

T.C.
UNIVERSITY OF GAZİANTEP
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**TEACHERS AND STUDENTS' VIEWS ON USING
MOTHER TONGUE IN ELT CLASSROOMS
(A CASE STUDY AT GAZİANTEP UNIVERSITY)**

MASTER'S OF ART THESIS

ÖKKEŞ OFLAZ

Supervisor: Assist. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU

GAZİANTEP
OCTOBER 2009

T.C.
UNIVERSITY OF GAZİANTEP
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**TEACHERS AND STUDENTS' VIEWS ON USING MOTHER TONGUE IN
ELT CLASSROOMS**

Ökkeş OFLAZ

Date of Viva: 15.06.2009

Approval of the Graduate School of Social Sciences

Assist. Prof. Dr. Ahmet AĞIR

Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master's of Art.

Assist. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU
Head of Department

This is to certify that I (we) has (have) read this thesis and that in my (our) opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master's of Art.

Assist. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU

Supervisor

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master's of Art.

Examining Committee Members:

(Title, Name and SURNAME)

Signature

Assist. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU

Assist. Prof. Dr. Hasan BEDİR

Assist. Prof. Dr. Birsen BAĞÇECİ

ABSTRACT

TEACHERS AND STUDENTS' VIEWS ON USING MOTHER TONGUE IN ELT CLASSROOMS (A CASE STUDY AT GAZİANTEP UNIVERSITY)

OFLAZ, Ökkeş

M.A Thesis, Department of English Language Teaching

Supervisor: Assist. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU

October 2009, 112 pages

There has been a debate upon the use of mother tongue (L1) in foreign language classrooms for years. While some linguists assume that mother tongue should not be used either by teachers or students, others think that use of mother tongue makes an undeniable contribution to this process.

The purpose of this study was to determine to what extent teachers and students use mother tongue in the classrooms and to investigate teachers and students' opinions about the use of mother tongue in the classrooms.

The present study was conducted at the end of spring semester of 2008-2009 academic year in Gaziantep. Sixty English language teachers working in Gaziantep University School of Foreign Languages and one hundred preparatory class level B students participated in the study. The data was analysed using quantitative in design. The findings were collected through two questionnaires and an interview. The relationship between English language teachers' views and students' views was measured through the questionnaires administered to teachers and students. Interview was carried out with five preparatory class students.

The data revealed that mother tongue was an inseparable part of language teaching and there was no significant difference between teachers and students' views concerning the use of mother tongue in the classrooms. By referring to the current theories of second language acquisition and reviewing the recent literature, it can be seen that the first language of learners has a necessary and facilitating role in all aspects of language instruction.

Key Words: Use of mother tongue, Second language, Teacher and student views.

ÖZET

YABANCI DİL ÖĞRETİMİ YAPILAN SINIFLARDA ANA DİL KULLANIMI ÜZERİNE ÖĞRETMEN VE ÖĞRENCİ GÖRÜŞLERİ (GAZİANTEP ÜNİVERSİTESİ ÖRNEĞİ)

OFLAZ, Ökkeş

Yüksek Lisans Tezi, İngiliz Dili Eğitimi ABD

Tez Danışmanı: Yrd. Doç. Dr. Filiz YALÇIN TILFARLIOĞLU

Ekim 2009, 112 sayfa

Yabancı dil öğretimi yapılan sınıflarda ana dil kullanımı uzun süredir tartışılan bir konudur. Bazı dilbilimciler hem öğretmenlerin hem de öğrencilerin ana dil kullanmaması gerektiği tezini savunurken, diğer bir grup ise yabancı dil öğreniminde ana dil kullanımının inkar edilemez bir katkı sağladığı görüşünü savunmaktadırlar.

Bu araştırmanın amacı yabancı dil öğretimi yapılan sınıflarda ana dilin öğretmenler ve öğrenciler tarafından ne kadar sıklıkla kullanıldığını belirlemek ve ana dil kullanımı üzerine öğretmen ve öğrenci görüşlerini incelemektir. Bu çalışma, 2008-2009 eğitim-öğretim yılının bahar döneminde Gaziantep Üniversitesi Yabancı Diller Yüksekokulu'nda görev yapmakta olan altmış İngilizce öğretmeni ve yüz hazırlık sınıfı B kuru öğrencisinin katılımıyla gerçekleştirilmiştir. Veriler niceliksel metodlar kullanılarak toplanmıştır. Bulgular iki ayrı anket ve görüşmeler yoluyla toplanmıştır. Öğretmenlerle öğrenciler arasındaki ana dil kullanımına dair görüşler verilen iki ayrı anketle ölçülmüştür. Rastgele seçilmiş beş öğrenciyle de sınıf içerisinde ana dil kullanımı üzerine görüşmeler yapılmıştır.

Veriler ana dil kullanımının yabancı dil öğretiminin ayrılmaz bir parçası olduğunu ve sınıf içerisinde ana dil kullanımı üzerine öğretmenlerle öğrenciler arasında önemli bir görüş farklılığının olmadığını ortaya koymuştur. İkinci dil edinimi üzerine güncel çalışmalar incelendiğinde, birinci dilin dil öğretiminde yardımcı bir rol üstlendiği açıkça görülmektedir.

Anahtar Kelimeler: Ana dil kullanımı, İkinci dil, Öğretmen ve öğrenci görüşleri.

ACKNOWLEDGEMENTS

I am truly grateful to those who assisted me in completing this thesis. My heartfelt thanks go to the members of my thesis committee, Assist. Prof. Dr. Filiz Yalçın TILFARLIOĞLU, Assist. Prof. Dr. Birsen BAĞÇECİ, and Assist. Prof. Dr. Hasan BEDİR for their invaluable comments and suggestions in the evaluation process of this thesis.

I am especially indebted to my supervisor Assist. Prof. Dr. Filiz Yalçın TILFARLIOĞLU for having been a kind advisor, a colleague and a friend. Without her, the completion of this thesis could not have been possible. I would like to thank her for her substantial advice, redirections, criticisms, and encouragement. The patience shown by her was of undeniable significance.

I am pleased to acknowledge the substantial contributions by my colleagues and friends Mehmet ASLAN, Mehmet KILIÇ, Emrah CİNKARA, Zişan ONAT, Seda BANLI, Ceyla ERALP, and Yeliz UĞURLUER in the data collection process.

I further extend my thanks to my parents Yaşar-Şükrüye OFLAZ, my sister Derya AYIK, and my brother Yunus OFLAZ for their constant support, encouragement and patience throughout the writing process of this thesis. I owe special thanks to my dear wife Tuğba OFLAZ for many things she has done for me through the completion of my thesis. Without her, I could not have completed this study.

TABLE OF CONTENTS

	<u>Page No</u>
ABSTRACT	i
ÖZET.....	ii
TABLE OF CONTENTS.....	iii
LIST OF TABLES	v
1. INTRODUCTION	
1.1. PRESENTATION	1
1.2. BACKGROUND OF THE STUDY	1
1.3. STATEMENT OF THE PROBLEM	2
1.4. PURPOSE AND SIGNIFICANCE OF THE STUDY	3
1.5. STATEMENT OF RESEARCH QUESTIONS.....	4
1.6. ASSUMPTIONS OF THE STUDY	5
1.7. LIMITATIONS OF THE STUDY	5
1.7. DEFINITION OF THE TERMS AND ABBREVIATIONS.....	6
2. LITERATURE REVIEW	
2.1. PRESENTATION	7
2.2. LANGUAGE TRANSFER AND TRANSLATION.....	7
2.2.1. Grammar Translation Method	9
2.2.2. The Role of L1 in ELT Classrooms	12
2.2.3. Consciousness Raising	15
2.3. THE USE OF MOTHER TONGUE IN ELT CLASSROOMS.....	16
2.3.1. Psycholinguistic Value	20
2.3.2. Mother Tongue and Translation in English Language Teaching	21
2.4. APPROACHES TO THE USE OF L1 IN L2 CONTEXT.....	24

3. METHODOLOGY

3.1. PRESENTATION	28
3.2. RESEARCH DESIGN.....	28
3.3. PARTICIPANTS.....	29
3.4. INSTRUMENTS.....	31
3.5. DATA COLLECTION.....	32
3.5.1. Pilot Study	32
3.5.2. Data Collection.....	32
3.5.3. Data Analysis	32

4. RESULTS AND DISCUSSION

4.1. PRESENTATION	34
4.2. DECSRIPTIVE ANALYSES	34
4.3. INFERENTIAL ANALYSES.....	35
4.3.1. Inferential Analyses for Teacher Questionnaire.....	35
4.3.2. Inferential Analyses for Student Questionnaire	49
4.4. THE RESULTS OF THE INTERVIEW	65
4.5. SUMMARY OF THE FINDINGS	70

5. CONCLUSION AND DISCUSSION

5.1. PRESENTATION	71
5.2. DISCUSSION	73
5.3. PEDAGOGICAL IMPLICATIONS	76
5.4. SUGGESTIONS FOR FURTHER RESEARCH	78

REFERENCES	80
-------------------------	-----------

APPENDICES.....	86
------------------------	-----------

CURRICULUM VITAE	112
-------------------------------	------------

LIST OF TABLES

	<u>Page no</u>
Table 3.1 Participants' Previous Teaching Experience.....	29
Table 3.2 Students' Previous English Background	30
Table 4.1 Results of Independent Samples T-Test Concerning Male and Female Teachers' Use of Native Language	64
Table 4.2 Descriptives for One-way ANOVA	64
Table 4.3 Results of One-way ANOVA Concerning the Relationship between Experience and Attitudes towards Use of Native Language in the classroom	65
Table 4.4 Results of T-Test Concerning the Relationship between Teachers and Students' Attitudes towards Use of Native Language in the classroom.....	65

LIST OF FIGURES

	<u>Page no</u>
Figure 4.1 Use of native language to explain grammar concepts	35
Figure 4.2 Use of native language to help students understand the text better.....	36
Figure 4.3 Use of native language to explain the content of reading texts	36
Figure 4.4 Use of native language when doing listening in the class.	37
Figure 4.5 Use of native language when doing speaking in the class	38
Figure 4.6 Use of native language when doing writing in the class	39
Figure 4.7 Use of native language to explain the meaning of new words.....	39
Figure 4.8 Use of native language when doing pair or group work in the class.....	40
Figure 4.9 Use of native language to check understanding of students.....	41
Figure 4.10 Use of native language to give feed-back to students.....	41
Figure 4.11 Use of native language to give instructions.....	42
Figure 4.12 Use of native language to explain why the students are doing something.....	43
Figure 4.13 Use of native language to explain classroom rules.....	43
Figure 4.14 Use of native language to test the students	44
Figure 4.15 Use of native language to talk about the test	45
Figure 4.16 Use of native language to explain differences, in terms of grammar, between their native language and English.....	45
Figure 4.17 Use of native language in ELT classrooms as a percentage (for beginner students).....	46
Figure 4.18 Use of native language in ELT classrooms as a percentage (for intermediate students)....	47
Figure 4.19 Use of native language in ELT classrooms as a percentage (for advanced students).....	48
Figure 4.20 Use of native language to understand grammar concepts	49
Figure 4.21 Use of native language to understand differences, in terms of grammar, between my native language and English.....	50
Figure 4.22 Use of native language to translate the text in order to understand it better	51
Figure 4.23 Use of native language to understand the content of reading texts.....	52
Figure 4.24 Use of native language to understand listening tasks.....	52
Table 4.25 Use of native language to ask my teacher to translate the dialogues in the listening tasks into Turkish.....	53

Figure 4.26 Use of native language to translate what my friends and teacher aim to tell me when doing speaking in the class.....	54
Figure 4.27 Before answering a question, I note what I am going to say in my native language first, and then I translate it into target language and give answer to the question	55
Figure 4.28 Use of native language when doing writing in the classroom.....	56
Figure 4.29 Use of native language to understand the meaning of new words.....	57
Figure 4.30 Use of native language when doing pair-work in the classroom.....	58
Figure 4.31 Use of native language when doing group-work in the classroom	58
Figure 4.32 Use of native language to give feed-back to teacher	59
Figure 4.33 Use of native language to ask questions to teacher if I have difficulty in understanding a point	60
Figure 4.34 Use of native language to ask teacher to tell instructions if I have difficulty in understanding them	61
Figure 4.35 Asking teacher to tell instructions given in the exams in my native language.....	61
Figure 4.36 Use of native language as a percentage.....	62
Figure 4.37 Your teacher's use of native language as a percentage in the class.....	63

CHAPTER ONE

INTRODUCTION

1.1. PRESENTATION

This chapter introduces detailed background information on the concepts of mother tongue, especially the use of mother tongue in ELT classrooms, which constitutes the basis of this current study. In this section, the problem, the purpose and significance of the study, the research questions and the limitations of the study, the assumptions of the study, and the terms and abbreviations are introduced.

1.2. BACKGROUND OF THE STUDY

There have been numerous studies in the field of English language teaching dealing with the use of mother tongue in ELT classrooms. Throughout much of the history of research into second language acquisition (SLA), the role of learners' first language (L1) has been a hotly debated issue. Prodromou (2000) refers to the mother tongue as a 'skeleton in the closet', while Gabrielatos (2001) calls it a bone of contention; in other words, the use of the students' first language in the foreign language classroom has been a bone of contention for linguists and teachers alike since the fall from grace of Grammar-Translation as a teaching method. Even though it is still widely used throughout the world, no teaching methodology exists that supports it (Richards and Rodgers, 1986), and many speak out against it. Such views are but a mere reflection of the different methodological shifts in English Language Teaching, which have brought about new and different outlooks on the role of the mother tongue.

The use of first language in ELT seems to have been in and out of fashion exactly because views on the subject did not make explicit use of existing frameworks. What is more, there are too many parameters involved in language teaching; for instance, learning for success or failure to be attributed only to the procedures and materials used (Gabrielatos, 2001), so it is extremely difficult, if not impossible, for a teacher to evaluate with any degree of accuracy the effectiveness of a single technique, which is the use of L1 in this case.

The first major aim of the study was to determine views of preparatory class teachers at Gaziantep University on using mother tongue in ELT classrooms and correlate the results with students' views. The results of the correlating statistics will reveal the relationship between the use of L1 by teachers in ELT classrooms and its contribution to second language acquisition. Two separate questionnaires have been used to find out views of teachers and students.

The second major purpose of the study was to determine to what extent preparatory class teachers at Gaziantep University support the use of L1 during second language learning process, in this way, it will be clearly seen whether mother tongue is an inseparable part of second language learning process or not.

Thirdly, the study further intended to find out whether preparatory class students at Gaziantep University find using mother tongue in the classroom necessary for learning target language, which is English in this context. This study also investigated literature related to the use of mother tongue in ELT classrooms, and it is hoped that it sheds light on the process of language learning. Hence, in the next section Grammar translation method will be presented in a detailed way.

1.3. STATEMENT OF THE PROBLEM

The use of L1 in ELT seems to have been in and out of fashion exactly because views on the subject did not make explicit use of existing frameworks. What is more, “there are too many parameters involved in language teaching/ learning for success or failure to be attributed only to the procedures and materials used.” (Gabrielatos, 2001),

so it is extremely difficult, if not impossible, for a teacher to evaluate with any degree of accuracy the effectiveness of a single technique.

As it is seen, the point is not for learners to find a ‘third place’ in terms of language and culture, but to “appropriate” the target language, as Prodromou (2000) also mentions. In other words, the general objective of ELT should be to enable learners to be themselves, to project their own personality through the use of the new language.

The studies and conclusions provided put forth that use of mother tongue may contribute to foreign language learning process, but using L1 more than necessary may result in desire for students to turn back to it all the time, which is a situation not appreciated by teachers. Although education studies have focused on mother tongue, there has not been much study on comparative way of dealing with both students and teachers’ views. This study deals with the problem concerning the use of L1 in ELT classrooms according to views taken from both teachers and students.

1.4. PURPOSE AND SIGNIFICANCE OF THE STUDY

The first purpose of the study is to determine views of preparatory class teachers at GUSFL on using mother tongue in ELT classrooms. Teachers need to be knowledgeable about the similarities and differences between the learners’ native language and the target language at the semantic, morpho-syntactic, pragmatic and discourse level (Kramsch, 1992), as well as be aware of the opportunities and pitfalls of L1 use in ELT and proceed according to principled frameworks (Gabrielatos, 1998).

There is an additional reason for teachers to be cautious of the use of L1. Learners tend to rely on their existing language knowledge to help them understand the logic and organization principles behind the target language. Uncritical use of L1 in the classroom will reinforce this tendency. L1 use in the classroom needs to be handled with care exactly because it exerts a powerful influence on the learning process, as it seems that learners tend to treat it as the obvious starting point when learning a new language, and is a popular communication strategy (Ellis, 1985).

Finally, the proposed blend of the two cultures/languages seems to point towards the teaching/learning of what has been termed lately ‘English as an international language’. Such an international variety of English is defined by Phillipson as “the

language used by non-native speakers of English of different nationalities for restricted communication purposes and which bears traces of their mother tongue” (1992).

The second major purpose of the study was to determine to what extent preparatory class teachers at Gaziantep University support the use of L1 during second language learning process, in this way, it will be clearly seen whether mother tongue is an inseparable part of second language learning process. The questionnaire on using mother tongue in ELT classrooms reveals a general score for each participant and provides their support or refusal of L1 in ELT classrooms. The information collected through the questionnaire is of high importance as it is used to determine the views of teachers towards L1. Furthermore, a similar questionnaire was given to a group of 100 students to find out their views towards making use of their mother tongue during foreign language learning process.

The third major purpose of the study is to find out whether preparatory class teachers and students at Gaziantep University School of Foreign Languages (GUSFL) find using mother tongue in the classroom necessary for learning target language, which is English in this context. In other words, it tries to find out whether there is any significant difference in terms of their attitudes towards the use of native language in ELT classrooms.

1.5. STATEMENT OF RESEARCH QUESTIONS

1.5.1. Research Questions

Research Question # 1 What are the views of teachers at GUSFL concerning the use of mother tongue in ELT classrooms (as measured by the questionnaire given to them)?

1a. To what extent do the majority of teachers support the use of L1 in their classrooms?

1b. To what extent do the majority of teachers reject the use of L1 in their classrooms?

Research Question # 2 What are the views of students at GUSFL concerning the use of mother tongue in ELT classrooms (as measured by the questionnaire given to them)?

2a. To what extent do the majority of students support the use of L1 in their classrooms?

2b. To what extent do the majority of students reject the use of L1 in their classrooms?

Research Question # 3 Are the views of teachers and students at GUSFL concerning the use of mother tongue in ELT classrooms consistent with each other?

Research Question # 4 Is there any significant difference between male and female language teachers in terms of their attitudes towards the use of native language in ELT classrooms?

Research Question # 5 Is there any significant difference between teachers and students' attitudes towards the use of native language in ELT classrooms?

Research Question # 6 Does experience in teaching affect the attitudes towards the use of native language in ELT classrooms?

1.6. ASSUMPTIONS OF THE STUDY

Assumption # 1 The sample participating in the study is assumed to reflect the population that is the whole body of teachers at University of Gaziantep School of Foreign Languages (GUSFL). The assumption is based on the fact that the selection of the sample was made in a way to assure that the sample represents the whole population.

Assumption # 2 All the participants were informed about the nature of the study; therefore, it is assumed that the participants answered all the questionnaires in a sincere and serious way.

1.7. LIMITATIONS OF THE STUDY

1. This study has suggestions only for the teachers and the students at Gaziantep University School of Foreign Languages in Turkey.

2. The results can only be used at Gaziantep University in Turkey.

3. Suggestions are limited to the opinions of teachers and students who have answered the questionnaire distributed at Gaziantep University in Turkey. However, the results could be enlightening for other learners and teachers who are in similar environment.

1.8. DEFINITION OF THE TERMS AND ABBREVIATIONS

While reading the study the researcher defined terms with which it was important to be acquainted. The key terms are defined briefly to support reviewers understanding the study better.

EFL-SVQ: English as a Foreign Language Students' Views Questionnaire

EFL-TVQ: English as a Foreign Language Teachers' Views Questionnaire

CHAPTER TWO

LITERATURE REVIEW

2.1. PRESENTATION

This chapter investigates mother tongue, the importance of mother tongue in foreign language classroom, and the informative sources of foreign language related to mother tongue. The chapter describes the literature about mother tongue and the informative sources of mother tongue in foreign language learning. Moreover, it investigates the consistency between the views of teachers and students concerning the use of L1 in ELT classrooms.

2.2. LANGUAGE TRANSFER AND TRANSLATION

All languages share basic fundamentals, according to Chomsky's Universal Grammar theory (Cook, 1994). While languages may differ in their word order or in what elements may be dropped from a construct, they are indeed similar. Languages are comprised of aspects of plurality, nouns, objects and other such linguistic components; they are built on what surrounds us physically and emotionally, and the combinations are not limitless. We learn the rules when we learn our first language and we apply them to any other language we learn. As a result of this language transfer, the concepts themselves do not need to be taught in many cases, only the English realizations of them (Hubbard, 1994). However, language transfer can have both positive and negative

results in the target language being learned correctly, and incorrectly, with the L1 structure and vocabulary causing interference for the learner. While there is both positive and negative interference, it has been common in second language teaching to stress the role of interference for native language interference is surely the most immediately noticeable source of error; however, the native language is often positively transferred (Brown, 1994).

The theme of language transfer is dealt with by James (1994) and Cook (1994). The positive transfer of L1 to L2 makes "explanations compatible with the learner's prior knowledge" (James, 1994). Learners bring with them their own meta cognition and meta language from their L1 to help them describe, compare and explain the L2 to themselves, enabling them to analyze the language more. If students are encouraged to analyze the L2 language and consciously compare it to their own language, they may notice patterns that make sense to them, thus better understanding the structures and uses of the language; hence early L2 fossilization may be prevented. Both James (1994) and Cook (1994) cite France as an example of this move to integrate both the students' native language and foreign language in L2 studies.

An example of how learner independence can be accomplished with language transfer and translation was demonstrated by Tudor (1986), whose students worked in a completely L1 atmosphere. Students were assigned a task in which they had to prepare a presentation that was based upon material from their work. The translation work was completed at home and the presentation given in English. Tudor claims that in order to accomplish this task, the learners were obliged to acquire new L2 resources to explore new areas of the expressive use of that language stretching learners' existing competence in a controlled manner (1986).

In another study, Tudor noted that those students who accessed L1 and L2 material, therefore translating and cross-referencing material, produced more coherent

presentations with more appropriate language than those who had little time to do so and could use only what language was currently active in their minds. Edge (1986) provides his own examples and affirms that learner independence develops with translation exercises. While he and Heltai (1989) advocate translation being done with teachers who share the students' L1, a lack of fluency does not hinder the activity. Edge believes that learners accept the responsibility of verifying the accuracy of what others produce, pushing them to think in and about the target language even more.

While both of these examples are of intermediate to advanced level learners studying English for specific purposes, Baynham (1985) reports that similar aims can be met with lower level students. By students collectively translating their country's folk stories into English, they searched for the correct ways to express the story that would keep it interesting. As the instructor did not speak the students' L1, it was up to the students to ensure accuracy, even with their limited language skills. However, Atkinson (1987) suggests that translation is useful for both the presentation of new language and for reinforcement of structures previously learned, emphasizing the fact that including time for accuracy is just as important as fluency. Although translation has been blamed for focusing on grammar and not fostering communication for some time in the arena of language teaching, it is still widely used as a convenient shortcut when teaching vocabulary, by providing 'equivalents' in the learners' mother tongue (Howatt, 1984).

2.2.1. Grammar Translation Method

The Grammar translation method has been the potential to play a key role in the learning process by helping or hindering learner's progress. The Grammar translation method, or classical method dating back to the late nineteenth and early twentieth centuries emerged when people of the western world wanted to learn foreign languages

such as Latin and Greek. Its focus was on grammatical rules, the memorization of vocabulary and of various declensions and conjugations, translations of texts, doing written exercises.

However, this method is a particular analysis of the written target language, especially its grammar and vocabulary that are learned from bilingual word lists which can be boring as a main task. In addition, the mother tongue is used as the medium of instruction, would not work for any form of listening and speaking teaching. It is thought that if the last two points are used as a pre-task, it will be rather enjoyable. Unfortunately, this method hardly gives any attention to listening and speaking skills, and the result is usually an inability on the part of the student to use the language for communication.

Criticisms toward the Grammar-Translation Method have led to the development of the Direct Method. This method is based on natural language learning principles in which the target language is used exclusively as the instruction language. In this teaching environment, learners should actively involved in using the target language in realistic, everyday situations and be encouraged to think in the target language.

This negative attitude associated with L1 use is certainly true in our current learner centred climate, where instructional attempts to help develop foreign language skills are focused on the fostering of a supportive communicative learning/teaching context replete with valuable ‘comprehensible input’ (Krashen, 1985) in the target language. With the advent of the ‘Communicative Language Teaching’ approach (CLT) in the late seventies, the use of the mother tongue in monolingual contexts has since been somewhat frowned upon in EFL classrooms and has excited rather negative attitudes in the SLA literature as well as a certain amount of guilt on the part of practising teachers (Ferrer, 2005).

The emphasis on achieving correct grammar with little regard for the free application and production of speech is at once the greatest asset and greatest drawback to this approach. However, as Duff (1989) claims, it is possible to make use of translation in a way that will enable learners to achieve proficiency in English by means of seeing differences between their native language and the target language. As such, the current study attempts to find out whether the use of mother tongue in ELT classrooms helps second language acquisition or hinders it.

The idea that translation does not contribute to communicative purposes in any way constitutes the source of criticism, but Duff (1989) indicates that translation adds diversity into the communicative language classrooms. That is to say, it is through translation to gain accuracy, clarity, and flexibility, all of which can be emphasized through translation.

As Erer (2006) suggests, accuracy –which means attending to form- is an area that is neglected by communicative approaches as they focus on fluency. Clarity, the degree of effectiveness in conveying any given message, is an area which can be emphasized through translation. Flexibility, the ability to communicate the same message using different forms, is also an aspect which comes to light when students recognise the translations that their peers produce. Through translation, students perceive the differences between the two languages on syntactic, semantic, discourse and pragmatic levels, because individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture (Larsen-Freeman & Long 1991). In *Teaching Monolingual Classes* (1993), Atkinson suggests a careful, limited use of L1 to help students get the maximum benefit from activities which in other respects will be carried out in the target language.

Howatt (1984) refers to a number of attitudes, approaches and methods which advocate or reject the use of L1 in ELT, as well as to the debate on the subject in various

language teaching publications. According to Macaro (2001) no study to date has succeeded in demonstrating a causal relationship between exclusion of the L1 and improved learning; he does, however, recommend that the language teaching community dedicate itself to research that might establish parameters of L1/L2 use as a framework for teachers in training, to bring them to an optimal balance of resources. Therefore, it seems that L1 has never been “a skeleton in the cupboard” (Prodromou, 2000); rather it has been a bone of contention for more than two centuries.

2.2.2 The Role of L1 in ELT Classrooms

The role of translation in the ESL and EFL classroom has and will continue to be a hotly debated issue. Many teachers and linguists assume that mother tongue doesn't have a place in the classroom because it doesn't embody making full use of the target language. However, Cook (1992) claims that second language learners use their L1 while processing an L2. According to Cook, an instructor must not separate the L1 from the L2, but instead should make use of the L1 while instructing the student.

Another reason that is cited for L1 use in the classroom relates to the fostering of a positive affective environment. Schweers (1999) encourages teachers to insert the native language into lessons to influence the classroom dynamic, and suggests that starting with the L1 provides a sense of security and validates the learners' lived experiences, allowing them to express themselves. This idea of validating learners' experiences relates to Atkinson's (1987) mention of the actual corpus of language (their mother tongue) which all learners bring into the classroom.

Instead of seeing students' minds as a tabula rasa, English teachers can recognize students' previous experiences with language and learning and can build on them, and they can expand on learners' linguistic knowledge by employing the L1 intelligently. An

attitude of respect for a learner's linguistic maturity can help create a better classroom environment.

The use of L1 is also viewed as a useful compensation strategy. Oxford (1990) regards switching to the mother tongue as one of the compensation strategies which students make use of when they need to compensate for their shortcomings not only in understanding a new language item but also in the production stage. Thus, through making use of their mother tongue, learners go on producing the target language despite the shortcomings they experience in the target language. In this light, L1 serves as a facilitator in the process of becoming more proficient in the second language.

The main argument against the use of the L1 in language teaching is that students will become dependent on it, and not even try to understand meaning from context and explanation, or express what they want to say within their limited command of the target language (L2) – both of which are important skills which they will need to use when communicating in the real situation; however, there are other, historical reasons why the use of the students' mother tongue went out of favor. Initially, it was part of a reaction against the Grammar-Translation method, which had dominated late 19th and early 20th century teaching, and which saw language learning as a means towards intellectual development rather than as being for utilitarian, communicative purposes.

Atkinson (1987, 1993), on the other hand, supports strongly the use of the mother tongue in second language teaching, especially in monolingual classes. He says that the function of the mother tongue in L2 classrooms has long been neglected and denounced. He believes that its potential as a classroom resource is great and its role should merit considerable attention in TESOL. Before Atkinson, Wilkins (1974) had already suggested that translation exercises are sometimes useful especially when the use of the target language causes confusion and ambiguity. Therefore, there is no need to insist on the total banishment of the mother-tongue in second language teaching. But he warns

against overusing the mother-tongue. He says that the time spent using the L1 is time not spent using the target language, so teachers must consider carefully whether any intended use of the L1 is justified.

However, the use of L1 and translation activities in language teaching have enjoyed renewed attention. As Rinvulcri so succinctly reminds us in a recent publication, “the mother tongue is the womb from which the second language is born”, a metaphor which clearly highlights the more favorable facilitating role currently attributed to translation and the use of the mother tongue in EFL contexts. Yet, it should be taken into account that such an L1-based methodological approach is principally promoted by practicing teachers rather than supported by empirically based studies of linguistic achievement. This is particularly relevant if we remember that it is also a reality that L1 use, albeit surreptitious, is frequent in the language learning classroom. It has been suggested that the L1 might be included in limited doses, simply for procedural or managerial aspects such as setting up tasks, monitoring group and pair work, giving instructions or checking comprehension (e.g. Atkinson, 1993; 1987). Nevertheless, the majority of learning activities in contemporary EFL contexts are still conscientiously conducted in the target language in order to maximize exposure, exploit acquisition possibilities and create opportunities for both controlled and creative use.

It is our belief that a more open-minded approach to using the mother tongue could be adopted in order to encourage learners to focus on similarities and differences between their first language and the target language under study rather than just using it as a managerial aid. The use of L1 has also been promoted for certain procedures such as explaining difficult concepts, checking comprehension, raising confidence, explaining the rationale of language learning activities, error analysis, or vocabulary clarification (Prodromou, 2002).

2.2.3 Consciousness-Raising

Insights on how languages are acquired have cast doubt on the value of learning grammar rules, and in some circles has led to a complete rejection of explicit grammar teaching in foreign/second language pedagogy. However, what is termed a ‘consciousness-raising’ (C-R) of language features is useful in that it draws attention to forms, which can aid the learner in forming initial hypothesis about meaning-form relationships, or enable a conscious practice to take place which may help the learner build implicit knowledge. Even more tenable than this, however is the hypothesis that C-R will aid the learner’s noticing of targeted features in further input where a more natural acquisition of the form can begin to take place. In this way C-R differs from traditional grammar instruction in terms of expectations, and as such, application within a methodological framework.

The term ‘consciousness-raising’ exists within the argument for or against an explicit calling of attention to form in foreign/second language pedagogy in light of current research and theories into the process of second language acquisition (SLA). In short, a C-R activity is basically another term for a grammar activity, or as Thornbury (1999) frankly puts it, “a smart term for what was once called grammar presentation.” However, in order to define the term more precisely, a brief explanation of the arguments underlying the use of this term is necessary.

Sharwood Smith (1981) proposed that a consciousness-raising of form, or explicit knowledge may have a role in the development of implicit knowledge. Sharwood Smith by way of clarifying that not all focus on form involves the metalanguage of grammar-translation, uses the term ‘consciousness raising’ to refer to any kind of grammar focus utilizing varying degrees of ‘explicitness’ or overt rule stating and/or ‘elaboration’ or inductive presentation.

2.3. THE USE OF MOTHER TONGUE IN ELT CLASSROOMS

Students' native language plays an important role in teaching language skills and sub-skills and in classroom activities as well. In fact, L1 has a wide range of deliberate functions. Butzcam (2003) believes that successful learners capitalize on the vast amount of linguistic skills and world knowledge they have accumulated via the mother tongue. Mattioli (2004) refers to five functions of L1 in an EFL classroom. They are: explaining vocabulary, giving instructions, explaining language rules, reprimanding students, and talking to individual students. Here, the importance of L1 for instructing language skills (reading, listening, writing and speaking), sub-skills (vocabulary, pronunciation, grammar and culture) will be highlighted, and the role of mother tongue in conducting classroom activities will be discussed.

Many valid arguments have been put forth to keep translation out of the classroom. One situation which would appear to hold no place for its use would be in classes consisting of students with differing mother tongues. As there is no single unifying language between the students, translation use would be at the expense of students who do not share that language.

Harbord (1992) provides further reasons for not using mother tongue, citing a return to Grammar-Translation with all of its negative connotations; as well, the isolation of lexis from any real context prevents students from gleaning insight into the multiple uses and meanings of the word. He further contends that in an informal application, translation creates a kind of hierarchy where the stronger students prevent weaker students from contributing in the L2 by enforcing a feeling of inferiority.

Heltai (1989) suggests a guideline for the use of translation, writing that it should be used when translation is an end in itself; when English is a foreign language and not a second language; with students at an advanced level of language ability; for adults who

prefer conscious learning; when formal correctness is important and the students are actively interested in acquiring this formality; and when the teacher shares the same L1 as the students. While these scholars may disagree as to with whom and to why translation should be used, there is accordance as to how it benefits students and to where it should be used, which is in classes where the L2 is a foreign language and there are few opportunities to experience that language outside of the classroom.

If the translation activities are done in pairs or in small groups, the students must use the target language for negotiation in order to agree on the more appropriate language to be used (Heltai:1989; Edge:1986). As Heltai explains, for many students, the use of the L2 will be in situations where either neutral or formal language is required, and activities that do not require 'creative spontaneity' yet require transactional language are more appropriate than ones which require more colloquial language. Translation can provide this situation.

Atkinson (1987) suggests that activities that involve some translation promote guessing strategies amongst students and helps reduce the word-for-word translation that often occurs and which results in inappropriate L2 use. Even Harbord concedes that some translation work teaches students to work towards transferring meaning rather than the word-for-word translation that occurs when the learner's unconscious need to make assumptions and correlations between languages is ignored (Harbord, 1992).

Further arguments reason that the use of translation anchors previously learned vocabulary in the mind and helps learners to expand their vocabulary, rather than relying on a limited syntax. This is an argument put forth by Heltai (1989), who states that advanced learners tend to fossilize in their acquisition of vocabulary because they have learned circumlocution skills. Forcing advanced students to search for other words gives such learners a new goal in their studies. Atkinson (1987) applies the same arguments to support translation in classes with learners at an earlier stage of L2 acquisition.

Teachers of English as a foreign language no longer feel themselves bound by the ban on the use of the mother tongue which was a feature of the more extreme variety of the structural approach. While few teachers interpret this freedom as a reason to return to grammar translation, there may be uncertainty as to how profitable the use of the mother tongue can be. This article is an attempt to summarize some of the possible uses of the mother tongue in ELT. Some or all of these suggestions are based on various fairly obvious assumptions, e.g. that the mother tongue is not banned by the authorities, that the teacher understands the mother tongue, that only one mother tongue is present in the classroom (or that the teacher is not dealing, with the whole class, but with a group), that the learners are literate in the mother tongue, and so on.

Every foreign language learner sometimes feels inadequate, ineffective and helpless. When asked to comment on the feelings they experience in such situations, they pronounce some sound reasons. The reasons range from being unable to understand what is being spoken by the other party in the communication to being unable to produce the relevant utterances. For decades, researchers have tried to find out the possible reasons and outcomes of this situation. They have analyzed various variables that may affect a learner's foreign language learning.

It is generally accepted, for instance, that it is often better use of time for the teacher to give a quick translation equivalent of an unknown word, rather than to spend time attempting to explain, contextualize, or mime the meaning of the word. If the teacher is using the techniques of explaining or eliciting an explanation of rules, it may well be more effective to use the mother tongue for this purpose, for the simple reason that it is generally better understood by the learners than is the target language.

It can be assumed that some errors are caused by interference from the mother tongue. It will not be effective simply to ignore the mother tongue and to concentrate on avoiding errors. Experience has shown that this does not work. When learners do not

know how to say what they want to, they are bound to fall back on the mother tongue, and to use incorrect expressions which are based on the mother tongue. The teacher should not discourage this kind of language; it is more positive to encourage the learners' attempts to say something original. In addition, it is likely to be helpful if the teacher helps the learners to see why the expressions are incorrect, and to lead them to produce correct expressions. To do this, it will usually be necessary to make explicit comparisons between the two languages. At least some of this teaching can most effectively be carried out in the mother tongue.

Part of the frustration of learning a language, especially for adults, comes from the fact that for a long time one can only say or write childish or simple things, while in one's mother tongue one can easily express more mature and complex thoughts. This feeling of frustration can be reduced during the period of oral preparation for writing if the teacher encourages the learners to say in the mother tongue the ideas which they would like to include in their composition. The teacher's job then is to help the learners to express these ideas in English, by giving equivalent expressions-not normally word-for-word translations-and by helping the learners to work out how they can incorporate these expressions in their composition. It may be objected that this is merely teaching learners ready-made chunks of language in the way that a tourist phrase-book does. This is probably true, but there is no harm in learning in this way. In fact, it is a positively beneficial way, in that it gives the learners the language to say what they want to say, when they want to say it.

It is standard procedure in a structural-situational lesson for the teacher to give a situational presentation of a new item by acting out a little scene with the aid of various objects, movements, and pictures. The intention is two-fold: to model the new item, and to convey the meaning of the item. There are several objections to this procedure. The learners are asked to give attention both to the model and to the possible meanings of the

item, when they could give undivided attention to the model alone if they knew in advance what the meaning was; the learners have to guess the meaning-and they could guess wrong, or remain for some time in confusion; the language is restricted to the classroom situation, and to situations that can be clearly acted out or represented in pictures; the process is time consuming.

It is argued that these problems can be solved easily by simply telling the learner in the mother tongue what the new item is, what it means, how the teacher intends to practise it, then the teacher can move on to modelling the item, and the learners can go through the standard procedures of repetition, response, variation, and so on, with the benefit that everybody is clear what it all means. This aspect of the mother tongue is convincingly discussed by Dodson (1967).

2.3.1. Psycho-linguistic Value

Contrary to reasons put forth as to why students should be encouraged to use only the target language in class, informal translation in the class can become a form of peer support for the learners. One reality of the classroom is that the students bring their own L1 strengths into the class and try as one may to create a class where the students are of equal abilities, some students have stronger listening skills than others and some have better comprehension of syntax or lexical items.

Denying the use of the first language denies the students access to an important learning tool: other students. Permitting the students to use their L1 enables them to check their understanding of what they have been asked to do, or what another member or the instructor has said. As well, they can help each other organize their ideas or choose a more precise lexical item to explain their thoughts to the class or the teacher. This informal use of translation can become a vehicle for learning and enforcing

language and vocabulary because students are drawing on each other's knowledge (Atkinson, 1987).

According to Atkinson (1987), even if translation does not actually facilitate learning, it does fit in with students' ideas of what constitutes effective learning, and therefore they are more receptive to it than perhaps more theoretically supported learning activities. Despite Harbord's fear that this kind of translation use promotes resentment through a structure of hierarchy, students do assert themselves if stronger students are 'helping' too much.

2.3.2. Mother Tongue and Translation in English Language Teaching

It is necessary to discriminate between the teaching of translation as a vocational skill and the use of the mother tongue in the teaching situation as an aid to language learning. The need for some translation in language learning is usually supported by non-native teachers. Native teachers of English argue that foreign language learning needs as much exposure to the L2 as possible during precious classroom time, and any usage of the L1 or translation is a waste of time.

In the past, most methods in L2 language pedagogy dictated that L1 should be prohibited in the classroom. Communicative approaches to language learning in the 1970s and 1980s considered the use of the L1 as undesirable. However, recently the attitude to mother tongue and translation in language classes has undergone a positive change. Translation is sometimes referred to as the fifth language skill alongside the other four basic skills of listening, speaking, reading, and writing. Translation holds a special importance at an intermediate and advanced level: in the advanced or final stage of language teaching, translation from L1 to L2 and L2 to L1 is recognized as the fifth

skill and the most important social skill since it promotes communication and understanding between strangers (Ross, 2000).

Mother tongue has potentially both positive and negative consequences: it may serve social and cognitive functions (Carless, 2008). It is claimed that students working in groups do not have to speak English all the time. Use of mother tongue relates to learner identity. Negative impact of mother tongue use is that too much reliance on the L1 may undermine the interaction in English. However good the students are at comprehending authentic reading or listening materials, the majority keeps mentally translating from L2 into L1 and vice versa. This fact makes teachers of foreign languages aware of the importance of translation in language classrooms.

Why do students use the mother tongue in class? According to J. Harmer (2001) a principal cause of the L1 use is required by the activity, if students are linguistically incapable of activating vocabulary for a chosen task. Another reason is that translation is a natural thing to do in language learning, and code-switching between languages is regarded as naturally developmental. The amount of L1 use by particular students may well have to do with differing learner styles and abilities. Evidence from research into the crucial issue of the L1 use in classrooms around the world was analyzed by G. Mattioli (2004). For instance, L1 use in the Chinese classrooms offers evidence that L1 is a valuable tool for socio-cognitive processes in language learning.

Another reason for L1 use in the classroom relates to the fostering of a positive affective environment. C. W. Schweers (1999) encourages teachers to insert the native language into lessons to influence the classroom dynamic, provide a sense of security and validate the learners' experiences. The real usefulness of translation in English classes lies in exploiting it in order to compare grammar, vocabulary, word order and other language points in English and the student's mother tongue.

According to N. J. Ross (2000), if students are aware of the differences, language interference (transfer) and intervention from their own language are likely to be reduced. It is known that linguistic awareness can be either conscious or unconscious (Odlin, 1996). Cross-linguistic similarities and differences can produce positive transfer or negative transfer such as underproduction, overproduction, production errors, and misinterpretation. It should be emphasized that transfer is not always caused by the influence of native language.

Numerous studies indicated that both negative and positive transfer between the L1 and L2 was important for development of the interlanguage, the complex system of the learners' L2. Many teachers recognize that the L1 in the classroom is a positive representation of the interlanguage. The data on the interlanguage and language transfer show that it is highly probable that L2 learners will always think most often in their L1, even at the advanced level (Mahmoud, 2006). Moreover, translation in the L2 classroom offers a way to highlight similarities and differences between L1 and L2 forms. The translation is useful for L2 acquisition because, firstly, it uses authentic materials, secondly, it is interactive, thirdly, it is learner-centered, and finally it promotes learner autonomy (Mahmoud, 2006).

Regarding the use of the L1 in the L2 classroom, it is important to find out how students themselves feel about it. C. Schweers (1999) conducted research into this issue and found that a high percentage (88,7%) of the participants felt that mother tongue should be used in their English classes. Moreover, if learners of a second language are encouraged to ignore their native language, they might well feel their identity threatened. It is noteworthy that in teaching / learning English there has been a long-felt dissatisfaction, mainly on the students' part, about excluding or minimal use of translation in mastering complex issues. Learners constantly wanted to check the exact

meanings of the occurring terms in their native language by consulting bilingual dictionaries or asking for teacher's explanations.

Native language use in the classroom can cause students to think that words and structures in English have a L1 correspondence, which does not always exist. Therefore, raising students' consciousness of the non-parallel nature of language is likely to allow learners to think comparatively. The important question is how to reach a balance of the L1 use in learning. It is suggested that four factors should be considered, namely, the students' previous experience, the students' level, the stage of the course, and the stage of the individual lesson (Harmer, 2001).

2.4. APPROACHES TO THE USE OF L1 IN L2 CONTEXT

Anecdotal evidence suggests that some EFL teachers strongly believe that they should never use even a single word from the mother tongue in the classroom. These teachers are followers of the so-called 'Monolingual Approach', and others who are somehow skeptical about the use of L1 or use it wisely in their classes are the proponents of 'Bilingual approach'. In addition to these two approaches, Nation (2003) introduces another approach called a 'Balanced Approach'. He believes teachers need to show respect for learners' L1 and need to avoid doing things that make the L1 seem inferior to English, at the same time, it is the English teacher's job to help learners develop their proficiency in English, here is that a balanced approach is needed which sees a role for the L1 but also recognizes the importance of maximizing L2 use in the classroom.

The main argument against the use of the L1 in language teaching is that students will become dependent on it, and not even try to understand meaning from context and explanation, or express what they want to say within their limited command of the target

language (L2) – both of which are important skills which they will need to use when communicating in the real situation; however, there are other, historical reasons why the use of the students' mother tongue went out of favor. Initially it was part of a reaction against the Grammar-Translation method, which had dominated late 19th and early 20th century teaching, and which saw language learning as a means towards intellectual development rather than as being for utilitarian, communicative purposes.

The Direct Method of the early 20th century reacted against this – it aimed at oral/aural competence and believed languages were best learnt in a way that emulated the “natural” language learning of the child. The move away from L1 use was later reinforced by Audio-lingualism (1940s-1960s) which saw language as a matter of habit formation. The L1 was seen as a collection of already established linguistic habits which would interfere with the establishment of the new set of linguistic habits that constituted the target language, and was thus to be avoided at all costs.

Atkinson (1987, 1993), on the other hand, supports strongly the use of the mother tongue in second language teaching, especially in monolingual classes. He says that the function of the mother tongue in L2 classrooms has long been neglected and denounced. He believes that its potential as a classroom resource is great and its role should merit considerable attention in TESOL. Before Atkinson, Wilkins (1974) had already suggested that translation exercises are sometimes useful especially when the use of the target language causes confusion and ambiguity. Therefore there is no need to insist on the total banishment of the mother-tongue in second language teaching. But he warns against overusing the mother-tongue. He says that the time spent using the L1 is time not spent using the target language, so teachers must consider carefully whether any intended use of the L1 is justified.

The role of the mother tongue in English as a Foreign Language teaching contexts, as well as the use of translation as a language learning/teaching resource, have

long been the subject of much controversy and academic debate in both Second Language Acquisition research literature and professional teaching spheres, reflecting the constant fluctuations in language learning theory that have subsequently led to differing methodological prescriptions for classroom practice.

It has been suggested that the L1 might be included in limited doses, simply for procedural or managerial aspects such as setting up tasks, monitoring group and pair work, giving instructions or checking comprehension (e.g. Atkinson, 1993; 1987). Nevertheless, the majority of learning activities in contemporary EFL contexts are still conscientiously conducted in the target language in order to maximize exposure, exploit acquisition possibilities and create opportunities for both controlled and creative use.

It is believed that a more open-minded approach to using the mother tongue could be adopted in order to encourage learners to focus on similarities and differences between their first language and the target language under study rather than just using it as a managerial aid. The use of L1 has also been promoted for certain procedures such as explaining difficult concepts, checking comprehension, raising confidence, explaining the rationale of language learning activities, error analysis, or vocabulary clarification (Prodromou, 2002).

It is our aim here to further explore the value of the judicious use of L1 and translation in monolingual environments as a teaching and learning resource which can greatly enhance the second/foreign language acquisition process and help learners understand and associate with the target language under study, particularly as a means to help features of input become intake, promote noticing, raise metacognitive awareness, foster guided reflection, and develop both cognitive and meta-cognitive learning strategies by means of contrastive analysis techniques and cross-linguistic comparison.

Although most linguists acknowledge that there must be a bidirectional interdependence between the first language and the foreign language, only one side of

this interaction has been emphasized in the relevant literature. Much is known about the influence of the first language on the foreign language learning process but much less about the opposite direction: the effect foreign language learning has on the development of mother tongue skills.

CHAPTER THREE

METHODOLOGY

3.1. PRESENTATION

This chapter presents information regarding the current study's design, participants, instruments, data collection and analysis. In this section, the reader will be introduced the discussion of findings. It will give the readers an insight into the nature of the study and help them understand better the procedures used in this study.

3.2. RESEARCH DESIGN

This is a descriptive study and in this study, a descriptive research design has been carried out to describe views of teachers and students concerning the use of mother tongue thanks to participation of sixty English teachers and one hundred students at GUSFL in Turkey and it aims to compare the views of teachers and students related to use of L1 in the classrooms during foreign language teaching and learning process. In addition, it attempts to discover whether foreign language teachers suggest use of L1 in ELT classrooms. The data was collected through measurable instruments such as questionnaires used for getting the attitudes of teachers and learners towards use of L1 in the classrooms and the data was analyzed quantitatively. Data analyses provide information on both views of participants that take part in this process actively. A further

goal of the study is to determine to what extent L1 is used in different levels of foreign language education.

3.3. PARTICIPANTS

The participants of this study are sixty English teachers from GUSFL in Turkey and one hundred students from a student population of about four hundred preparatory level B students at GUSFL. The reason why level b students were chosen as participants is that these students are accepted to have English background, so their views concerning the use of mother tongue in foreign language learning process are important. Since our study was a descriptive study, almost 25 % of the whole population was sampled, which exceeded the necessary 10 %. The ages of the participants ranged from 18 to 23.

Table 1 below gives information about participants' previous teaching experiences

Table 3.1. Participants' Previous Teaching Experience

Experience	(n)	(%)
1-5 years	26	43,3
5-10 years	6	10,0
10-15 years	9	15,0
More than 15 years	19	31,7
Total	60	100,0

As seen in the table above, 43, 3 % of the participants had previous teaching experience from one year to five years and 10,0 % of them had previous teaching experience from five to ten years. It means that 53, 3 percent of the participant teachers have teaching experience between one and ten years. In other words, the majority (77 %) of the participant teachers graduated from their university in last ten years; therefore, their theoretical knowledge is recent.

Table 2 below gives information about second group of participants, that is to say, students' previous exposure to English. In other words, it gives information about how long they have been learning English.

Table 3.2. Students' Previous English Background

Experience	(n)	(%)
1-5 years	37	37,0
5-10 years	49	49,0
10-15 years	14	14,0
Total	100	100,0

As seen in the table above, 37,0 % of the participants had previous exposure to English from one year to five years and 49 % of them had previous exposure to English from five to ten years. It means that 86 % of the participant students have been learning English between one and ten years. In other words, the majority (86 %) of the participant students have English background for a long time.

The University of Gaziantep is located in the south-east region of Turkey. The university is funded by the government. The number of undergraduate students is approximately 10.000. The students of the Engineering and Medicine faculties and those of the Vocational School of Tourism and Hotel Management are required to take an English preparatory class in their first year.

The students participating in this study were mainly students who will study engineering the following year. In the preparatory class, there are three proficiency levels and the samples of the study were drawn from level B –intermediate level-students. Pre-intermediate and intermediate level students take twenty-five hours of the English course a week, while upper-intermediate students take twenty hours. The courses are designed to teach students general English skills. The faculty members of GUSFL provide students with the English knowledge that they will need to understand oral and written English, express opinions about a topic and speak about personal interests and experiences. In addition, the courses aim to develop the students' academic skills, such as writing paragraphs and essays, developing reading skills, and understanding authentic texts in English.

3.4. INSTRUMENTS

The instruments used in this study consisted of two questionnaires, both of which were developed by the researcher himself. These questionnaires were developed according to the needs of students in terms of using mother tongue in the classroom. The first questionnaire consisting of twenty questions was used to get views of teachers in Turkey at GUSFL concerning the use of L1 in ELT classrooms and the second questionnaire consisting of nineteen questions was used to get views of students in Turkey at GUSFL concerning their use of L1 in ELT classrooms.

3.5. DATA COLLECTION

In this section the data collection procedures for the formal study are described and the pilot study is explained in detail.

3.5.1. Pilot Study

The pilot study was conducted in order to measure the time needed to fill out the questionnaires, to clarify the data collection procedures, and to measure the internal consistency of the questionnaires. One hundred students from intermediate level of English proficiency were administered the questionnaires. The alpha (α) reliability score for the teachers' questionnaire was .84 and for the students .80 which showed that the questionnaires would reliably serve the purpose of the study. The same subjects were not included in the main study in order to prevent the effect of the pilot study on the main study. This was done in order to avoid short-term memory effect.

3.5.2. Data Collection

The data were collected in the spring semester of 2009 at GUSFL in Turkey in regular class hours in the classrooms. The reason why the administrations were delayed until the spring semester was to give the students an opportunity to become more familiar with English and to accumulate some experience in the use of L2 in the classrooms.

3.5.3. Data Analysis

Having collected all the data required for the investigation, the researcher typed the data into SPSS 15.0 which is a package programme for statistical analyses in social sciences. The first step was to gather the Cronbach's Alpha values for the two questionnaires. The next step was to find out percentage of teachers' working experience and after that students' exposure period to English was found out. The questionnaire

given to the teachers was in English; however, the one given to the students was in Turkish to make sure that they did not ignore any of the questions and to avoid misunderstandings. All the questionnaires were then translated into Turkish and three experts were asked to verify the accuracy of the translation.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1. PRESENTATION

This chapter presents the results of the statistical analyses of the data collected through the instruments given above. The first part of this chapter provides information on the descriptive analyses and reliability coefficients for the questionnaires. The second part will try to answer the research questions using inferential analyses. In this part, the research questions of the current study are enumerated and the answers for these questions are provided based on the findings of the inferential statistics.

4.2. DESCRIPTIVE ANALYSES

The EFL-TVQ has twenty items, nineteen of which try to get the views of teachers in terms of use of L1 in ELT classrooms, and one of which includes the statement of their own thoughts related to the use of L1 in foreign language teaching process. The analysis of the questionnaire results reveals the views of foreign language teachers at GUSFL. The other instrument used in the study was the EFL-SVQ. This instrument has nineteen items, eighteen of which try to get the views of students in terms of their use of L1 in ELT classrooms, and one of which includes the statement of their own thoughts related to their use of L1 in foreign language learning process.

4.3. INFERENCE ANALYSES

4.3.1. Inferential Analyses for Teacher Questionnaire

This question aims to find out to what extent teachers feel obliged to use students' native language while they are explaining grammar concepts. To accomplish this, the results of all teachers' responses to the first item in the EFL-TVQ were analyzed. This made it possible to see how often teachers feel themselves obliged to make use of L1 while dealing with grammar concepts in the classrooms. The figure below illustrates frequency of use of L1 while teachers are dealing with grammar concepts.

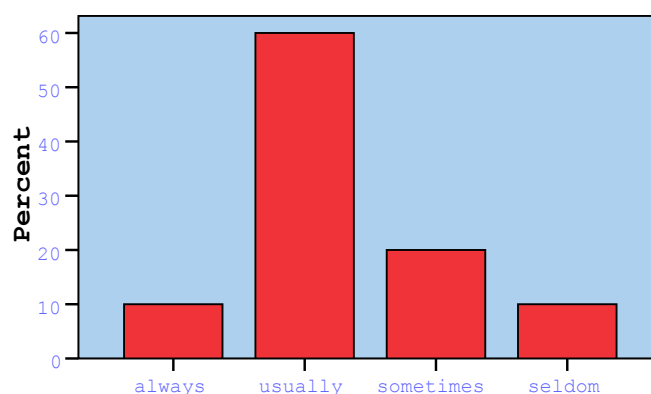


Figure 4.1. When teaching English, I use my students' native language to explain grammar concepts

As seen in the figure above, 60 % of teachers usually turn to mother tongue when they are dealing with grammar concepts and only 10 % of teachers try to avoid using mother tongue while explaining grammar concepts. This percentage indicates that mother tongue is an inevitable part in order to help learners understand the grammar concepts better.

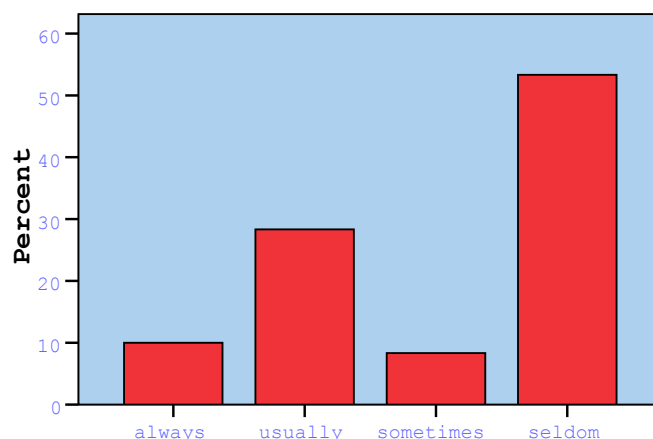


Figure 4.2. When doing reading in the classroom, I use my students' native language to help students understand the text better

This question aims to find out to what extent teachers make use of students' native language when they are doing reading in the classroom.

As seen in the figure above, 53 % of teachers avoid using mother tongue in reading texts; therefore, students are to do their best in order to understand the reading texts by using target language. Only 10 % percent of teachers always use L1 to explain and help learners understand reading texts better.

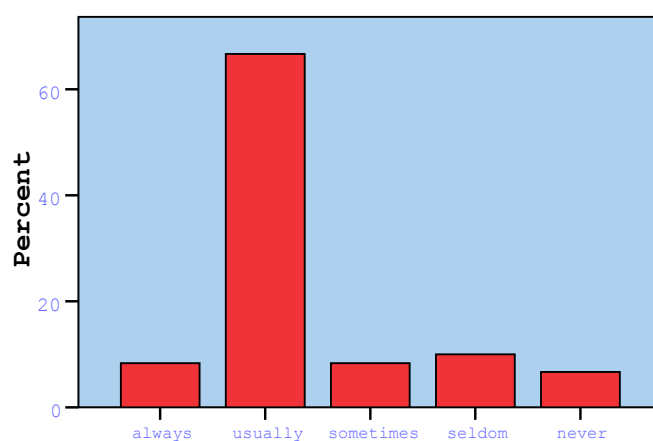


Figure 4.3. When teaching reading, I use my students' native language to explain the content of reading texts

This question aims to find out to what extent teachers make use of students' native language so as to explain the content of reading texts.

The result of this question is surprising compared to the result of the previous question which is also related to reading texts. While majority of teachers avoid native language in terms of reading in general, 75 % of teachers generally make use of native language to explain the content of reading texts. Only 4 % of teachers completely use target language for the explanation of content of reading texts.

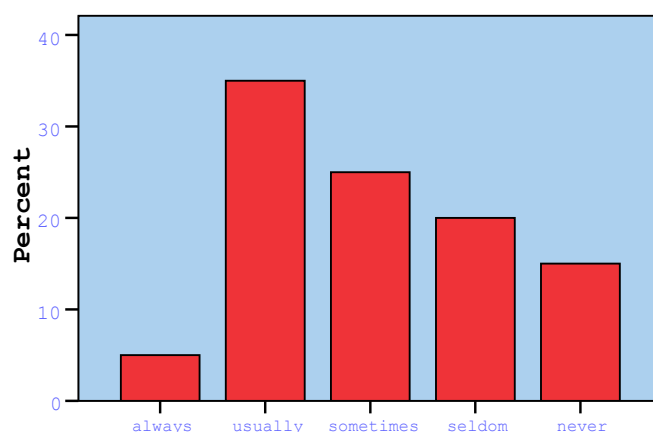


Figure 4.4. When doing listening in the class, I use my students' native language to explain what is said in order to help them catch what they listen to

This question aims to find out to what extent teachers make use of students' native language in order to help learners catch what they listen to.

Listening is usually regarded as one the most difficult skills. Teachers generally have difficulty in improving this skill for their students. The reasonable solution to that problem may be to expose students to listening as much as possible so that they can get familiar with pronunciation of many different words. As seen in the figure above, 40 % of teachers generally use L1 in order to help students catch and understand what they listen to. On the other hand, 35 % of teachers avoid using

L1 during listening tasks and 25 % of them sometimes use L1 and sometimes avoid it depending on the students understanding what they listen to.

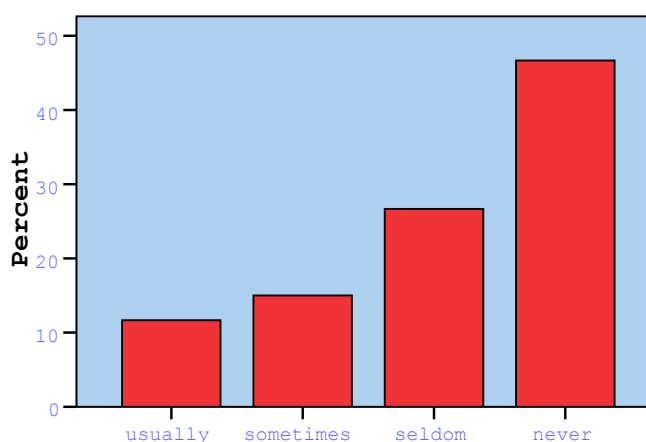


Figure 4.5. When doing speaking in the class, I use my students' native language to explain what I aim to tell them

Speaking is one of the important skills as it enables the students survive in an unfamiliar environment, which is English speaking environment in this context, because the more students speak English, the easier it is for them to survive.

The result of this question above supports this view because 73,4 % of teachers completely avoid using L1 when they are doing speaking in the classroom. However, 26,7 % of teachers make use of L1 again in order to avoid misunderstanding and help their students understand what they aim to tell them.

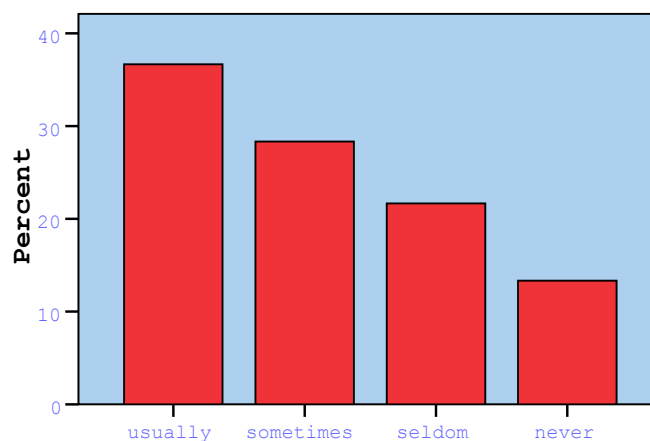


Figure 4.6. When doing writing in the class, I use my students' native language to explain why and what they are going to write before they start writing

Writing is also important for students to explain their thoughts and feelings concerning any subject in target language.

Use of students' native language is in the foreground again in writing. 65 % of teachers are in favor of L1 to make sure that students understand the reason and content of what they are going to write before they start fulfilling this task. The percentage of teachers avoiding complete use of L1 in terms of writing is only 13,3 %.

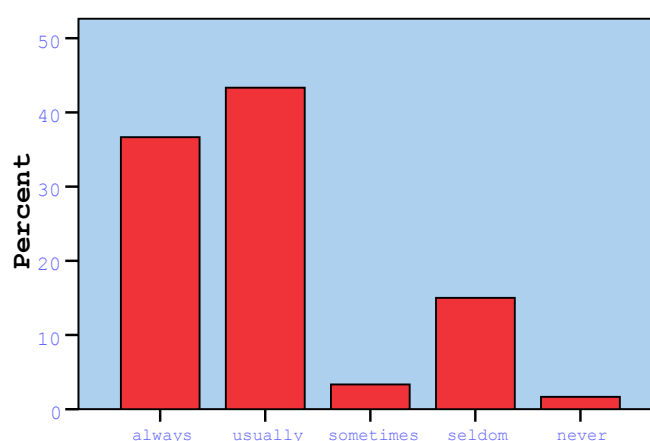


Figure 4.7. When teaching vocabulary, I use my students' native language to explain the meaning of new words

Vocabulary knowledge is essential for better understanding of any written or oral text. Students are also aware of the importance of vocabulary for its invaluable contribution to foreign language learning process. Based on my observation, students feel that they will be unable to understand a sentence or text if there are many unknown words. Teachers generally encourage students to guess the meaning from the context where it is used.

However, according to the results in the figure, 80 % percent of teachers tell the meaning of unknown words in the native language so as to enable the learners understand and learn the meaning of unknown words better and easier. Only 1,7 percent of teachers, that is to say, only one teacher totally avoids use of L1 and uses target language to give the meaning of unknown words.

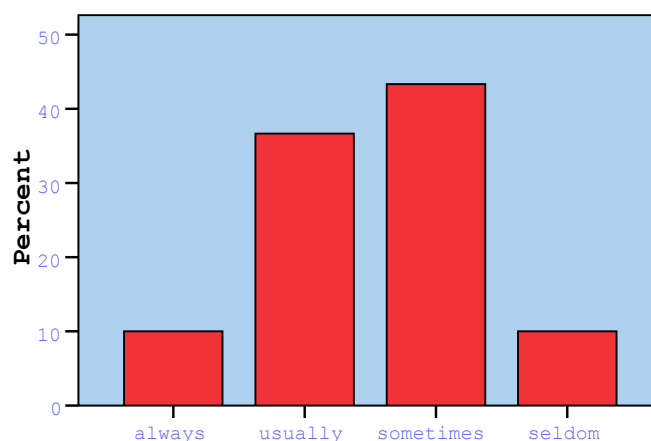


Figure 4.8. When I ask students to do pair work or group work, I use my students' native language if they have difficulty in understanding what they are going to do

Pair work or group work plays an important role in creating an interactive atmosphere among students in the classroom; therefore, avoiding use of L1 as much as possible is beneficial for students. The results of the figure above supports that idea as teachers generally avoid native language even if learners have difficulty in understanding when they are asked to do pair work or group work.

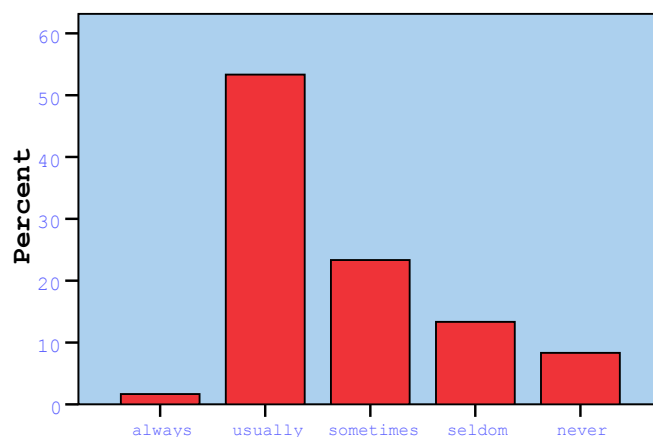


Figure 4.9. When teaching English, I use my students' native language to check their understanding

This question tries to find out whether teachers check understanding of students by means of L1 or not.

The results of the figure above emphasize that teachers are between the use of source language and target language in order to check their students because majority of teachers, 53,3 %, are in favor of using source language.

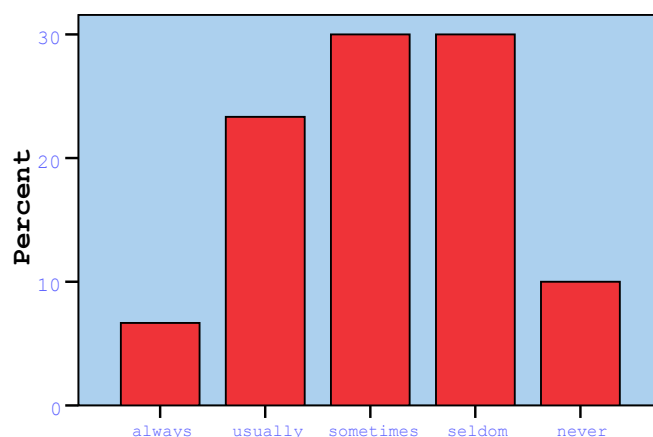


Figure 4.10. When teaching English use my students' native language to give feedback to them

The purpose of that question is to learn to what extent teachers use L1 in order to give feed back to students.

According to the results of the figure, teachers' choice is to make use of target language as much as possible when they give feed back to the learners. Only 6,7 % of teachers always use L1 for giving feed back while the percentage of teachers that totally choose to use target language is 40 %.

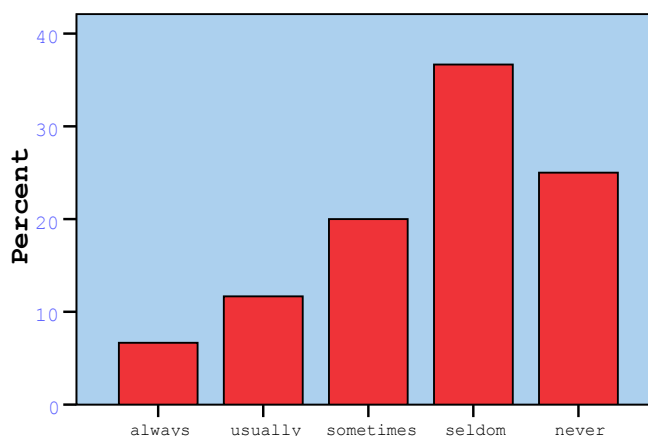


Figure 4.11. When teaching English, I use my students' native language to give instructions

Giving instructions to the students is an inevitable part of classroom interaction between teachers and students. As the results of this figure emphasizes, majority of teachers, 61,7 % prefer to use target language whenever they give instructions and only 6,7 % of them always make use of L1 in terms of giving instructions.

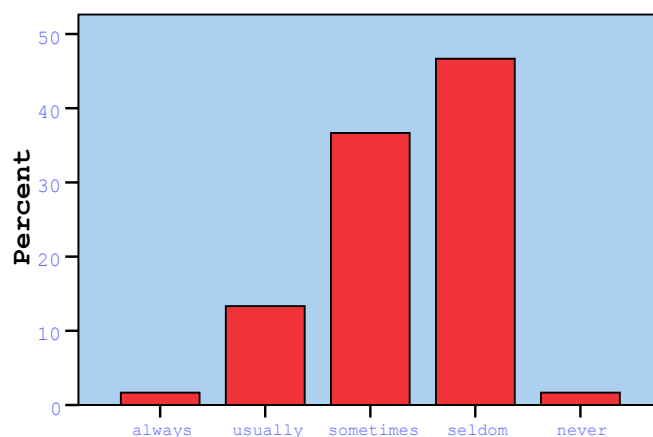


Figure 4.12. When teaching English, I use my students' native language to explain why the students are doing something

Students generally ask questions related to the things they do in the classroom as they are curious about the reasons of these things by using their native language. However, as the results above point out, teachers avoid use of mother tongue to make explanations in the classroom because only 1,7 % of teachers, that is, only one of them uses L1 to make explanations to the students.

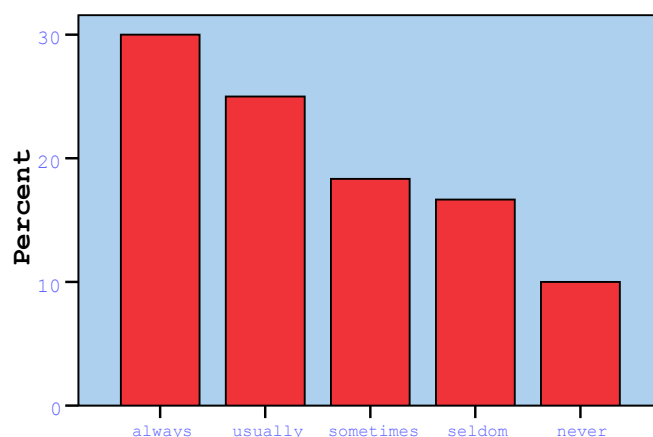


Figure 4.13. When teaching English, I use my students' native language to explain classroom rules

Classroom rules are important as they enable students to have knowledge about their teachers and acceptable behaviors in the classrooms.

The results of this figure reveals the choice of teachers to explain classroom rules to the students, which is the use of L1 in according to the results of this question because 55 % of teachers are in favor of L1.

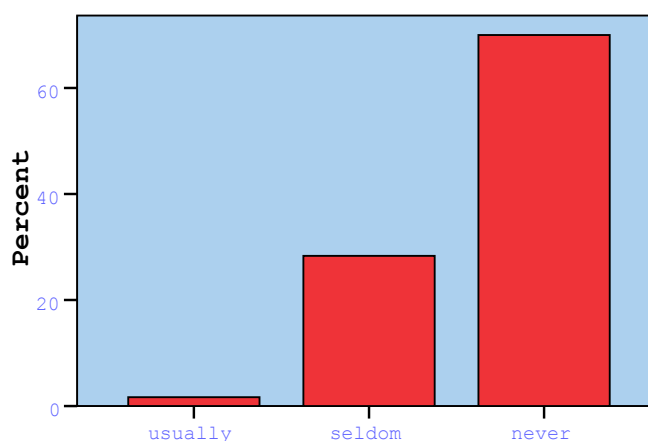


Figure 4.14. When teaching English, I use my students' native language to test the students

Testing is an inseparable part of education in general. Tests are used in order to evaluate the education process and to take feedback from students. In ELT, as the results of this figure put forward, tests are given in the target language and use of L1 is completely ignored so that teachers are able to get reliable feedback from their students. According to this figure, 98,3 % of teachers make use of target language in the process of testing.

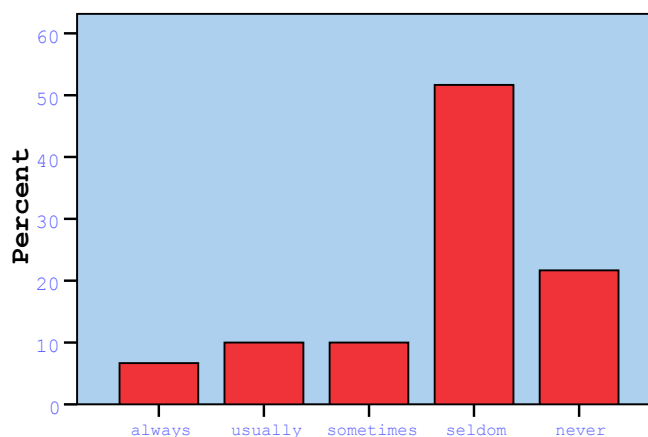


Figure 4.15. When teaching English, I use my students' native language to talk about the test

Students are always curious about the testing process and they usually ask questions in order to learn types of questions that are likely to be asked in the exams and they want their teachers to make explanations to them.

As shown in this figure, majority of teachers, 73,4 % make use of target language in order to inform students about the tests to be given to them and only 10,6 % of them always uses L1 in the classroom so that students can have knowledge about the content of the exams.

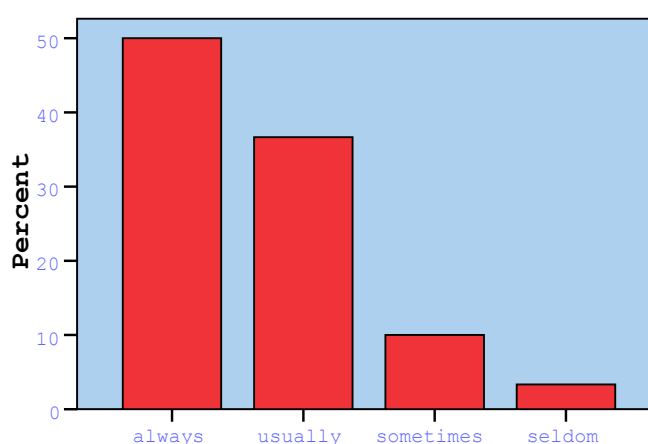


Figure 4.16. When teaching English, I use my students' native language to explain differences, in terms of grammar, between their native language and English

Students tend to exploit their native language as much as possible when they are given grammar subjects in the classroom as they think that they will be able to understand the subject better if they find the counterparts of these subjects in their own language. The table below also supports this tendency in teachers.

The results of the figure put emphasis on this tendency because only 3,3% of teachers seldom use L1 to explain grammatical differences in the classroom. On the other hand, almost all of the teachers, 86,7 %, choose to use L1 to make the grammatical differences between source language and target language easier for students to understand.

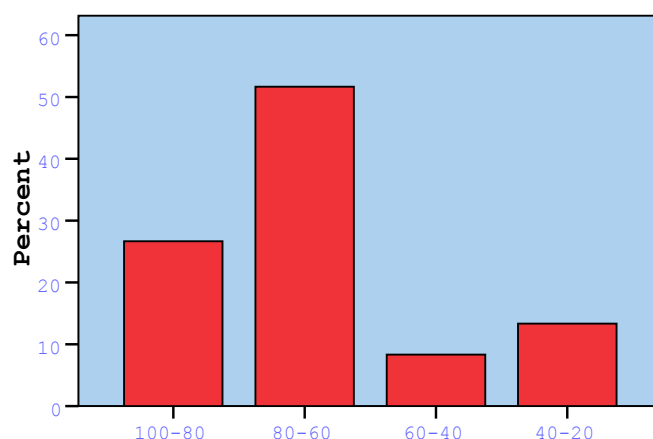


Figure 4.17. Please indicate as a percentage to what extent you use native language in ELT classrooms (for beginner students)

The purpose of that question is to learn as a percentage to what extent teachers use L1 for beginner students, that is level C in our case, in ELT classrooms.

The results in 4.3.17. above clearly show that nearly all of the teachers make use of L1 for beginner students in ELT classrooms as there is no teacher that completely avoid use of L1 for beginner students.

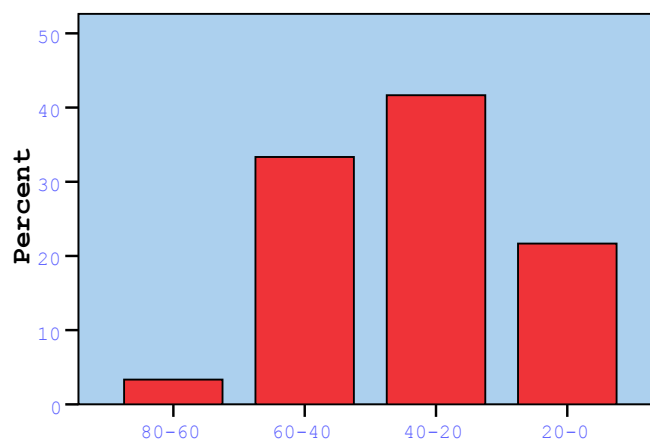


Figure 4.18. Please indicate as a percentage to what extent you use native language in ELT classrooms (for intermediate students)

That question aims to learn as a percentage to what extent teachers use L1 for intermediate students, that is level B in our case, in ELT classrooms.

Intermediate students are generally accepted to have knowledge about the content of foreign language to some extent compared to beginner students, therefore, use of L1 in intermediate classes is less than it is in beginner classes; however, it is impossible to say that L1 is always avoided in intermediate classes. According to the results of the figure, the use of L1 is to the fore again in intermediate classes because teachers that usually use target language in the classroom is only 21,7 % whereas teachers that make use of L1 is above 30 %.

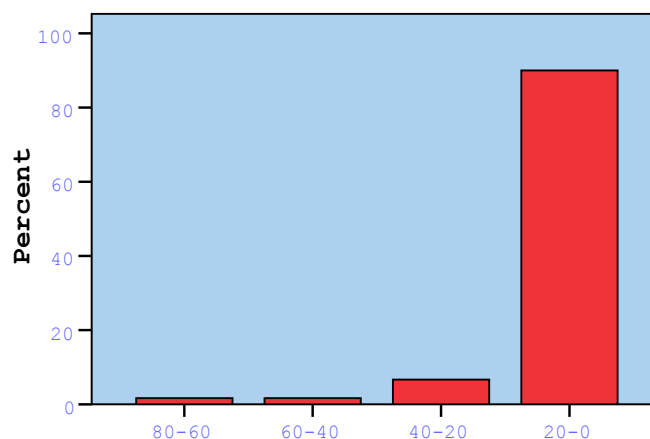


Figure 4.19. Please indicate as a percentage to what extent you use native language in ELT classrooms (for advanced students)

The purpose of that question is to learn as a percentage to what extent teachers use L1 for advanced students, that is level A in our case, in ELT classrooms.

The results of the figure 4.19. above reveal that mother tongue is almost always avoided for advanced students in ELT classrooms as these students are accepted to have the knowledge to survive and understand what is said and spoken in an English-speaking environment. There was also an open-ended question asking teachers whether they wanted to add anything in addition to the questions asked to them; however, none of the teachers made any comments on using mother tongue in ELT classrooms apart from the questions given to them.

4.3.2. Inferential Analyses for Student Questionnaire

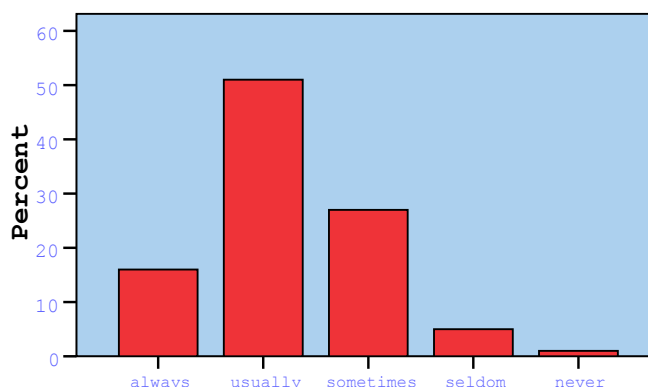


Figure 4.20. When learning English, I use my native language to understand grammar concepts

This question aims to find out to what extent students exploit their native language while they are learning grammar concepts. To accomplish this, the results of all students' responses to the first item in the EFL-SVQ were analyzed. This made it possible to see how often students make use of L1 while dealing with grammar concepts in the classrooms. This figure illustrates frequency of use of L1 while students are dealing with grammar concepts.

Students tend to use their native language as much as possible when they are studying or learning grammar concepts in the classroom as they think that they will be able to understand grammar better if they find the counterparts of these subjects in their own language. The figure also emphasizes this tendency in students as the percentage of students that completely avoid native language to understand grammar concepts is only 1 % whereas the percentage of students that generally use their native language to understand grammar concepts is 67 %.

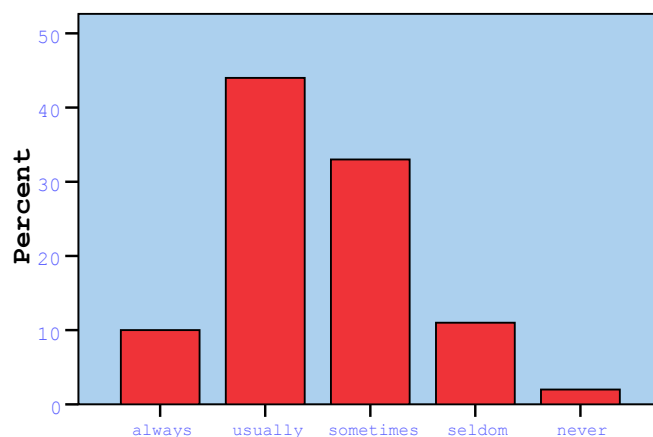


Figure 4.21. When learning English, I use my native language to understand differences, in terms of grammar, between my native language and English

This question can be regarded in parallel with the first question. Students usually try to look for equivalents of what they learn in their native language. The figure above illustrates frequency of use of L1 while students are studying or learning grammar so as to get over these grammatical differences.

The results of the figure above support this tendency in students as majority of students, 54 %, generally make use of L1 in the classroom in order to understand grammatical differences between source language and target language better. Only 2 % of students completely reject use of L1 to understand differences in terms of grammar better. Learners tend to rely on their existing language knowledge to help them understand the logic and organization principles behind the target language.

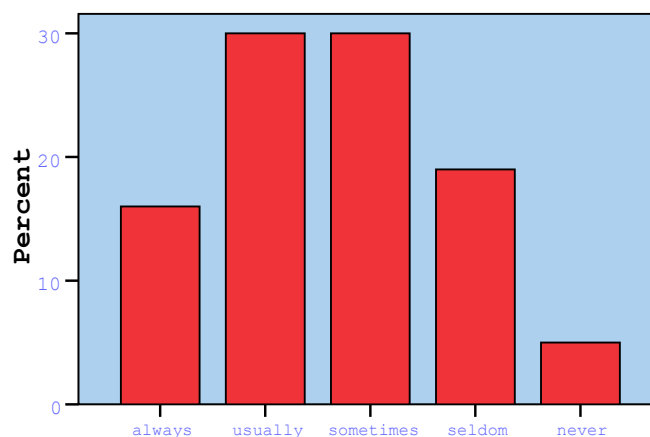


Figure 4.22. When studying reading, I use my native language to translate the text in order to understand it better

Reading is one the most important skills as it enables students to understand what they read easily and have vocabulary knowledge as the time passes. Students are of the opinion that they will not be able to understand anything in reading texts if there are many unknown words ant they try to translate the text into their native language as they read in order to understand what they read better.

The results of the figure above support this tendency in students as 5 % of them totally refuse use of L1 for making reading texts easier to understand for themselves. General preference for reading texts is native language as it is in other basic skills in this research.

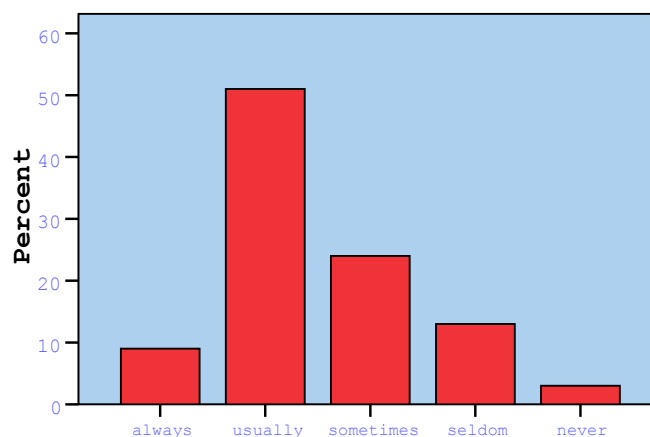


Figure 4.23. When studying reading, I use my native language to understand the content of reading texts

This question can be regarded in parallel with the previous question as these two questions try to find out general tendency among students for better understanding of reading texts.

The results of this figure reveal that students depend on their native language for any kind of reading text so that they are able to understand what they read better and more easily. According to this table, 9 % percent of students always and 51 % of them usually turn to L1 for comprehension of reading texts and their content.

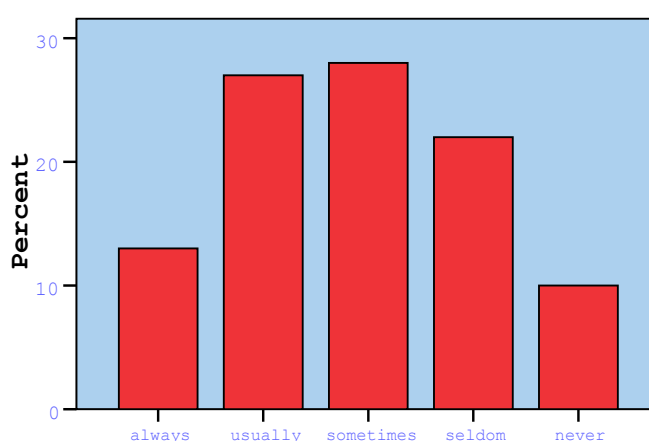


Figure 4.24. When doing listening in the class, I use my native language to translate what is said in order to help me understand what I listen to

Listening is one of the skills that students have difficulty in understanding because native speakers speak faster than a person who studies English as a second language; therefore, students are generally unable to catch up with what they listen to. Because of that, they generally try to translate what is said while they are listening and the results of the figure supports that because only 10 % of students avoid target language all the time whereas 40 % percent of them generally make use of L1.

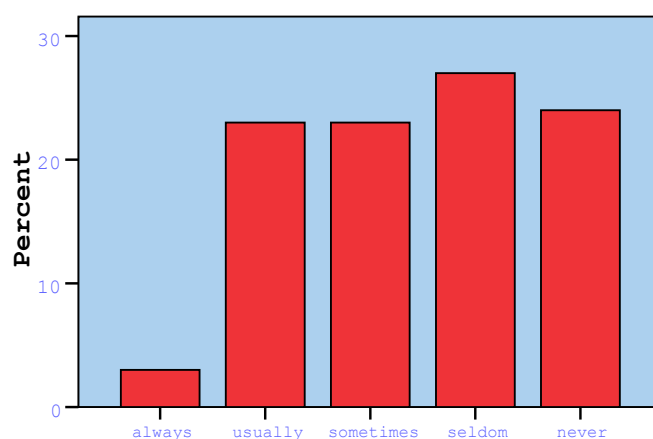


Figure 4.25. When doing listening in the class, I ask my teacher to translate the dialogues into Turkish if I have difficulty in understanding what I listen to

This question can be regarded in parallel with the previous question as these two questions try to find out general tendency among students for better understanding of listening tasks.

Some listening tasks include dialogues uttered by different speakers and students may have difficulty in understanding these dialogues and they may require help from their teachers in terms of L1 for the parts they are unable to understand. According to the results of the figure above, 3 % of students always and 23 % of students usually ask for the help of their teachers whereas 24 % of students never want their teachers to make explanations when they have problems related to the tasks they listen to.

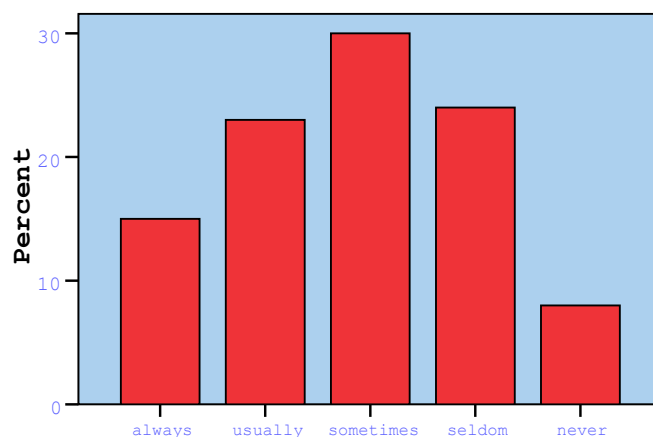


Figure 4.26. When doing speaking in the class, I use my native language to translate what my friends and teacher aim to tell me so that I can speak to them correctly

The purpose of that question is to learn as a percentage to what extent students use L1 when doing speaking in the classroom in order to translate what their teachers and friends aim to tell them and speak to them correctly.

Speaking is an important skill for learners as they learn how to survive in an English-speaking environment; therefore, teachers generally avoid using L1 during speaking exercises. However, students prefer use of their native language when they are unable to find words or expressions to explain themselves, which is supported by results of the figure above because only 8 % percent of students never use L1 during speaking. On the other hand, 15 % of students always and 23 % of them usually use their native language to translate what their teachers and friends aim to tell them and speak to them correctly while corresponding to them.

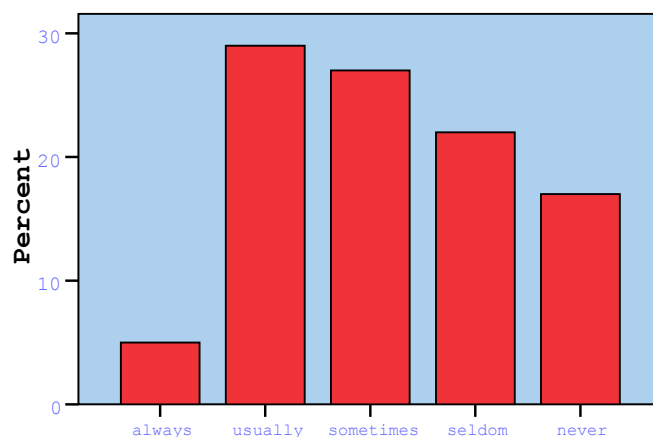


Figure 4.27. Before answering a question, I note what I am going to say in my native language first, and then I translate it into target language and give answer to the question

When teachers ask questions to the students, they generally think for a while before giving answers. This question aims to find out whether students take notes in their native language before giving answers to the questions asked.

The results of the figure reveal that 17 % of students never make use of L1 before answering any kind of question, but 29 % of them usually take notes in their native language before they give answers to the questions. The percentage of students that always do in that way is 5 %.

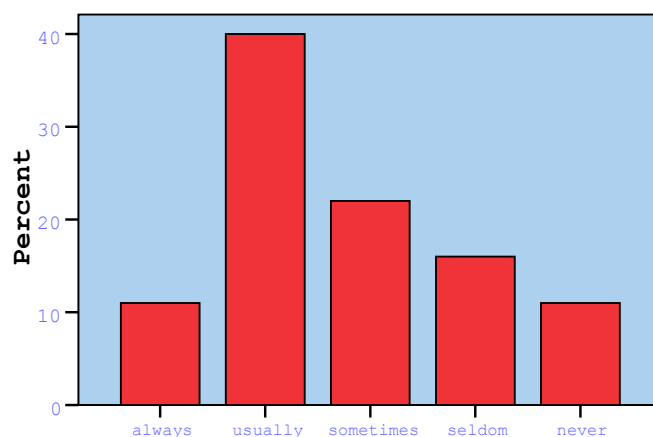


Figure 4.28. When doing writing in the class, I use my native language to ask my teacher why and what I am going to write before I start writing

Writing is important for students because it enables them to explain their thoughts and feelings concerning any subject in target language; therefore, it is very important for them to understand the subject of writing. This question tries to find out to what extent students use L1 ask their teachers about the content and reasons of writing tasks.

The results of the figure put forward that majority of students use L1 to understand the content and reasons of writing tasks because the percentage of students that totally reject use of L1 is only 11 % whereas the ones that generally prefer their native language is 51 %.

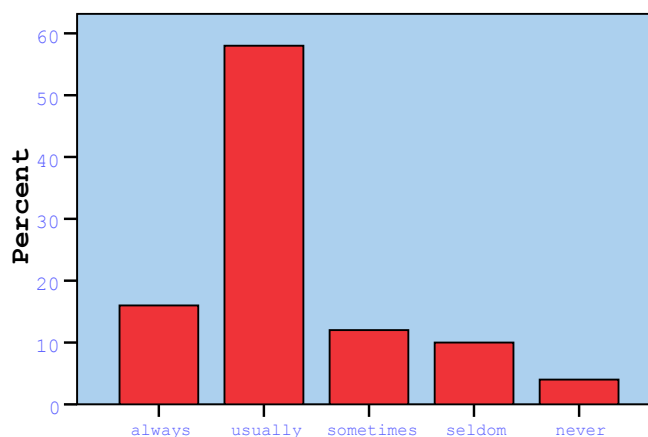


Figure 4.29. When studying vocabulary, I use my native language to understand the meaning of new words

A second language learner is likely, then, to short-cut the process of observing a new word's various references and collocations, by mapping the word directly onto the mother tongue. We may assume that wherever possible the beginning foreign learner tries to operate with simplified translation equivalences between lexical items... In the learning of related languages, simplified equivalences work well for the development of a receptive competence, even though these equivalences will have to be modified by later learning. (Ringbom, 1986)

Having good vocabulary knowledge is one of the most important things for students as they think that they will not be able to understand the sentence or the reading text if the number of unknown words is a lot more than it is expected. They do their best to expand their vocabulary and they try to learn meanings of unknown words in different ways. In our research, the percentage of students that learn unknown words through their meanings in native language is 74 %, which emphasizes the tendency of using L1 among students to understand what these unknown words mean.

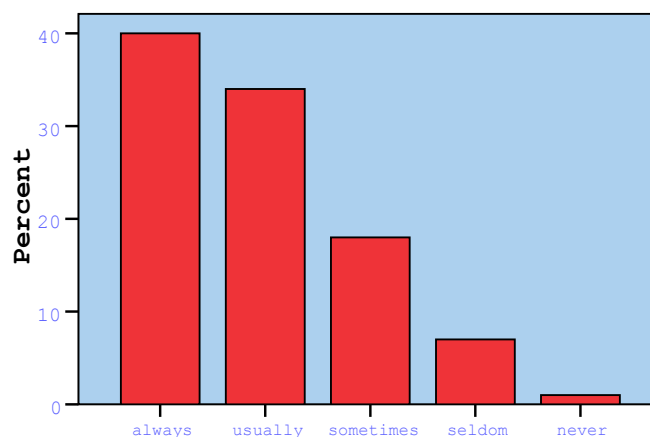


Figure 4.30. When doing a pair-work in the classroom, I use my native language to discuss what we are going to do

Pair-work is one of the most important classroom activities to create an interactive atmosphere in the classroom. The purpose of this question is to learn the tendency among students in terms of L1 when they are doing pair-work in the classroom.

According to the results of the figure, 74 % of students use L1 to discuss what they are going to do when they are doing pair-work in the classroom. The percentage of students that never use their native language for pair-work is only 1 %.

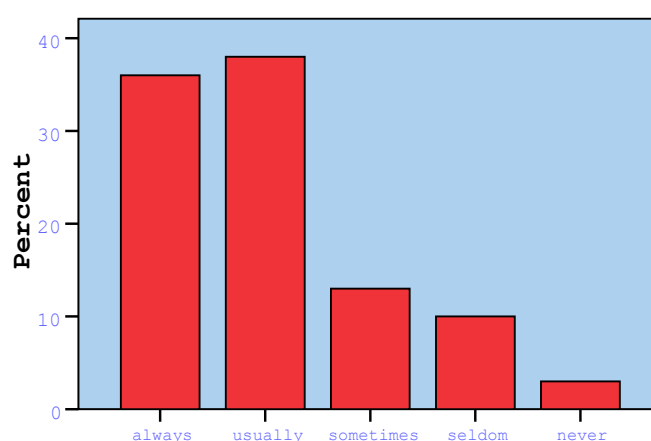


Figure 4.31. When doing a group-work in the classroom, I use my native language to discuss what I am going to do

This question can be regarded in parallel with the previous question as these two questions try to find out general tendency among students when doing pair-work or group-work in the classroom.

The results of the figure reveal that 74% of students generally make use of L1 in order to discuss what they are going to do for a pair-work or group-work in the classroom. Only 3 % of students never make use of L1 when they are doing pair-work or group-work in the classroom.

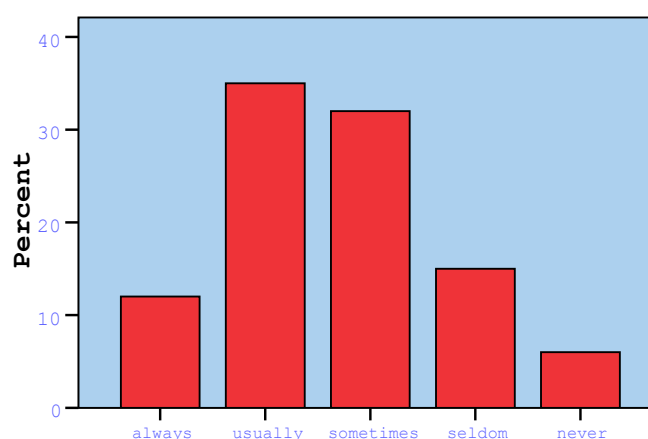


Figure 4.32. When learning English, I use my native language to give feed-back to my teacher

Giving feed-back to the teachers is important for them to check the pace of students concerning any subject dealt in the classroom. According to this feed-back, teachers take necessary measures if there is a problem. The results of the figure reveal the choice as students when they are asked to give feed-back to their teachers, which is mostly use of L1 for the participants in our case because only 6 % of students make complete use of source language in terms of giving feed-back to the teachers.

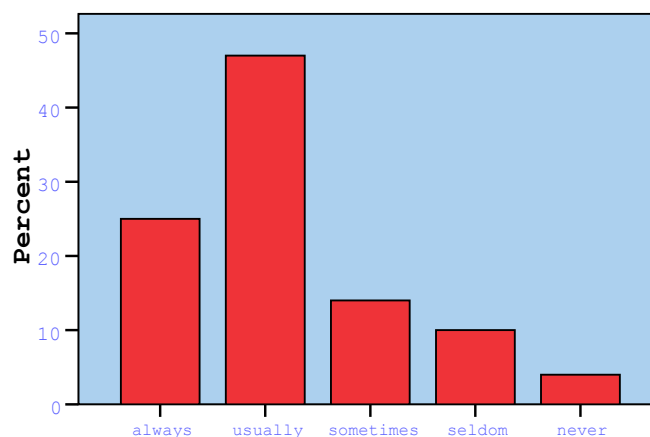


Figure 4.33. When learning English, I use my native language to ask questions to my teacher if I have difficulty in understanding a point

This question aims to find answer to the question of language preference of the students when have difficulty in understanding a point in the classroom.

Students are not expected to learn everything taught to them in the classroom without making any mistakes because making mistakes is also a part of foreign language learning and teaching process. The important thing is have the courage to ask the points that are not understood by getting over embarrassment without thinking whether my friends laugh at me or not. The results of the question indicate that students choose to use L1 in order to ask questions to the teachers because only 4 % of students prefer to use source language while 72 % of them choose to use their native language.

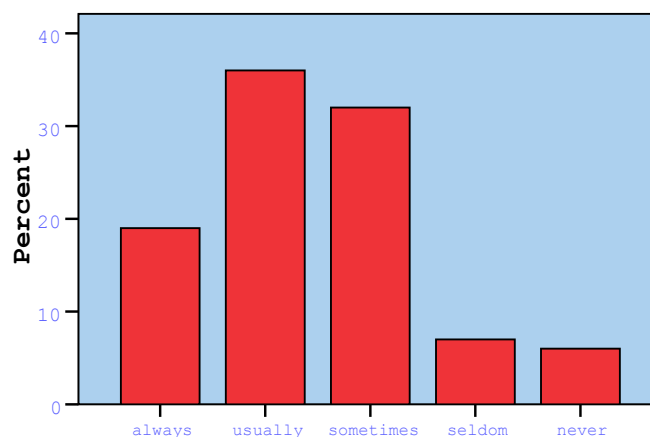


Figure 4.34. When my teacher gives instructions, I ask him/her to tell them in my native language if I have difficulty in understanding them

Instructions given by teachers play an important role, for these instructions are used as a kind of guidance to tell students what they are going to do. Therefore, students give importance to these instructions and if they may not understand any of these instructions, they can ask their teachers. The results of the figure above reveal that students make use of L1 if there occurs any kind of misunderstanding related to instructions because 55 % of them choose to use their native language whereas only 6 % of them avoid using mother tongue.

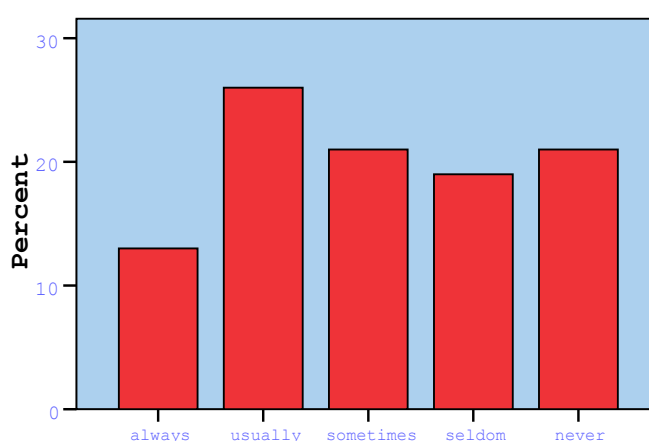


Figure 4.35. When I have difficulty in understanding the instructions given in the exams, I ask my teacher to tell them in my native language

The purpose of this question is to find answer to the question of language preference of the students when have difficulty in understanding an instruction given in the exam. Understanding the instructions given in the exams is equal to answering questions correctly in a way.

This question can be regarded in parallel with the previous question as these two questions try to find out general tendency among students when have difficulty in understanding instructions given in the exam. While students prefer to use L1 for the explanations of instructions given in the classroom, only 13 % of them make use of L1 for the explanation of the instructions given in the exam. The percentage of students that always look for explanations in the source language is 21 %.

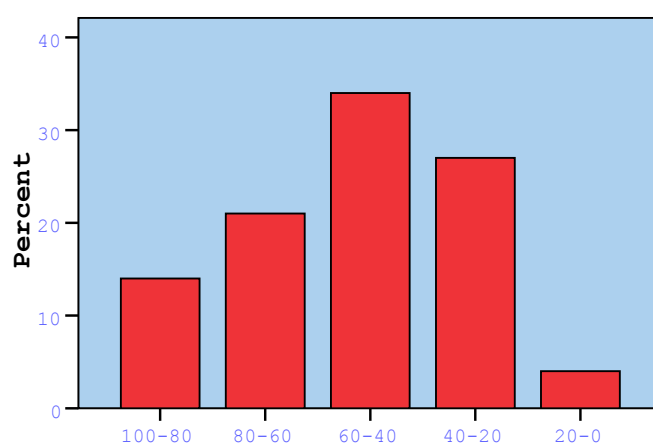


Figure 4.36. Please indicate as a percentage to what extent you use your native language in ELT classrooms

The purpose of that question is to learn as a percentage to what extent students use L1 in ELT classrooms.

The results of the figure above reveal that 14 % of students use L1 between 100-80 %, 21 % of students make use of L1 between 80-60 %, 34 % of students benefit from their native language between 60-40 %, 27 % of students use their native language between 40-20 %, and 4 % of them use L1 in the classroom between

20-0 %. These results reveal point out that majority of students make use of their native language in the classroom between 60-40 %.

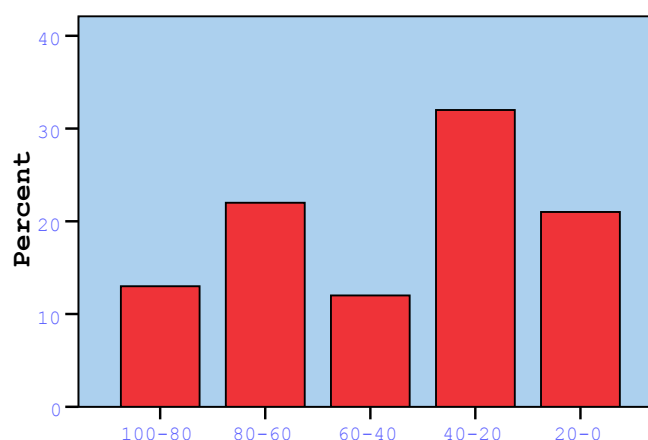


Figure 4.37. Please indicate as a percentage to what extent your teacher use your native language in the classroom

The purpose of that question is to learn as a percentage to what extent teachers use L1 in ELT classrooms according to the observations of their students. This question can be regarded in parallel with the previous question as these two questions try to find out general tendency between teachers and students in terms of use of L1 in the classroom.

The results of the figure above indicate that 13 % of teachers use L1 between 100-80 %, 22 % of teachers make use of L1 between 80-60 %, 12 % of teachers benefit from their native language between 60-40 %, 32 % of teachers use their native language between 40-20 %, and 21 % of them use L1 in the classroom between 20-0 %. The results of these two questions put emphasis on the fact that mother tongue is an inseparable part of foreign language learning and teaching process. While majority of students make use of L1 between 60-40 %, the percentage for teachers is between 40-20 %. There was also an open-ended question asking students whether they wanted to add anything in addition to the questions asked to

them; however, none of the students made any comments on using mother tongue in ELT classrooms apart from the questions given to them.

Table 4.1. Results of Independent Samples t-Test Concerning Male and Female Teachers' Use of Native Language

Gender	N	X	SD	df	F	Sig.
Male	21	53.43	10.07	58	.108	.744
Female	39	56.33	9.28			

In order to get results of this question, independent samples t-test was conducted. As a result of this test, it was found out that there is no significant difference between male and female teachers' use of native language in the classrooms ($\text{Sig.} = .744 > P.05$).

The table below reveals whether experience of teachers influence their attitudes towards the use of mother tongue in the classroom. To achieve this, One-way Anova was conducted.

Table 4.2. Descriptives for One-way ANOVA

Experience	N	X	SD
1-5 years	26	55.60	9.10
5-10 years	6	56.67	
10-15 years	9	50.78	
More than 15 years	19	56.79	7.96

The results of One-way ANOVA are given in the following page.

Table 4.3. Results of One-way ANOVA Concerning the Relationship between Experience and Attitudes towards Use of Native Language in the classroom

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	238.4	3	79.4	.8	.4
Within Groups	5176.5	56	92.4		
Total	5414.9	59			

According to the results of the table above, it was discovered that experience does not affect the attitudes towards the use of mother tongue in the classroom (Sig.=.46>P.05).

Table 4.4. Results of T-Test Concerning the Relationship between Teachers and Students' Attitudes towards Use of Native Language in the classroom

	N	X	SD	df	F	Sig.
Student	100	63.43	10.88	158	.671	.414
Teacher	60	55.32	9.58			

In order to get results of this question, t-test was conducted. As a result of this test, it was discovered that there is no significant difference between teachers and students' attitudes towards use of native language in the classroom (Sig.=.41>P.05).

4.4. THE RESULTS OF THE INTERVIEW

The focus of the interview analyses presented in this study is on the use of mother tongue in ELT classrooms. The interview and the other two questionnaires were analysed together since the questions of the interview and the statements of the questionnaire are parallel to each other.

The type of interview used in this study is semi-structured interview. The structured interview is a data collection instrument that is a technique very similar to questionnaire. According to Leedy (1997), closely allied to the questionnaire is the structured interview. Semi-structured interviews (as the ones used in this study) are more detailed than structured interviews as they involve inquiries in order to get further explanatory information concerning the questions. Results from the interview revealed the following conclusions.

In this study, five questions were asked to three preparatory class level B students they were asked to give answers to these questions. The first question of the interview was about the foreign language background of the students and then they were asked questions to find out how often they feel themselves obliged to make use of mother tongue in the classroom.

The following extracts are given to illustrate students' views concerning the use of mother tongue;

Mother tongue is a kind of security for me when I am unable to find a solution to my confusion, so I exploit my native language in such cases. For example, if my teacher describes an unknown word in English and I still have difficulty in understanding the meaning of that word, I look for Turkish correspondent of that word in order to make sure.
(Student A)

I usually make use of mother tongue for grammar points and listening tasks because I feel that I will not be able to understand what I hear if I can not translate it into Turkish. (Student B)

I generally make use of mother tongue for grammar and reading texts because these are the most important skills in my opinion. (Student C)

I use mother tongue whenever necessary for me. For example, when I am unable to give answer to a question that I already know, I usually make use of my native language.
(Student D)

Sometimes I will use English first and then when I found myself confused, I will switch to Turkish to make it clearer. Of course I will try my best to use English first, but if there is nothing to do apart from using my native language, I do not hesitate. (Student E)

As seen above, mother tongue is like a harbor for students when they have to anchor in case of confusion and misunderstanding.

The third question of the interview was about the skill for which students make use of their native language most. Almost all of them gave the same answer.

The examples are;

...err. Well, I have to turn to my native language for grammar and listening. Actually, it is very difficult for me to listen to my teacher's explanations in terms of grammar without making any use of mother tongue because it is meaningless then if I do not understand anything. (Student C)

...OK. I think I exploit my mother tongue for listening tasks as I believe that native speakers speak very fast and it is impossible to catch up with everything they utter, so I try to translate conversations and dialogues so that it can help me understand the content of what I listen to. (Student B)

...for me, reading requires use of mother tongue because there may be many unknown words and complex sentences, which makes the text more to understand. In that case, I have to make use of my native language to understand what is written and answer the questions correctly. (Student A)

Well, I use mother tongue mostly for grammar and listening because if I make use of my native language, I understand grammar concepts better. Sometimes, listening tasks may be very difficult to understand because they speak very fluently; therefore, I ask my friend or teacher to translate it to understand the conversation or dialogues better. (Student D)

I think reading texts usually require the use of mother tongue to understand the text and answer the questions correctly because reading is an important part of exams, so I feel I have to use my native language for better understanding. (Student E)

In 4th question, students were asked whether mother tongue plays an important role in ELT classrooms and should be used by students whenever necessary.

Here are some quotations from the interviews emphasizing the place of mother tongue in ELT classrooms;

In my opinion, mother tongue does have its place in ELT classrooms because it is a beneficial thing for both teachers and students as teachers sometimes have to make use of our mother tongue for better understanding. (Student B)

Of course, mother tongue plays an important role in foreign language learning process; otherwise, it would be sometimes difficult for us to understand what is told and taught. So mother tongue should be used whenever necessary. (Student A)

Of course, mother tongue is very important in the classroom because it is our only source to check our understanding and for teachers it is important too as they also make use of mother tongue when there is no way for better understanding in the classroom. (Student C)

Mother tongue is a necessary tool for students, I think. Therefore, I do not think avoiding mother tongue in the classroom is a good idea; on the contrary, teachers should encourage students to use their native language whenever they feel necessary. (Student D)

Certainly, mother tongue has a place in the classroom as a means of teaching tool for teachers and learning tool for students. It is not the students that always make use of mother tongue in the classroom; teachers also use L1, which means that mother tongue should be used whenever necessary instead of being banned. (Student E)

The last question of the interview was to get the views of students concerning their teachers' use of their mother tongue in the classroom. The question was whether teachers should avoid the use of mother tongue completely in the classroom or not.

The examples are;

...It depends upon the skills and task planned in the classroom, but I think total ignorance of mother tongue both by teachers and students is impossible because teachers also sometimes have to make use of L1 for their students and for the tasks and skills. (Student A)

...In my opinion, avoiding L1 in the classroom during foreign language learning and teaching process seems very difficult for teachers and students because teachers also make use of L1 for their own benefit in case there occurs a kind of confusion or misunderstanding in the classroom. (Student B)

I think it is no use avoiding mother tongue in the classroom because it seems the only way for teachers when they do not know what to do; therefore, mother tongue is also useful and necessary for teachers too. (Student C)

I do not think complete avoidance of mother tongue is possible in the classroom because mother tongue is sometimes used to promote participation of students for certain activities in the classroom, so teachers may benefit from L1 if they make use of it. (Student D)

Avoiding mother tongue is not a good idea in my opinion because both teachers and students sometimes exploit L1 in the classroom. For example, teachers may use L1 for increasing the number of students that take part in activities for pair work or group work, and it works as much as I observe, Therefore, teachers should encourage the use of mother tongue in the classroom instead of avoiding it completely. (Student E)

Ellis also (1980) speculated that second language learners obtain more practice in the target language, and are more motivated to engage in further

communication when they have greater opportunities to speak and when they achieve successful communication.

4.5. SUMMARY OF THE FINDINGS

The findings of this study show similarities and differences between the views of teachers and students concerning the use of mother tongue in ELT classrooms. To what extent teachers and students should make use of L1, the skills that require the use of mother tongue and the factors they see as the reasons for the use of L1 are considered while commenting on the similarities and differences between teachers and students.

The results of questionnaires given to both teachers and students showed that mother tongue did have its place in foreign language teaching and learning process. Moreover, views of teachers and students concerning the use of L1 were consistent with each other, that is to say, teachers and students are in favor of using mother tongue as much as possible provided that the use of L1 does not hinder second language acquisition.

According to the results of the interview, five foreign language learners studying at GUSFL strongly support the use of L1 in the classrooms and they also indicated that English teachers and students did not hesitate to use mother tongue in the classroom because they regarded mother tongue as an encouraging tool for foreign language learning process as they saw it as a motivating factor for themselves when they did not know what else to do.

CHAPTER FIVE

CONCLUSION AND DISCUSSION

5.1. PRESENTATION

The primary purpose of this study was the exploration of teachers and learners' views on using mother tongue in ELT classroom. Learners tend to rely on their existing language knowledge to understand the logic and organization principles behind the target language. L1 use in the classroom needs to be handled with care exactly because it exerts a powerful influence on the learning process, as it seems that learners tend to treat it as the obvious starting point when learning a foreign language, and is a popular communication strategy (Ellis, 1985).

Another reason that is cited for L1 use in the classroom relates to the fostering of a positive affective environment. Schweers (1999) encourages teachers to insert the native language into lessons to influence the classroom dynamic, and suggests that "starting with the L1 provides a sense of security and validates the learners' lived experiences, allowing them to express themselves.

Wells (1999) also agrees with the positive impact of using L1 in tasks to achieve L2 learning, but he is critical of Anton and DiCamilla's interpretations of scaffolding and intersubjectivity, which together define the process whereby learners rely on each other's knowledge of L1 lexis and structures to access corresponding lexis and structures

in L2. Wells points out that Anton and DiCamilla conceive of scaffolding too narrowly and apply it to a weaker/stronger dyad where one partner is clearly at a higher level of proficiency than the other, and the two work together in a quasi-teacher/student relationship. He feels that a more accurate description of how learners engage in pair work would be “collaborative problem solving” (Wells 1999).

The term intersubjectivity is defined as a shared perspective between interlocutors, when “individuals working in collaboration define the objects (both concrete and abstract), events, and goals of a task in the same way” (Anton and DiCamilla 1998). While Anton and DiCamilla state that a certain level of shared perspective must be reached and maintained, Wells believes that it is the ongoing effort to achieve a shared perspective that provides the basis for learning. Aside from these differences, Wells (1999) and Anton and DiCamilla (1998) agree that problem solving comes about more easily and naturally when the L1 is used, and it can provide a foundation for learners to build L2 structures, especially during collective activities in class.

Instead of seeing students’ minds as a *tabula rasa*, English teachers can recognize students’ previous experiences with language and learning and can build on them, and they can expand on learners’ linguistic knowledge by employing the L1 intelligently. An attitude of respect for a learner’s linguistic maturity can help create a better classroom environment. This is true with young learners as well, especially in countries where English is seen as having an imperialistic role. In such cases, “use of the mother-tongue is a signal to the children that their language and culture have value, and this will have a beneficial effect on self-perceptions, attitudes, motivation and, consequently, on achievement” (Garrett et al. 1994).

Furthermore, Atkinson (1993) agrees with the need to maximize L2 usage, and he states that “every second spent using the L1 is a second not spent using English—and

every second counts.” However, he also describes how to achieve a proper balance of L1 in the learning process, which can be done without depriving learners of valuable L2 input.

Similarly, according to Ferrer (2005), teachers are very often concerned with the exclusive use of the target language in the classroom and the avoidance of the mother tongue, which is generally considered as “acting counter to the principles of good teaching”; hence they encourage students to avoid using L1 by all means. However, and it could be said that in spite of teachers’ efforts to the contrary students are not totally influenced by this trend and feel that translation is a useful strategy in their learning process. This view is more in line with those like Gabrielatos (2001) who encourage both teachers and students to use the mother tongue in the classroom and not to treat this use “as a sin”.

While the purpose of this study was to investigate teachers and students’ views on using mother tongue in ELT classrooms, the research questions more specifically led the analysis. Firstly, the data collected through the instruments given above (i.e. EFL-TVQ and EFL-SVQ) has been analyzed to demonstrate these views.

Based on the analyses presented in the previous chapter, this chapter closely discusses the findings in the following section (*Discussion*.) Next, a coherent understanding and use of the findings in a foreign language class is presented in the section titled *Pedagogical Implications*. Finally, the drawbacks and limitations of the study will be presented in *Limitations and Suggestions for Further Research* along with concrete suggestions for further research.

5.2. DISCUSSION

The findings for the first research question have pointed out that most of teachers are in favor of using mother tongue in ELT classrooms during foreign language learning

and teaching process unlike many English language teaching professionals who claim L1 use in the classroom is unthinkable, something that should never happen in today's modern, communicative lessons. They wonder how students can truly appreciate meaningful target language exchanges if they are continually relying on their L1s. There are, however, a considerable number of advocates of Atkinson's (1993) judicious use theory, those who say that perhaps the teacher and students can exchange in the L1 without harming the communicative focus of second language lessons. These advocates claim that "the L1 can be a vital resource, and there is certainly no reason why any teacher of monolingual classes should feel that it is somehow 'wrong' to make use of it" (Atkinson 1993).

Moreover, in her research Murrah (2001) suggests that there is evidence that translation used to facilitate comprehension is a signal of a breakdown in communication, not a choice of activity. Murrah also mentions what Polio and Duff (1994) confirm as well—that these moments are "genuine opportunities for students to negotiate meaning in the foreign language and to develop strategies to correct and adjust their communication" (Murrah 2001). Polio and Duff (1994) claim that the onus is on the teacher, not the students. According to Macaro (2001) no study to date has succeeded in demonstrating a "causal relationship between exclusion of the L1 and improved learning"; he does, however, recommend that the language teaching community dedicate itself to research that might establish "parameters of L1/L2 use" as a framework for teachers in training, to bring them to an optimal balance of resources.

The second research question investigated the views of students concerning the use of L1 in ELT classrooms. Students that try to do their best for second language acquisition support the use of L1 in the classroom, which is a kind of labor for them to anchor. Therefore, the use of L1 is also viewed as a useful compensation strategy. Oxford (1990) regards switching to the mother tongue as one of the compensation

strategies which students make use of when they need to compensate for their shortcomings not only in understanding a new language item but also in the production stage. Thus, through making use of their mother tongue, learners go on producing the target language despite the shortcomings they experience in the target language. In this light, L1 serves as a facilitator in the process of becoming more proficient in the second language.

The third research question tried to find out whether there is a consistency between the views of teachers and students concerning the use of L1 in ELT classrooms. The result of the question put emphasis on the idea that mother tongue is an inseparable part of foreign language learning and teaching process, which is strengthened by Cook's view (1992) who claims that second language learners use their L1 while processing an L2. According to him, an instructor must not separate the L1 from the L2, but instead should make use of the L1 while instructing the student.

The fourth research question investigated the relationship between male and female teachers' views concerning the use of L1 in ELT classrooms. In order to get the results, independent samples t-test was conducted. As a result of this test, it was found out that there is no significant difference between male and female teachers' use of native language in ELT classrooms ($\text{Sig.}=.74 > P.05$).

The purpose of the fifth research question was to try to find out whether there is any significant difference between teachers and students' attitudes towards use of native language in the classroom. In order to get results of this question, t-test was conducted. As a result of this test, it was discovered that there is no significant difference between teachers and students' attitudes towards use of native language in the classroom ($\text{Sig.}=.414 > P.05$). The sixth research question investigated whether there is any significant difference between teaching experience and attitudes towards the use of L1 in

the classroom. To achieve this, One-way Anova was conducted and it was discovered that experience does not affect the attitudes towards the use of mother tongue in the classroom ($\text{Sig.}=.46 > P.05$).

5.3. PEDAGOGICAL IMPLICATIONS

The findings and conclusions of this study have certain implications for language teachers; these may not only contribute to the improvement of students' classroom performance and motivation but to the teacher's professionalism as well. As the first implications for the ELT classrooms, mother tongue can be an important tool. Classrooms that offer these possibilities are probably a better environment for learning, as the distance between teacher and learners is reduced. This fact had been widely recognized by foreign language teachers long before the advent of the communicative movement, and effective teachers have always encouraged learners to use the foreign language as much as possible.

According to a recent study carried out on the use of mother tongue as a means for teaching and learning foreign languages, it is shown that mother tongue can be a valuable tool if used appropriately. For example, according to Newmark (1991), mother tongue can contribute to language teaching regardless of the proficiency level of the students. In the early stages, it can be useful in terms of using class time economically, and of making explanations about grammar and vocabulary. So, as mother tongue is a kind of transfer from one language to another it can be said that it expands students' second language resources, which strengthens the idea that mother tongue does have a place in the classroom and that its implementation can be beneficial for learners.

Use of mother tongue was criticised as a language teaching method because of the idea that it could cause resentment amongst the others, who might see the teacher as giving extra help to his/her favorites. Two situations spring to mind where it could be

useful, however. Firstly, if one of the students was particularly weak and tended to hold the class up. In this situation, while the rest of the class were working on a task, the teacher might check with that student that he had really understood the grammar, what he had to do, or whatever. The second possibility would be to explain activities which needed instructions above the current receptive competence of the students. In this case the teacher might explain the activity in the L1 of the students whose language she spoke, and then get those students to demonstrate the activity to the others. Used in this way, the students should appreciate that the teacher's special attention was actually for the benefit of the whole class, and would be less likely to react negatively against it.

As Ferrer has posited (2005), raising awareness of the value of comparisons between languages in regular EFL instruction contributes to promoting second language acquisition processes by enabling learners to “notice the ‘gap’ between their inner grammars and the target language and ultimately, through constant hypothesis testing, achieve higher levels of grammatical as well as communicative competence.”

Prodromou reminds us that there is much potential for using the mother tongue in language learning contexts rather than abusing it (Deller and Rinvulcri 2002). We hope to have shown here that judiciously resorting to L1 in the ELT classroom may be in fact more a help than a hindrance. The use of L1 has also been promoted for certain procedures such as explaining difficult concepts, checking comprehension, raising confidence, explaining the rationale of language learning activities, error analysis, or vocabulary clarification (Prodromou, 2002).

The research has revealed that L1, Turkish in this case, has a contributing function in one way or another in teaching and learning process, so there is always a room for its use in class. This implies that teachers should be flexible with regard to its use, but such flexibility should not give way to any habit formation on the part of students.

In conclusion, the use of L1 is inevitable since it is the only resource students fall back on as they have not mastered the target language yet. Therefore, it would be unrealistic to expect students to function only in the target language from the very beginning. Above all, the findings of this study suggest that mother tongue can be used as an important function in foreign language classrooms as a way of combining form and function within a communicative framework.

5.4. SUGGESTIONS FOR FURTHER RESEARCH

The above mentioned review and results make it clear that mother tongue is of high importance for explaining many aspects of target language for student. Researchers in educational fields have explored involvement of mother tongue in educational settings. In this part of the chapter suggestions for future research are provided.

In this study, the number of the participants for teachers was sixty and the number of the participants for students was one hundred. Also, interviews were done with five students. So, the results are specific to this particular study. It would be beneficial to replicate this study with a greater number of participants in a wider content for being able to generalize the results.

Using the mother tongue can also be very useful in establishing the general rules for the class at the beginning of the course, one of which may of course be "English will be used at all times"! Probably the biggest potential advantage of having a knowledge of the mother tongue of the learners is that it enables the teacher to contrast the language with English and to know which structures are difficult and, possibly even more importantly, which structures are easy and need very little attention. The teacher with knowledge of the mother tongue is also in a position to know potential problems with vocabulary items – false friends, words easily-confused and words with no equivalents.

Teaching methods and techniques have important effects and contributions on teaching of thinking skills; therefore, a study can be done about the methods and techniques used in thinking skills teaching process. Further studies might also investigate whether learners with different goal orientations also differ in their preference concerning the mother tongue. Additionally, the foreign language departments of different universities may be taken into consideration and their students may also be included in the future research.

Finally, some learners need the security of the mother tongue. They may be the type of learner that needs to relate concepts in English to equivalents in their L1. This may be their most effective way of learning vocabulary. They may also feel that having a mother tongue equivalent is a far more efficient way of arriving at meaning than a constant process of working things out.

REFERENCES

- Anton, M., and F. DiCamilla. (1998). Socio-cognitive functions of L1 collaborative interaction in the L2 classroom. *Canadian Modern Language Review* 54(3):314–42.
- Atkinson, D. (1987). The mother tongue in the classroom: A neglected resource? *ELT Journal*, 41(4):241–47.
- Atkinson, D. (1993). *Teaching monolingual classes*. London : Longman.
- Baynham, M. (1985). Bilingual Folk Stories in the ESL Classroom. *ELTJ*, 40(2).
- Brown, H.D. (1994). *Principles of Language Learning and Teaching*. Prentice Hall Regent.
- Butzkamm, W. (2003). We only learn language once. The role of the mother tongue in FL classrooms: death of a dogma. *Language Learning Journal*:28-39
- Carless, D. (2008). Student's use of the mother tongue in the task-based classroom. *ELT Journal*: 62(4).
- Cook, V. (1992). Evidence for multicompetence. *Language Learning*, 42:557-591.
- Cook, V. (1994). *Universal Grammar and the learning and teaching of second languages*. Perspectives on Pedagogical Grammar. edited by Odlin, T. CUP.

- Cook, G. (2007). Unmarked Improvement: Values, Facts, and First Languages. *IATEFL Conference*, 18 – 20 April, Aberdeen.
- Deller, S. and Rinvolutri, M. (2002). *Using the Mother Tongue: Making the Most of the Learner's Language*. London: Delta Publishing.
- Dodson, C. J. (1967). *Language Teaching and the Bilingual Method*. New York: Pitman.
- Duff, A. (1989). *Translation*. Oxford: Oxford University Press.
- Edge, J. (1986). Acquisition disappears in adultery : interaction in the translation classroom. *ELTJ* 49 (2).
- Ellis, R. (1980). Classroom interaction and its relation to second language learning. *RELJ* 11:(29-48).
- Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
- Erer, N. G. (2006). *Translation as an Integrated Approach in ELT*. Yüksek Lisans tezi, Bilkent Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.
- Ferrer, V. (2005). The use of the mother tongue in the classroom: cross-linguistic comparisons, noticing and explicit knowledge. (Online: <http://www.teachenglishworldwide.com/Articles.htm>).
- Gabrielatos, C. (1998). Translation Impossibilities: Problems and Opportunities for TEFL. *TESOL Greece Newsletter* 60.
- Gabrielatos, C. (2001). Shopping at the ELT Supermarket: Principled Decisions and Practices. *ELT News* 144.

- Gabriellatos, C. (2001). L1 use in ELT: not a skeleton, but a bone of contention, in *Bridges*, 6: 33-35. (Online: <http://www.thrace-net.gr/bridges/6/>).
- Garrett, P., Y. Griffiths, C. James, and P. Schofield. (1994). Use of the mother tongue in second language classrooms: An experimental investigation of effects on the attitudes and writing performance of bilingual UK schoolchildren. *Journal of Multilingual and Multicultural Development* 15 (5): 371–82.
- Gorusch, G.J. (1998). Yakudoku EFL Instruction in Two Japanese High School Classrooms : An Exploratory Study. *JALT Journal* 20 (4).
- Harbord, J. (1992). The Use of the Mother Tongue in the Classroom. *ELTJ* 46 (4).
- Harmer, J. (2001). *The Practice of English Language Teaching*. England: Pearson Education Limited.
- Heltai, P. (1989). Teaching Vocabulary by Translation. *ELTJ* 43 (4) .
- Howatt, A.P.R. (1984). *A History of English Language Teaching*. Oxford: Oxford University Press.
- Hubbard, P.L. (1994). *Non-transformational theories of grammar: Implications for language teaching. Perspectives on Pedagogical Grammar*. Cambridge: Cambridge University Press.
- James, C. (1994). *Explaining Grammar to its Learners. Grammar and the Language Teacher*. edited by Bygate, M., Tonkyn and Williams. Prentice Hall International Ltd.
- Kramsch, C. (1993). *Context and Culture in Language Teaching*. Oxford: Oxford University Press.

- Krashen, S. (1985). *The input hypothesis: Issues and implications*. New York: Longman.
- Larsen-Freeman, D. and Long, M. (1991). *An Introduction to Second Language Acquisition Research*. New York: Longman.
- Leedy, P.D. (1997). *Practical research: Planning and design*. Upper Saddle River, NJ: Prentice Hall.
- Macaro, E. (2001). Analysing student teachers' codeswitching in foreign language classrooms: Theories and decision making. *Modern Language Journal* 85 (4): 531–548.
- Mahmoud, A. (2006). Translation and Foreign Language Reading Comprehension: A Neglected Didactic Procedure. *English Teaching Forum* 44 (4):28-33.
- Mattioli, G. (2004). On Native Language Intrusions and Making Do with Words: Linguistically Homogeneous Classrooms and Native Language Use. *English Teaching Forum* 42 (4):20-25.
- Murrah, S. (2001). *To use or not to use L1: Does native language have a role in the foreign language classroom?* Unpublished manuscript. Georgia State University.
- Nation, P. (2003). The role of the first language in foreign language learning. *The Asian EFL Journal*, 5 (2). Retrieved on December 10, 2007 from http://www.asian-efl-journal.com/june_2003_PN.html
- Newmark, P. (1991). *About translation*. Philadelphia: Multilingual Matters.
- Odlin, T. (1996). *Language Transfer*. USA: Cambridge University Press.

Oxford, R.(1990). *Language learning strategies: What every teacher should know*.

New York: Newbury House.

Phillipson, R. (1992). *Linguistic Imperialism*. Oxford: Oxford University Press.

Polio, C. G., and P. A. Duff. (1994). Teachers' language use in university foreign language classrooms: A qualitative analysis of English and target language alternation. *Modern Language Journal* 78 (3):313–24.

Prodromou, L. (2000). From Mother Tongue to Other Tongue. *TESOL Greece Newsletter* 67.

Prodromou, L. (2002). The role of the mother tongue in the classroom. *IATEFL ISSUES*:68.

Ringbom, H. (1986). *Crosslinguistic influence and the foreign language learning process*. New York and Oxford: Pergamon.

Richards, J.C and Rodgers, T.S. (2001). *Approaches and methods in language teaching*. New York: Cambridge University Press.

Rinvulcri, M. (2001). Mother tongue in the foreign language classroom. *MET* (10):2

Ross, N. J. (2000). Interference and Intervention: Using Translation in the EFL Classroom. *Modern English Teacher*, 9 (3):61-66.

Schweers, C.W. Jr. (1999). Using L1 in the L2 Classroom. *English Teaching Forum* 37 (2):6-9.

Sharwood Smith, M. (1981). Consciousness raising and the second language learner. *Applied Linguistics* (2): 159-168.

Thornbury, S. (1999) *How to Teach Grammar*. Harlow: Longman.

Tudor, I. (1986). Using Translation in E.S.P. *ELTJ* 41 (4).

Wells, G. (1999). Using the L1 to master L2: A response to Anton and DiCamilla's
Socio cognitive functions of L1 collaborative interaction in the L2 classroom.
Modern Language Journal 83 (2): 248–54.

Wilkins, D.A. (1974). *Second Language Learning and Teaching*. London: Edward
Arnold.

APPENDICES

APPENDIX A. QUESTIONNAIRES

APPENDIX A. 1. QUESTIONNAIRE FOR TEACHERS (ENGLISH VERSION)

Dear Colleague,

This questionnaire is a section of Master of Arts thesis named ‘The analysis of teachers and students’ views concerning the use of mother tongue in ELT classrooms.’ The questionnaire is designed to determine teachers’ views concerning the use of mother tongue in ELT classrooms. You are going to make contribution to this research just by answering the questions below. Please read the statements carefully and answer them.

Thank you very much for your participation and valuable contributions to this research.

Ökkeş OFLAZ

Instructor

Gaziantep University

Higher School of Foreign Languages

A. TEACHER PROFILE

I. Gender: ☐Male ☐Female

II. Years as a teacher: 1-5☐ 5-10☐ 10-15☐ More than 15 years☐

B. TEACHER VIEWS

1) When teaching English, I use my students’ native language to explain grammar concepts.

a) always b) usually c) sometimes d) seldom e) never

2) When teaching reading, I use my students' native language to help students understand the text better.

a) always b) usually c) sometimes d) seldom e) never

3) When teaching reading, I use my students' native language to explain the content of reading texts.

a) always b) usually c) sometimes d) seldom e) never

4) When doing listening in the class, I use my students' native language to explain what is said in order to help them catch what they listen to.

a) always b) usually c) sometimes d) seldom e) never

5) When doing speaking in the class, I use my students' native language to explain what I aim to tell them.

a) always b) usually c) sometimes d) seldom e) never

6) When doing writing in the class, I use my students' native language to explain why and what they are going to write before they start writing.

a) always b) usually c) sometimes d) seldom e) never

7) When teaching vocabulary, I use my students' native language to explain the meaning of new words.

a) always b) usually c) sometimes d) seldom e) never

8) When I ask students to do pair work or group work, I use my students' native language if they have difficulty in understanding what they are going to do.

a) always b) usually c) sometimes d) seldom e) never

9) When teaching English, I use my students' native language to check their understanding.

a) always b) usually c) sometimes d) seldom e) never

10) When teaching English, I use my students' native language to give feed-back to them.

a) always b) usually c) sometimes d) seldom e) never

11) When teaching English, I use my students' native language to give instructions.

a) always b) usually c) sometimes d) seldom e) never

12) When teaching English, I use my students' native language to explain why the students are doing something.

a) always b) usually c) sometimes d) seldom e) never

13) When teaching English, I use my students' native language to explain class rules.

a) always b) usually c) sometimes d) seldom e) never

14) When teaching English, I use my students' native language to test the students.

- a) always b) usually c) sometimes d) seldom e) never**

15) When teaching English, I use my students' native language to talk about the test.

- a) always b) usually c) sometimes d) seldom e) never**

16) When teaching English, I use my students' native language to explain differences, in terms of grammar, between their native language and English.

- a) always b) usually c) sometimes d) seldom e) never**

17) Please indicate as a percentage to what extent you use native language in ELT classrooms (for beginner students).

- a)100-80 b)80-60 c)60-40 d)40-20 e)20-0

18) Please indicate as a percentage to what extent you use native language in ELT classrooms (for inter-mediate students).

- a)100-80 b)80-60 c)60-40 d)40-20 e)20-0

19) Please indicate as a percentage to what extent you use native language in ELT classrooms (for advanced students).

- a)100-80 b)80-60 c)60-40 d)40-20 e)20-0

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

.....

.....

.....

.....

APPENDIX A. 2. QUESTIONNAIRE FOR TEACHERS (TURKISH VERSION)

Sevgili Meslektaşım,

Bu anket Gaziantep Üniversitesi, Sosyal Bilimler Enstitüsü, İngiliz Dili Eğitimi Bölümü'nde hazırlanmakta olan 'The analysis of teachers and students' views concerning the use of mother tongue in ELT classrooms- Yabancı Dil Öğretiminin Yapıldığı Sınıflarda Ana Dil Kullanımı Üzerine Öğretmen ve Öğrenci Görüşlerinin Analiz Edilmesi', konulu Yüksek Lisans Tezinin bir bölümüdür. Sadece aşağıdaki soruları cevaplayarak siz de bu araştırmaya katkıda bulunacaksınız. Lütfen cümleleri dikkatli bir şekilde okuyarak soruları cevaplayınız.

Bu araştırmaya olan katılımınızdan ve değerli katkılarınızdan dolayı teşekkür ederim.

Ökkeş OFLAZ

Okutman

Gaziantep Üniversitesi

Yabancı Diller Yüksekokulu

A. ÖĞRETMEN PROFİLİ

I. Cinsiyet: ☐ Bay ☐ Bayan

II. Öğretmenlik Deneyiminiz

1-5 yıl ☐ 5-10 yıl ☐ 10-15 yıl ☐ 15 yıldan fazla ☐

B. ÖĞRETMEN GÖRÜŞLERİ

1) İngilizce öğretirken, dil bilgisi ile ilgili kavramları anlatmak için öğrencilerimin ana dilimi kullanırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

2) Sınıf içerisinde okuma çalışması yaparken, öğrencilerin metni daha iyi anlamaları için ana dili kullanırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

3) Sınıf içerisinde okuma çalışması yaparken, öğrencilerin okutulan metnin içeriğini daha iyi anlamaları için ana dili kullanırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

4) Sınıf içerisinde dinleme çalışması yaparken, öğrencilerin dinlemekte oldukları parçayı yakalamaları için ana dili kullanırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

5) Sınıf içerisinde konuşma pratiği yaparken, öğrencilerin ne söylemeye çalıştığını anlamaları için ana dili kullanırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

6) Sınıf içerisinde yazma pratiği yaparken, öğrencilere yazmaya başlamadan önce ne yazacaklarını ve yazma sebeplerini anlatmak için ana dili kullanırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

7) Sınıf içerisinde kelime çalışması yaparken, yeni sözcüklerin anlamını söylemek için ana dili kullanırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

8) Öğrencilerden sınıf içerisinde ikili ya da grup çalışması yapmalarını istediğim zaman, eğer ne yapacaklarını anlamakta güçlük çekerlerse ana dili kullanarak açıklama yaparım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

9) Sınıf içerisinde dil öğretimi yaparken, öğrencilerin anlayıp anlamadıklarını kontrol etmek için ana dili kullanırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

10) Sınıf içerisinde dil öğretimi yaparken, öğrencilere geri dönüt vermek için ana dili kullanırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

11) Sınıf içerisinde dil öğretimi yaparken, öğrencilere ne yapmaları gerektiği konusunda talimat verirken ana dili kullanırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

12) Sınıf içerisinde dil öğretimi yaparken, öğrencilere yapmakta oldukları aktivitenin nedenlerini açıklamak için ana dili kullanırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

13) Öğrencilere sınıf içerisinde uyulması gereken kuralları söylemek için ana dili kullanırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

14) Sınıf içerisinde dil öğretimi yaparken, öğrencileri test yapmak için ana dili kullanırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

15) Sınıf içerisinde dil öğretimi yaparken, öğrencileri yapılacak sınavlar hakkında bilgilendirmek için ana dili kullanırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

16) Sınıf içerisinde dil öğretimi yaparken, öğrencilerin ana dili ile ingilizce arasındaki dil bilgisi farklılıklarını anlatmak için ana dili kullanırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

17) Lütfen sınıf içerisindeki ana dil kullanımınızı yüzdelik olarak belirtiniz (başlangıç seviyesindeki öğrenciler için).

a)100-80 b)80-60 c)60-40 d)40-20 e)20-0

18) Lütfen sınıf içerisindeki ana dil kullanımınızı yüzdelik olarak belirtiniz (orta seviyedeki öğrenciler için).

a)100-80 b)80-60 c)60-40 d)40-20 e)20-0

19) Lütfen sınıf içerisindeki ana dil kullanımınızı yüzdelik olarak belirtiniz (ileri seviyedeki öğrenciler için).

a)100-80

b)80-60

c)60-40

d)40-20

e)20-0

Yabancı dil öğretimi yapılan sınıflarda ana dil kullanımı üzerine sizin eklemek istedikleriniz:

.....

.....

.....

.....

APPENDIX A. 3. QUESTIONNAIRE FOR STUDENTS (ENGLISH VERSION)

Dear Students,

This questionnaire is a section of Master of Arts thesis named ‘The analysis of teachers and students’ views concerning the use of mother tongue in ELT classrooms.’ The questionnaire is designed to determine students’ views concerning the use mother tongue in ELT classrooms. You are going to make contribution to this research just by answering the questions below. Please read the statements carefully and answer them honestly.

Thank you very much for your participation and valuable contributions to this research.

Ökkeş OFLAZ

Instructor

Gaziantep University

Higher School of Foreign Languages

A. STUDENT PROFILE

I. Gender: ☐Male ☐Female

II. How long have you been learning English?

☐1-5years ☐5-10years ☐10-15years

B. STUDENT VIEWS

1) When learning English, I use my native language to understand grammar concepts.

a) always b) usually c) sometimes d) seldom e) never

2) When learning English, I use my native language to understand differences, in terms of grammar, between my native language and English.

a) always b) usually c) sometimes d) seldom e) never

3) When studying reading, I use my native language to translate the text in order to understand it better.

a) always b) usually c) sometimes d) seldom e) never

4) When studying reading, I use my native language to understand the content of reading texts.

a) always b) usually c) sometimes d) seldom e) never

5) When doing listening in the class, I use my native language to translate what is said in order to help me understand what I listen to.

a) always b) usually c) sometimes d) seldom e) never

6) When doing listening in the class, I ask my teacher to translate the dialogues into Turkish if I have difficulty in understanding what I listen to.

a) always b) usually c) sometimes d) seldom e) never

7) When doing speaking in the class, I use my native language to translate what my friends and teacher aim to tell me so that I can speak to them correctly.

a) always b) usually c) sometimes d) seldom e) never

8) Before answering a question, I note what I am going to say in my native language first, and then I translate it into target language and give answer to the question.

a) always b) usually c) sometimes d) seldom e) never

9) When doing writing in the class, I use my native language to ask my teacher why and what I am going to write before I start writing.

a) always b) usually c) sometimes d) seldom e) never

10) When studying vocabulary, I use my native language to understand the meaning of new words.

a) always b) usually c) sometimes d) seldom e) never

11) When doing a pair-work in the classroom, I use my native language to discuss what we are going to do.

a) always b) usually c) sometimes d) seldom e) never

12) When doing a group-work in the classroom, I use my native language to discuss what I am going to do.

a) always b) usually c) sometimes d) seldom e) never

13) When learning English, I use my native language to give feed-back to my teacher.

a) always b) usually c) sometimes d) seldom e) never

14) When learning English, I use my native language to ask questions to my teacher if I have difficulty in understanding a point.

a) always b) usually c) sometimes d) seldom e) never

15) When my teacher gives instructions, I ask him/her to tell them in my native language if I have difficulty in understanding them.

a) always b) usually c) sometimes d) seldom e) never

16) When I have difficulty in understanding the instructions given in the exams, I ask my teacher to tell them in my native language.

a) always b) usually c) sometimes d) seldom e) never

17) Please indicate as a percentage to what extent you use your native language in ELT classrooms.

a)100-80 b)80-60 c)60-40 d)40-20 e)20-0

18) Please indicate as a percentage to what extent your teacher use your native language in the classroom.

a)100-80 b)80-60 c)60-40 d)40-20 e)20-0

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

.....

APPENDIX A. 4. QUESTIONNAIRE FOR STUDENTS (TURKISH VERSION)

Sevgili öğrenci arkadaşlarım,

Bu anket Gaziantep Üniversitesi, Sosyal Bilimler Enstitüsü, İngiliz Dili Eğitimi Bölümü'nde hazırlanmakta olan 'The analysis of teachers and students' views concerning the use of mother tongue in ELT classrooms- Yabancı Dil Öğretiminin Yapıldığı Sınıflarda Ana Dil Kullanımı Üzerine Öğretmen ve Öğrenci Görüşlerinin Analiz Edilmesi', konulu Yüksek Lisans Tezinin bir bölümüdür. Sadece aşağıdaki soruları cevaplayarak siz de bu araştırmaya katkıda bulunacaksınız. Lütfen cümleleri dikkatli bir şekilde okuyarak dürüstçe soruları cevaplayınız.

Bu araştırmaya olan katılımınızdan ve değerli katkılarınızdan dolayı teşekkür ederim.

Ökkeş OFLAZ

Okutman

Gaziantep Üniversitesi

Yabancı Diller Yüksekokulu

A. ÖĞRENCİ PROFİLİ

I. Cinsiyet: ☐ Bay ☐ Bayan

II. Kaç Yıldan beri İngilizce Öğreniyorsunuz?

☐ 1-5yıl ☐ 5-10yıl ☐ 10-15yıl

B. ÖĞRENCİ GÖRÜŞLERİ

1) İngilizce öğrenirken, dil bilgisi ile ilgili kavramları anlamak için ana dilimi kullanırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

2) İngilizce öğrenirken, ana dilimle yabancı dil arasındaki dil bilgisi farklılıklarını anlamak için anadilimi kullanırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

3) Okuma çalışması yaparken, okuduğum metni daha iyi anlamak için ana dilimi kullanarak kendi dilime çevirmeye çalışırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

4) Okuma çalışması yaparken, okuduğum metnin içeriğini anlamak için ana dilimi kullanırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

5) Sınıf içerisinde dinleme çalışması yaparken, dinlediğimi daha iyi anlamama yardımcı olması için dinlerken ana dilimi kullanarak aynı anda dinlediğimi kendi dilime çevirmeye çalışırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

6) Sınıf içerisinde dinleme çalışması yaparken, dinlediğimi anlamakta güçlük yaşarsam öğretmenimden diyalogları ana dilime çevirmesini isterim.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

7) Sınıf içerisinde konuşma pratiği yaparken, arkadaşlarımla ve öğretmenimle sorunsuz bir şekilde konuşabilmek için arkadaşlarımla ve öğretmenimin bana söylemeye çalıştıklarını ana dilime çeviririm.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

8) Sorulan bir soruya yanıt vermeden önce, söyleyeceklerimi kendi dilimde not eder ve daha sonra hedef dile çevirerek soruya cevap veririm.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

9) Sınıf içerisinde yazma pratiği yaparken, yazmaya başlamadan önce niçin ve ne yazacağımı öğretmenime sorarken ana dilimi kullanırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

10) Kelime çalışması yaparken, yeni sözcüklerin ne anlama geldiğini daha iyi anlamak için ana dilimi kullanırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

11) Sınıf içerisinde arkadaşım ile ikili çalışma yaparken, ne yapacağımızı tartışmak için ana dilimi kullanırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

12) Sınıf içerisinde arkadaşlarımla grup çalışması yaparken, kendim ne yapacağımı tartışmak için ana dilimi kullanırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

13) İngilizce öğrenirken, öğretmenime geri dönüt vermek için ana dilimi kullanırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

14) İngilizce öğrenirken, herhangi bir noktayı anlamakta güçlük yaşarsam öğretmenime sorular sormak için ana dilimi kullanırım.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

15) Öğretmenim yapılması gerekenler konusunda bize talimatlarda bulunduğunda, anlamakta güçlük yaşadığım herhangi bir husus olursa talimatları ana dilimde söylemesini isterim.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

16) Sınavlarda verilen talimatları anlamakta güçlük yaşarsam öğretmenimden ana dilimde açıklama yapmasını isterim.

a) her zaman b) genellikle c) bazen d) nadiren e) hiç

17) Lütfen sınıf içerisindeki ana dil kullanımınızı yüzdelik olarak belirtiniz.

a)100-80 b)80-60 c)60-40 d)40-20 e)20-0

18) Lütfen öğretmeninizin sınıf içerisindeki ana dil kullanımını yüzdelik olarak belirtiniz.

a)100-80

b)80-60

c)60-40

d)40-20

e)20-0

Yabancı dil öğretimi yapılan sınıflarda ana dil kullanımı üzerine sizin eklemek istedikleriniz:

.....

.....

.....

.....

APPENDIX B. INTERVIEWS

Interview Questions

- 1- How long have you been learning English?
- 2- How often do you feel yourself obliged to make use of your mother tongue?
- 3- For which skill do you make use of your native language most?
- 4- Do you think mother tongue plays an important role in ELT classrooms and should be used by teachers whenever necessary?
- 5- Do you think teachers should avoid the use of mother tongue completely in the classroom?

INTERVIEW NOTES

STUDENT A

- 1) I have been learning English since secondary school.
- 2) Mother tongue is a kind of security for me when I am unable to find a solution to my confusion, so I exploit my native language in such cases. For example, if my teacher describes an unknown word in English and I still have difficulty in understanding the meaning of that word, I look for Turkish correspondent of that word in order to make sure.
- 3) ...for me, reading requires use of mother tongue because there may be many unknown words and complex sentences, which makes the text more to understand. In that case, I have to make use of my native language to understand what is written and answer the questions correctly.
- 4) Of course, mother tongue plays an important role in foreign language learning process; otherwise, it would be sometimes difficult for us to understand what is told and taught. So mother tongue should be used whenever necessary.
- 5) Err...It depends upon the skills and task planned in the classroom, but I think total ignorance of mother tongue both by teachers and students is impossible because teachers also sometimes have to make use of L1 for their students and for the tasks and skills.

STUDENT B

- 1) For seven years.
- 2) I usually make use of mother tongue for grammar points and listening tasks because I feel that I will not be able to understand what I hear if I can not translate it into Turkish.
- 3) ...OK. I think I exploit my mother tongue for listening tasks as I believe that native speakers speak very fast and it is impossible to catch up with everything they utter, so I try to translate conversations and dialogues so that it can help me understand the content of what I listen to.
- 4) In my opinion, mother tongue does have its place in ELT classrooms because it is a beneficial thing for both teachers and students as teachers sometimes have to make use of our mother tongue for better understanding.
- 5) Err...In my opinion, avoiding L1 in the classroom during foreign language learning and teaching process seems very difficult for teachers and students because teachers also make use of L1 for their own benefit in case there occurs a kind of confusion or misunderstanding in the classroom.

STUDENT C

- 1) I have been learning English for eight years.
- 2) I generally make use of mother tongue for grammar and reading texts because these are the most important skills in my opinion.
- 3) I think...err. Well, I have to turn to my native language for grammar and listening. Actually, it is very difficult for me to listen to my teacher's explanations in terms of grammar without making any use of mother tongue because it is meaningless then if I do not understand anything.
- 4) Of course, mother tongue is very important in the classroom because it is our only source to check our understanding and for teachers it is important too as they also make use of mother tongue when there is no way for better understanding in the classroom.
- 5) I think it is no use avoiding mother tongue in the classroom because it seems the only way for teachers when they do not know what to do; therefore, mother tongue is also useful and necessary for teachers too.

STUDENT D

- 1) Since secondary school.
- 2) I use mother tongue whenever necessary for me. For example, when I am unable to give answer to a question that I already know, I usually make use of my native language.
- 3) Well, I use mother tongue mostly for grammar and listening because if I make use of my native language, I understand grammar concepts better. Sometimes, listening tasks may be very difficult to understand because they speak very fluently; therefore, I ask my friend or teacher to translate it to understand the conversation or dialogues better.
- 4) Mother tongue is a necessary tool for students, I think. Therefore, I do not think avoiding mother tongue in the classroom is a good idea; on the contrary, teachers should encourage students to use their native language whenever they feel necessary.
- 5) I do not think complete avoidance of mother tongue is possible in the classroom because mother tongue is sometimes used to promote participation of students for certain activities in the classroom, so teachers may benefit from L1 if they make use of it.

STUDENT E

- 1) I have been learning English for seven years.
- 2) Sometimes I will use English first and then when I found myself confused, I will switch to Turkish to make it clearer. Of course I will try my best to use English first, but if there is nothing to do apart from using my native language, I do not hesitate.
- 3) I think reading texts usually require the use of mother tongue to understand the text and answer the questions correctly because reading is an important part of exams, so I feel I have to use my native language for better understanding.
- 4) Certainly, mother tongue has a place in the classroom as a means of teaching tool for teachers and learning tool for students. It is not the students that always make use of mother tongue in the classroom; teachers also use L1, which means that mother tongue should be used whenever necessary instead of being banned.
- 5) Avoiding mother tongue is not a good idea in my opinion because both teachers and students sometimes exploit L1 in the classroom. For example, teachers may use L1 for increasing the number of students that take part in activities for pair work or group work, and it works as much as I observe, Therefore, teachers should encourage the use of mother tongue in the classroom instead of avoiding it completely.

CURRICULUM VITAE

Ökkeş Oflaz was born in Gaziantep in 1983. He graduated from English Language and Literature Department at Hacettepe University in 2006. He has a presentation titled “Use of Mother Tongue in ELT” submitted to national conference of Muğla University called *The Problems of Foreign Language Departments and Higher Schools in ELT* in Muğla. He speaks English fluently and he has survival German skills. He has been working as an English language teacher at Gaziantep University School of Foreign Languages since 2006.

ÖZGEÇMİŞ

Ökkeş Oflaz 1983 yılında Gaziantep’te doğdu. Hacettepe Üniversitesi İngiliz Dili ve Edebiyatı Bölümü’nden 2006 yılında mezun olmuştur. Muğla Üniversitesi *Yabancı Dil Bölümleri ve Yüksekokullarının Yabancı Dil Öğretimindeki Sorunları* adlı ulusal konferansına “Yabancı Dil Öğretiminde Ana Dil Kullanımı” başlıklı sunduğu bir çalışması bulunmaktadır. İyi derecede İngilizce konuşmaktadır. Aynı zamanda temel düzeyde Almanca bilgisine sahiptir. 2006 yılından beri Gaziantep Üniversitesi Yabancı Diller Yüksekokulu’nda İngilizce öğretmeni olarak çalışmaktadır.