha güvende hissediyorum.			
9- İngilizce dersinde Türkçe konuşmayı tercih ediyorum çünkü hata yaparsam arkadaşlarımla bana gülmesinden çekiniyorum.			
10- Diğer			

Katılımınız için teşekkür ederim.

Gökhan GÜNEŞ

## 7.2. Appendix B: Thesis Questionnaire

This questionnaire is designed to explore to what extent do EFL students use their first language (Turkish) in their EFL classes. How often do these reasons apply to you when YOU ARE in your English classroom? Your responses will only be used for this study and be kept confidential.

Thank you for your participation.

Gökhan GÜNEŞ

Age ----- Grade -----

<b>The Reasons</b>	<b>Never N %</b>	<b>Sometimes N %</b>	<b>Always N %</b>
1- I speak my first language in English class because I am explaining a new point in the lesson to a classmate.			
2- I speak my first language in English class because I want to chat with my classmates about topics that may not be connected to class.			
3- I speak my first language in English class because I need to ask a classmate to explain a point in the lesson for me.			
4- I speak my first language in English class because I need to check the meaning of a new word or concept during the lesson.			
5- I speak my first language in English class because I cannot think of the correct word in English when talking to my classmates.			
6- I speak my first language in English class because my classmates start talking to me in my first language while we are working on a task.			
7- I speak my first language during English class when I talk about personal things with my classmates.			
8- I prefer speaking my first language in English class because I feel more confident.			
9- I prefer speaking my first language because I feel worried in case my classmates can make fun of with me.			
10- Other			

Thanks for your participation.

Gökhan GÜNEŞ

### 7.3. Appendix C: Interview Questions

Interview Questions: (for Teachers)

Using L1 in ESL: Interview questions

How long have you taught English: -----

1. In what types of situations do you use your first language in class?

Interview Questions: (for Students)

Using L1 in ESL: Interview questions

How long have you studied English: -----

1. Do you use your first language in class? How often? Why?

2. Does your teacher ever use your first language in class? If so, is it useful? Distracting? What do you think about a teacher using your first language to teach English?