**T.C.**

**ISTANBUL AYDIN UNIVERSITY**

**INSTITUTE OF GRADUATE STUDIES**



**EXPLORING TEACHERS' PERCEPTIONS OF L1 USE IN THE ENGLISH LANGUAGE CLASSROOM AT LANGUAGE SCHOOLS IN ISTANBUL**

**MASTER'S THESIS**

**Maher ABOU ALBOURGOL**

**Department of English Language Teaching**

**English Language Teaching Program**

**NOVEMBER, 2022**

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**(Y2112.021062)**

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**Thesis Advisor: Dr. Öğr. Üyesi İlkin BAŞAR**

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**APPROVAL  PAGE**

# DECLARATION

I hereby declare that the study has been conducted in compliance with the ethical procedures set by the university. A consent form was given to the respondents before collecting data. Moreover, the data was collected and protected in terms of confidentiality and anonymity. This work is original, and it does not contain infringement of intellectual property of or contains plagiarism. All the quotes and ideas taken from other authors are duly cited and referenced in compliance with the citation style set forth by the university.

Maher ABOU ALBOURGOL

# FOREWORD

# EXPLORING TEACHERS PERCEPTIONS OF L1 USE IN THE ENGLISH LANGUAGE CLASSROOM AT LANGUAGE SCHOOLS IN ISTANBUL

## ABSTRACT

There have been numerous professional discussions on whether or not to adopt the use of learners' own language in English language classes for best learning results since the spread of English as a primary language in various domains worldwide. Yet, lately, this hypothesis about using only English in class has been gradually investigated, and the use of own-language is still being examined. Therefore, this study aims to shed light on L1 use practices from the perspectives of teachers. The sample consists of one hundred and three English teachers in Istanbul in Turkey. Questionnaires and semi-structured interviews were the main methods used to collect quantitative and qualitative data on the research questions. The results revealed that the majority of the respondents agree with using L1 in language teaching and learning. Gender, age, qualifications, types of schools show some associations with the use and attitudes towards L1. Female, novice, graduated teachers in the public sector show more inclination towards the use of their own language as revealed by the one-way analysis of variance and the chi-square tests. The findings of the current study suggest that L1 use practices occupy a larger space in English curricula.

**Keywords:** attitude, perceptions, own-language use, L2 maximisation, primary language

# İSTANBUL'DAKİ DİL OKULLARINDA ÖĞRETMENLERİN İNGİLİZCE SINIFINDA ANADİL KULLANIMINA İLİŞKİN ALGILARINI KEŞFETME

## ÖZET

İngilizcenin dünya çapında çeşitli alanlarda birincil dil olarak yayılmasından bu yana, en iyi öğrenme sonuçları için İngilizce dil sınıflarında öğrencilerin kendi dillerinin kullanımının benimsenip benimsenmeyeceği konusunda çok sayıda profesyonel tartışma yapılmıştır. Ancak, son zamanlarda, sınıfta yalnızca İngilizce kullanılmasıyla ilgili bu hipotez yavaş yavaş araştırılmaya başlandı ve kendi dilinin kullanılması hala incelenmektedir . Bu nedenle, bu çalışma, öğretmenlerin bakış açılarından anadili kullanım uygulamalarına kadar ışık tutmayı amaçlamaktadır. Örneklem, Türkiye'de İstanbul'da bulunan yüz üç İngilizce öğretmeninden oluşmaktadır. Anketler ve yarı yapılandırılmış görüşmeler, araştırma sorularıyla ilgili nicel ve nitel verileri toplamak için kullanılan başlıca yöntemlerdir. Sonuçlar, yanıt verenlerin çoğunluğunun anadilin dil öğretimi ve öğreniminde kullanılması konusunda hemfikir olduğunu ortaya koydu. Cinsiyet, yaş, nitelikler, okul türleri, L1'e yönelik kullanım ve tutumlarla bazı ilişkiler gösterir. Tek yönlü varyans analizi ve ki-kare testlerinin ortaya koyduğu gibi, kamu sektöründeki kadın, acemi, mezun öğretmenler kendi dillerini kullanmaya daha fazla eğilim göstermektedir. Mevcut çalışmanın bulguları, anadili kullanım uygulamalarının İngilizce müfredatında daha geniş bir yer kapladığını göstermektedir.

**Anahtar Kelimeleri:** tutum, algılar, kendi dilini kullanma, L2 maksimizasyonu, birincil dil

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# I. INTRODUCTION

L1 use has been a major area of interest. Thus, many discussions and research have been done since the late 20th century about the conception that English should be taught in the class without mixing it with the learners' native language, leading to adopting a monolingual approach. By using this approach, learners might absorb the new language better, especially when the classroom contains students of different nationalities who share various mother tongues (Howatt, 2004; Cook, 2010; Littlewood & Yu, 2011). Moreover, the students' native language (L1) usage has recently received a lot of attention, and many instructors and scholars have been debating its methodological importance. The topic of using the students' L1 in language classrooms has split researchers into whether to use L1 in teaching a foreign language or not. Yet, considering the latest debates about whether or not to use L1 in English courses, there has been little research on the teachers' perceptions of L1 use, especially the international and local ones who teach or have experience at language schools in Istanbul, Turkey. As a result of the present re-evaluation of this teaching problem, this research aims to fill that void; also, to serve as a beneficial resource for the instructors who perceive a space in the students' during the lesson. Thus, this research examines the amount of the students' native language by instructors in the field of English language teaching along with their thoughts and viewpoints on this use. This chapter demonstrates an introduction to the study by first reviewing the background and context; then, it continues to the research problem, the objectives and research questions, the rationale, and behind it the significance, a concise outline of the study and lastly a list of definitions to the key terms mentioned in this research.

## A. Background to the study

Language has always been the main method of human communication. So, people have sought to learn foreign languages for a variety of purposes throughout history. Several languages like Latin, Greek, and then French and Italian have

received more attention since the 16th century due to political changes in Europe. Alongside the technological developments, industry, and commerce, English has quickly spread and become popular in the world, eventually becoming the primary means of communication in global contexts (Richards & Rodgers, 2001). As a result, efforts to figure out the best way to teach English have begun, resulting in the creation of several language teaching methodologies, each with its own set of rules.

In the world of language pedagogy, there is a debate about including or excluding the first language (L1) use in a second language (L2) classroom. Consequently, many studies have tended to elaborate on this issue, e.g., the reduction of using the learners' mother tongue in some teaching methods and adopting the TL only. As a result, previous studies shed light on the monolingual approach to language learning which not only emphasised the use of target language (TL) but also prohibited the learners' native language (L1). So, the monolingual approach states that the classroom instructions should only be given in the target language. Supporters of an approach that states English as the only means in learning and teaching think that L2 should be used exclusively in class, and they oppose the practice of the students' L1 in favour of foreign language exposure and advocate for widespread usage of L2 (Turnbull, 2001).

Depending on the L2 as the ultimate means of teaching and communication among the teacher and the students has become a trend in ELT. While many teachers working in this field are trying to adopt this approach, others are still doubting its validity based on previous researchers' viewpoints. In this case, the monolingual approach in English language teaching has been criticised for many reasons. First, it is impractical because of the large number of non-native teachers. Second, native teachers are not always the most competent, and by using only English in the class, the learners' ability to speak will be diminished. Third, only listening to the teacher is insufficient because there could be other constituents that affect the process of learning a new language (Miles, 2004). Likewise, monolingual teaching may make an unpleasant atmosphere in the classroom and build an obstacle, along with the incorrect times that it could be used in, Patchler and Field (2001). Thus, when a certain aspect of the lesson is ambiguous, the L1 can be used to transcend this obstacle and reduce the students' tension.

In contrast, using L1 in L2 schoolrooms has also gained a wide range of

support from researchers throughout history. Accordingly, L1 was and is still used in many classrooms all over the world especially for the lower levels. Atkinson (1987) has emphasised that the entire avoidance of the students' own language in class is "unfashionable". In other words, while teachers continue supporting the use of English alone in class, an increasing number of methodologists and trainers recognise the potential advantages of utilising the students' native language in class, as Harmer (2007) has affirmed. Also, Patchler and Field (2001) have also supported the notion that insisting on the persistent usage of L2 might lead to poor performance on the part of both teachers and students, and it generates a kind of tension among them; therefore, by using the students' L1, this tension will be minimised and the barriers among them may be eliminated.

According to the history of English language teaching methodologies, switching between L1 and L2 in the classrooms is a problematic topic. This argument takes place in language schools in Turkey. In relation to this issue, Taşkın (2011) has asserted that the majority of the Turkish institutions offering English language courses have English-only strategies. A couple of them firmly oblige the teachers to use the target language as the only means of communication while others pay less attention to using it and admit a considerable amount of Turkish in class. Furthermore, teachers are divided into two groups in relation to the idea of including or excluding the native language in L2 classrooms; the first part asserts on exposing the students to L2 as it is the sole place of learning the language, whereas the second group criticises forcing the students to communicate in L2 which might make them uncomfortable.

Even with the indications of effectiveness in using students' L1 while teaching a foreign language, several current restrictions must be tackled. These limitations will be described in the next sections, and this study aims to address them along with examining the L1 usage by English teachers in ELT classes and the opinions and experiences of its practice in Istanbul, Turkey by a questionnaire and interviews for 3 months.

## B. Research problem

Learners' use of L1 has been explored in great detail. However, teachers' L1 use is limited in the literature. Therefore, this research will fill the gap in the

literature. Moreover, several recent studies have focused on the students' perceptions on using L1 in the class at private or public schools where language is only one part of its curriculum; yet, this study will be conducted with English teachers who have previous experience of teaching and those working in the language schools, which only offer language programs, in Istanbul, Turkey. Also, it will investigate the fact that using L1 supports or hinders the students' ability to learn a second language. In addition, the use of L1 will be debated by EFL instructors in classrooms; therefore, they might be able to understand the importance of using L2 in classrooms and formulate strategies to maximise its use which will allow learners and students to get exposed to it. The teacher then can act as a comprehensible input provider.

## C. Objectives and questions of the study

In the absence of researching the teachers' use of students' mother language at language schools in Istanbul, Turkey, this study aims to examine the L1 use while teaching whether it is Arabic, Turkish, or any other language in ELT classrooms. The first objective is to investigate the participants' attitudes, the manners and the frequency of using their native language while teaching English, and the favourite functions by teachers to adapt their L1 in ELT classrooms. Moreover, the second objective is to evaluate the outcomes and efficiency of L1 utilisation in the classroom. Also, this research will identify the teachers' attitudes towards home-language use whether they encourage or discourage it. As well, it will explore when teachers prefer to use L1 and the aspects of English they use while switching to L1, along with the kind of activities that the teachers address in their L1. Finally, this study will deal with the following research questions.

### 1. Research questions:

1. Is there association between the teachers' gender, age, qualification, and experience on the one hand and L1 on the other?

2. What are the teachers' viewpoints regarding the use of L1 in the English language schoolroom?

3. Is L1 use more suitable with low or high levels? Is there a connection between L1 and language proficiency?

4. What is the main perception of L1 use in the teachers' institutions?

5. Should the educational materials comprise L1 descriptions?

6. How much is the native language supported or opposed within the teacher training?

## D. Rationale of the study

The reason for conducting this research is to disclose the teachers' perceptions of using L1 in English language schools in Istanbul, Turkey, along with investigating circumstances and highlighting purposes of its use. Several studies have focused on own-language use in class, leaving the perception behind including or excluding it. Thus, the attitudes of the teachers will be evaluated along with their teaching practices to examine if their perceptions are represented in their outcomes. Besides, another reason is to prove or disprove the efficiency of using L1 in L2 classrooms by investigating the strategy and the ways that influence teachers' thoughts, and if exists, their current use of L1 because the institutional policy of schools may affect teachers' exploitation of the learners' native language in class as Duff and Polio (1990) have affirmed.

Using L1 in L2 classrooms is also a common topic especially when teachers share the students L1. For this reason, this research will also tackle the examination of perceptions and usage of L1 by instructors that have no knowledge of the students' L1 but can share some words and expressions, i.e., Arabs and Turks. Most of the previous research, for example, has focused on teachers and students who speak the same language, yet this research will look at how they utilise L1 (functions), why they use L1 (perceptions), and whether or not they employ the students' own language (cf., Kharma and Hajjaj, 1989; Franklin, 1990; Dickson, 1996).

## E. Significance of the study

Despite the discussions that have supported and opposed using L1 in English classrooms, there have been a few studies concerning the opinions of teachers about this topic, (Ferrer, 2011). Therefore, this study will be useful to researchers who want to investigate teachers' practices in respect of the use of L1 in English language schoolrooms, and it will serve as a guide for them. Also, reviewing teachers'

perspectives will be an indication of their classroom practices; as a result, they will have the opportunity to evaluate and report on the way they teach, which will also enhance the quality of the program delivered. Furthermore, teachers, instructors, and administrators will reconsider the curriculum and the methods of teaching they have adopted to make the needed changes that will also help to push the students' level upwards. In conclusion, this study aims to check the validity of using L1 in L2 classrooms by a detailed questionnaire that scrutinises the teachers' preferences and aspects to switching from English into the students' own-language while teaching, along with the activities they address in their L1. The point of the study is to unveil the teachers' perceptions on using L1 in L2 classrooms at language schools that offer language-only programs. The last purpose is to evaluate the results and effectiveness of L1 use in L2 teaching.

## F.   Research model or conceptual framework

The conceptual framework in the current study is presented in contrast with the theoretical framework. The former aims at hypothesising and testing the observed correlation between the independent and dependent variables, whereas the theoretical framework normally presents the major relationships. Conceptual frameworks are built, whereas theoretical frameworks can be adopted as they are. The variable of the conceptual framework consists of independent and dependent variables as the main ones in addition to the moderator, mediator and control variables if any. The independent variables are about socio-demographic variables like age, gender and experience. The dependent variable is related to L1 use. A diagram is created with arrows to show the directionality of the relationships. The research model formulated for this research aims to test the impact of some socio-demographic variables on L1 perceptions and practices:
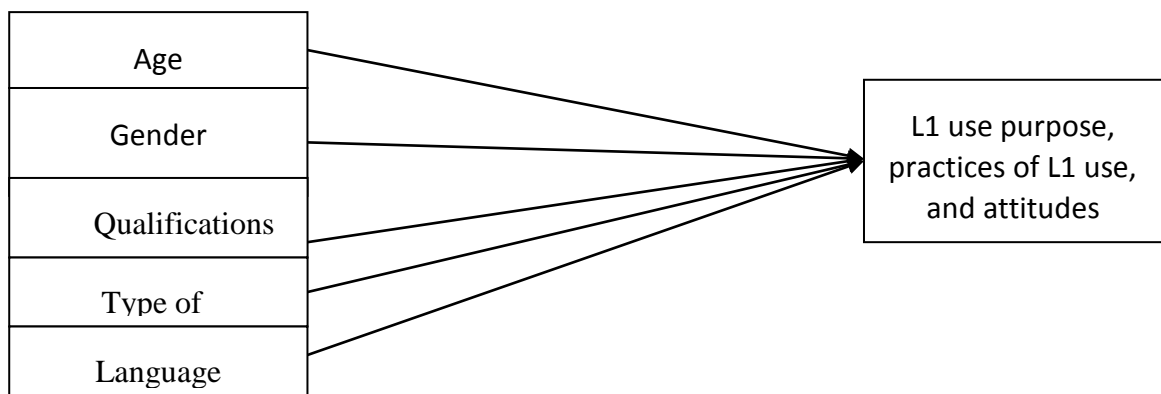
Figure 1. Conceptual framework

## G. Thesis outline

The following is the thesis' outline. The theoretical and empirical literature on L2 or foreign language learning is reviewed in Chapter 2. Chapter 3 goes through the methodological concerns, focusing on the advantages and limitations of integrating qualitative and quantitative data. The analysis of data is presented in Chapter 4 along with an extensive discussion of the findings in the context of previous studies. Chapter 5 summarises the major findings, discusses theoretical and pedagogical implications, points out study limits, and proposes subjects for further research.

## II.    REVIEW OF THE LITERATURE

### A.  Introduction

The literature review of using L1 in L2 classrooms is explained in this chapter. First, elements of foreign language learning are presented like: meaning-focused input and output, fluency-development, and sub-skill development. Next, the view of the methods like: Grammar-first, fluency-first, comprehension-based, and learner-centred methods are covered besides the goals of language learning. After that, the chapter goes through the actual use of students' L1 and the reasons and target behind it by giving an overview of the monolingual approach. Moreover, the role of translation, teachers and learners' attitudes towards using L1 are also reviewed along with communication strategies, code-switching, and advantages and disadvantages of L1 use. Finally, implications of using students' L1 for language teaching and learning are also mentioned. Therefore, the goal of this chapter is to provide the perspectives and studies on this current topic in depth.

### B.  How Do Methods View L1 and L2 in the Schoolroom?

### 1.  Grammar-First Methods (GTM, ALM, SLT)

Along with other methods, the grammar-translation method (GTM) which focuses entirely on accuracy and writing has been an essential field in the ELT literature. Regrettably, this approach allows incompetent teachers, who have a little knowledge of the target language (TL), to proceed with their lessons. The primitive grammar-translation course which was applied into ELT was first initiated in 1793 by Johann Christian Fick thanks to Howatt (2004). Yet, it had been widely marginalised shortly before the twentieth century and condemned for largely emphasising on precision and writing instead of paying attention to speaking and fluency, along with the fact that it is not only arbitrary but also uninteresting, (Hall and Cook 2013). Therefore, the monolingual approach was praised by methodologists mainly coming from west Europe and the northern part of America,

revolving around the notion that the target language should be used solely while teaching, (Widdowson, 2003).

The (GTM) allows both learners and teachers to use their own-language for the sake of translating the reading texts, as the name suggests, along with a range of exercises related to grammar clarification. Improving the reading and writing skills of the learners of a second language is the major aim of this approach in order to comprehend its culture. Certainly, Hammerly (1975) explains the influence on writing exercises after a total dependence on the deduction of the teaching instructions. Furthermore, students who are exposed to this approach learn new words by comparing them with the counterparts in their L1 in addition to focusing on grammar in its deductive form (Larsen-Freeman and Anderson, 2011). Not only is it the means that the students learn grammar and vocabulary by, but also they could communicate with their teachers using L1 to absorb the grammar and literature of TL better (Howatt, 2004). Hence, the large dependence of this method is on L1 to understand L2.

The literature of ELT does not always reflect what is going on in the actual classrooms all around the world. Although many theories and research about ELT praise the importance of using L2 alone, a considerable number of teachers use their native language to communicate with students in the classroom. Cook (2008) states that (GTM) conveys an 'academic…seriousness of purpose' that could appear suitable in the cultures where a conventional view of student and teacher roles is sustained. For the time being, Thornbury (2006) elaborates on the idea that the large classes could be a result of applying this method until now, whereas Lucas and Katz (1994) debate that even when regulations and conventions work to prevent it, the usage of the native tongue nevertheless occurs.

A new language teaching method that highly revolves around oral/aural skills was needed by the American military after the beginning of World War II till 1940. In other words, the method was needed to make the soldiers learn and understand some communication skills of their friends or foes during the war within a short time. As a result, Nelson Brooks created the term audio-lingual to refer to the Audio-Lingual Method (ALM) in the 1950s after being primarily called the "Army Method", (Stern, 1983; Richards and Rodgers, 2001).

The Audio-Lingual method (ALM) aims to use the target language

communicatively. The prior element in second language teaching due to this method is speech. Thus, it heavily depends on the preference of the system of sounds in language for social communication rather than writing which is an unoriginal subordinate copy of the spoken language, (Carroll, 1963). Moreover, dialogues which revolve around the learners' habit formation are the focus of this method. Larsen-Freeman indicates that students will gain communication skills by developing new habits in the L2 and eliminating old habits in their mother tongue (2000). In general, the (ALM) looked at language as a system to be adopted by the establishment of exact speech habits, (Thornbury, 2000). In this case, it relies on the formation of native-like language productions in students, (Dendrinos, 1992). Moreover, the main characteristics of the audio-lingual method are that the dialogue in L2 is enacted by techniques such as visual aids, mimicry, memorization and a considerable emphasis on pronunciation in order to produce speeches like native speakers; vocabulary and grammar are not important, and the L1 use is diminished in the classroom, (Prator and Celce-Murcia, 1979).

In short, (ALM) has many features. First, learners study the L2 in a practical setting that allows them to apply what they have learned in the classroom to real-life situations thanks to the teacher's role in modelling the dialogue. Second, repetition by learners is a must in this method in order to enhance their fluency by using the L2 automatically without thinking. Third, the drills used while teaching will enable the learners to practise language more than other methods which also give them the chance to produce speech in L2, and as a result, they learn how to respond properly in certain situations.

As a result of criticisms levelled by some British applied linguists against the Direct Method, a new method called the Situational Language Teaching (SLT) was established between the 1920s and 1930s. Accordingly, a considerable number of books adopted this method which was widely used in the course of writing. In other words, it could be used in the phase of selecting and organising the content of language courses, for it is a methodical study of the principles and techniques, (Palmer 1917, 1921). Hence, the notion is that real situations used in context are a probability for the sake of understanding a language appropriately.

Richards and Rodgers (2001) summarised the central features of SLT as follows:

1- Speaking is the first element of language teaching. Presenting the materials orally exceeds the writing form.

2- The language of the classroom is L2.

3- New language points are situationally presented and practised.

4- To confirm that a significant common service vocabulary is provided, vocabulary selection processes are used.

5- Elements of grammar are classified based on the idea that basic forms should be introduced before complicated ones.

6- Once an adequate lexical and grammatical basis is founded, reading and writing are introduced.

## 2.  Fluency-first methods (CLT, TBLT, CLIL)

Communicative Language Teaching (CLT) is about how to use the language rather than defining it. In other words, it designs communicative syllabuses instead of focusing on grammatical patterns, structures and drilling. For instance, Wilkins (1976) revolutionised the students' need to understand and produce language by his work that critically contributed to this method, as he exchanged the importance from language features to communicative implications. Thus, the importance of (CLT) comes from its useful effect in dedicating the notion to instructors that language is not learned for the sake of knowledge, but for the people to communicate with it. In addition, students are given various types of languages and shown aspects of style and appropriateness along with allowing them to test L2 in the class, refining what had before been excessively controlled.

(CLT) has always emphasised the importance of using language for the sake of letting the learners speak out instead of being stuck to grammar. For this reason, Harmer sets two controlling principles for this approach (2007). First, unlike some other methods that praise grammar and vocabulary items, language in (CLT) includes functions like agreeing, disagreeing, welcoming, and suggesting, etc. For example, invitations can be as: ('Would you like some coffee?', 'How about a pizza?', 'What about joining us at the restaurant?', 'Do you fancy coming to the party?'). Moreover, the kind of language the learners use should be taken into consideration in order to preserve the need for appropriateness when speaking or

writing (e.g., formal, informal, technical, etc). Second, language learning would take care of itself if learners had occasions to use the language and were encouraged and exposed enough to it. Therefore, this approach advocates absorbing and acquiring the language rather than decoding and translating.

Teachers who adopt the communicative language teaching in the classroom facilitate several opportunities for the students to speak fluently. Indeed, learners in this approach express themselves better in the second language by being engaged in communicative activities, so (CLT) contains real life activities like group work, games, and role-plays in order to enhance the learners' communicative skills, (LarsenFreeman & Anderson, 2011). Besides, the instructor must be proficient in L2 to engage the students more because he is viewed as a helper in communicative settings. Under these circumstances, bilingual instructors are inferior to native or native-like speakers according to this approach, (Brown, 2001 and Ellis, 2002). In short, this approach has always been focusing on communicating real messages by learners rather than grammatical language by the help of communicative activities where students use the language.

In light of developing process-focused curricula and inventing communicative tasks to boost the students' L2, Task-based Language Teaching (TBLT) has become a substantial subject in the field of ELT. Previous studies focused on this approach due to its importance, stating three main features related to classroom practice. First, TBLT is associated with a learner-centred notion, (Nunan, 2005). Second, it is formed of a few particular elements like goal, procedure, and specific outcome, (Murphy, 2003). Third, it does not give attention to grammar or linguistics, rather it supports content-oriented meaningful activities, (Richards & Renandya, 2002). Therefore, this approach affirms that language learning is a progressive course to improve communication and social collaboration rather than being a means to exercise language items, and that students grasp the L2 more efficiently when they are effortlessly exposed to meaningful task-based activities.

On the other hand, TBLT still has a hesitant place for L1 in specific situations when necessary. To put it more simply, giving instructions and clarifying tough grammar rules sometimes require the intervention of the students' own language. Ellis advocates the use of L1 as it is a beneficial tool and a valuable resource in certain frameworks in this approach like the sociocultural framework (2008).

Furthermore, the use of mother tongue is unavoidable when learners are off-task in the classroom though L2 is the dominating language used for communication, (Seedhouse, 2004). Hence, TL is the key medium for teaching in time, and learners are motivated to practise it, and L1 is not totally prohibited, (Willis, 1996).

Task is supposed to be the main unit for both designing a language course and forming special programmes. Ellis (2009) indicated that some criteria should be taken into consideration for a language activity to be a task:

1- 'Meaning' is the major emphasis (i.e., making the semantic and pragmatic meaning of words is associated with the students).

2- 'Gap' should exist in one way or another (i.e., a necessity to deliver information or to convey an opinion).

3- For the sake of doing activities, students have to principally depend on their linguistic and non-linguistic resources.

4- There is an obvious described outcome other than the use of language (i.e., the language functions as the way for reaching the outcome, not as an end in its own right).

A 'situational grammar exercise' and a 'task' are distinguished according to these criteria. The first one could go on with criteria (2) and (3), not with (1), because the students are familiar that the major goal of the activity is to exercise precise language instead of processing messages for meaning; it also does not satisfy (4), for the outcome is simply the use of true language. Consequently, Ellis, who made this distinction, does not underestimate the situational grammar exercises, rather he suggests that they have pedagogic worth (2009).

Content and language integrated learning (CLIL) is a teaching approach developed by David Marsh in 1994 that integrates learning content along with a foreign language. This method is generally applied when students are competent in their L1. In other words, by presenting a new material in the learners' own language, L1 may play a vital role in (CLIL); enabling them to talk over the new material or testing them on their knowledge on the subject, (Ruiz de Zarobe and Jiménez Catalán, 2009). Besides, this method not only focuses on L2 as an only subject but also it joins L2 with other subjects. Calviño states that this method emphasises using a foreign language to study a specific course like music, maths, geography, etc.

(2012). Likewise, Marsh and Frigols claim that this approach is educationally dual-focused as it focuses on the subject along with the language (2013). So, a foreign language enrichment strategy into content instruction is what (CLIL) is.

Several educational methods urge the instructors to keep using L2 while teaching. However, many teachers were observed in recent studies utilising L1 during the lesson as well as the learners chatting in group works informally. Correspondingly, Ruiz de Zarobe and Jiménez Catalán suggest the use of L1 when giving instructions to practise CLIL efficiently, especially with students who have just started learning (2009). In conclusion, this method gives a moderate space to L1 because the focus is sometimes on the content instead of L2.

### 3.   Comprehension-based methods (TPR, the Natural Approach)

Teaching L2 to young learners has always been a challenging process for instructors as it needs more preparation to create positive responses. A new teaching method called Total Physical Response (TPR) was created by James Asher to simplify teaching the young learners by effective techniques. As Ummah (2017) indicated, these techniques could be utilising suitable tricks, building learners' interests, and helping them concentrate on the lesson while teaching. In most cases, language teaching cannot be paralleled between children and adults as each group has its own characteristics in learning and absorbing the language. Rokhayati noted that it is the teachers' duty to make a good environment along with suitable instruction in the classroom (2017). So, teachers are responsible to relax the students, especially when they are young, and make fun in order to deliver the needed information smoothly.

Total Physical Response is an appropriate method used for developing not only vocabulary in L2 but also children's physical activity and engagement. Indeed, Asher's TPR includes getting learners to listen to orders in L2 and directly respond with suitable physical actions (1969). For instance, some commands are given in L2 by teachers when using TPR like: (jump and clap your hands), and learners are supposed to be engaged with body movements. In addition, by using physical activities to study a foreign language, the learners' stress is more likely to be reduced which gives a better quality in education. Putri stated that a free-stress atmosphere is an essential condition for effective language learning (2016). Generally, most of the

instructions the TPR gives are related to physical movements and 'rarely the native language be used' (Larsen-Freeman and Anderson, 2011).

TPR in English language teaching and learning has the following advantages. First, it is amusing that many learners love being engaged with this kind of teaching. Second, it is helpful for the learners to memorise new vocabulary and expressions. Third, it can be applied to big and small groups. Fourth, it is suitable for both young and adult learners, especially the active ones in the classroom, (Rokhayati, 2017). However, this method has also its own disadvantages as following: (1) students who are not used to this type of learning might find these activities discomforting, (2) it is highly appropriate for younger learners more than adults, (3) it is not flexible to teach everything, i.e., some abstract words cannot be delivered to the learner only by gestures.

In an endeavour to develop a language educational proposal that combines the "naturalistic" principles, a teacher of Spanish named Tracy Terrell proposed a new philosophy of language that he titled the Natural Approach. It soon flourished as a consequence to the collaboration between Terrell and an applied linguist called Stephen Krashen. After that, this collaboration resulted in a book, The Natural Approach (1983), which included some theoretical parts confined by Krashen, and some practical sections by Terrell about utilising this approach while teaching, (Richards and Rodgers, 2001). By defining the term 'natural', Terrell (1977) suggested that his proposal was established upon observations and studies on foreign language acquisition which were carried out in natural settings rather than academic settings.

There was a distinction between the Natural Approach and the Natural method (a.k.a., the Direct Method). Not only the Natural approach sheds light on making the L2 learning similar to L1 in children but also the Natural Method does the same. On the other hand, the Natural Approach gives great significance to receptive skills, exposure, understanding, and preparation of students instead of practice, whereas the Natural Method supports repetition, drilling, teacher monologues and exact production of forms of the foreign language, (Richards and Rodgers, 2001).

## 4. Learner-Centred Methods (CLL)

A specialist in counselling and a professor of psychology, Charles A. Curran, developed a method called Community Language Learning (CLL). This method signifies the use of Counselling-Learning philosophy in language teaching. Rogers (1951) stated that CLL develops its main insights along with its organising rationale from Rogerian counselling. Simply, the word counselling refers to somebody giving guidance, support, and help to another in case this person is in need. Richards and Rodgers (2001) suggested that CLL employs counselling to readdress the responsibilities of the teacher (the counsellor) and learners (the clients) while teaching. Therefore, the elementary practice of this method could be resulted from a counsellor-client relation.

Community Language Learning techniques are derived from a greater set of second language teaching practices occasionally labelled as 'humanistic techniques. Moskowitz (1978) says that the humanistic techniques are the mixture of the students' feeling, thinking, and knowledge with the L2 they are being exposed to; the techniques help construct rapport, cohesiveness, and caring that go beyond what is currently present, besides they help learners to accept themselves and be proud so as to build an appropriate atmosphere in the L2 classroom. In conclusion, humanistic techniques are a good way to engage somebody's emotions and feelings along with linguistic knowledge and interactive skills.

Table 1. L1 Involvement in Methods of Teaching

| Method | L1 Involvement |
|---|---|
| GTM | L1 is essential in the classroom to use in occasions like translation, clarification of grammar, communication and giving instructions. |
| ALM | L1 is nearly forbidden, because some academics proposed that it can be used limitedly and only by the instructors. |
| SLT | L1 is nearly forbidden, because the language of the classroom is L2. |
| CLT and TBLT | L1 is sometimes used to clarify new vocabulary, give instructions about ambiguous concepts, and occasionally for social reasons. |
| CLIL | L1 is accepted not only by the teacher but also by learners and even the coursebook as it is a part of the content, because this approach is applied in bilingual settings. |
| TPR | L1 is exploited to an extent in some situations like clarifying the process of the approach. |
| The Natural Approach | L1 is marginalised, as this approach is similar to other communicative ones, rather than those that traditionally focus on grammar. |
| CLL | L1 is important in translation, giving instructions and feedback. |

## C. Monolingual Approach (MA)

The Monolingual Approach recommends that L2 is supposed to be the only medium of classroom instructions. Using this approach gives the learners of a second language better opportunities to be exposed to L2, hence a better quality of education. Accordingly, Eviatar and Ibrahim (2001) applauded the MA because the teacher delivers L2 to learners not as a subject, but as a language. In a similar statement, MacDonald (2002) claimed the motivation of the students in the classroom when they are totally exposed to the target language, for it helps them comprehend the practical advantages of learning a new language. For several supporters, a significant justification has been about the subconscious. Terrell (1977) claimed that External factors, such as assignments that maximise exposure to new ideas in L2, might subconsciously support language learning. Likewise, Macdonald (2002) and Polio and Duff (1994) approved a shared notion that the first language is a 'slippery slope', which may keep the students away from L2, resulting in poor outcome. Thus, the target language is seen as an ideal medium for English language teaching in the classroom.

Many researchers on this approach have defended its validity in teaching throughout history. For example, Auerbach (1993) argues that the amount of target language that the learners hear and are engaged with helps them quickly acquire and absorb the L2. So, the awareness of sticking to L2 totally in class has prevailed. Similarly, the more the learners are exposed to the target language, the faster and better they can learn, because using L2 as a mere tool for teaching develops the learners' in-built system of language (Macaro, 2001). Unlike using the learners' L1 in the schoolrooms, sticking to L2 is motivating both teachers' and students' fluency in English. Accordingly, an effective way of teaching the target language is to separate and make it distinct from L1, (Cook, 2001). Finally, it is supposed that L2 is similar to L1 in the phase of learning, i.e., acquisition. For example, Ellis (2008) considered L2 learning as L1 acquisition, assuming that the exposure is a vital and shaping element in learning L2.

On the other side of the spectrum, the monolingual approach has also been criticised and undervalued. Swain and Lapkin (2000) believe that the more L1 is employed, the greater the learners' skill level rises. Likewise, it is identified that teaching language by using L1 does not indicate going back to the Grammar

Translation Method, but rather a perspective which approves the thoughts, emotions, and imaginative life of an individual embedded in their native language (Piasecka, 1988). Thus, researchers attempt a disciplined and methodological approach to employing L1 in language schools by presenting these adverse excuses.

## D.  Code switching (CS)

There is a unique form of language code-switching in the classroom which goes from one language to another. Nevertheless, it does not have the same type of systems, conditions, and constructions that are used in our life of code switching. Some researchers in the field of using the students' mother tongue in L2 classroom adopted the term CS; code switching (Moore, 2002; Macaro, 2005); even though CS is defined as structured processes of daily conversation. Thus, a concise explanation of CS should be included because in some research, using L1 in an L2 class is equal to CS.

The term CS was written in several forms such as code switching, code-switching or even codeswitching. According to Auer (1998), this term was first initiated in Vogt's work in 1954 and was defined as a psychological rather than a linguistic fact. Besides, Gumperz expresses CS as the pairing of sentences from two different grammatical systems or subsystems inside the same speech interaction (1982). Also, Numan and Carter defined this term as the practice of shifting among languages during a conversation (2001).

Code switching is a prevalent situation that is particularly observed in multilingual and multicultural societies. Some studies mentioned CS and set out several types of it. Poplack (1980) stated three kinds of CS: inter sentential, intra sentential and tag-switching. First, inter-sentential switching takes place accidently in a sentence or even a clause when the language user brings a term from another language because it temporarily does not come to his mind. Second, intra-sentential CS or so-called code changing happens when the speaker changes one word in the middle of a sentence or even a clause from one language into another without interruption or hesitation. Third, tag-switching that is also called extra-sentential switching by Milroy and Muysken (1995) is about copying a tag phrase or word; it implicates the use of a tag in a language into a word or expression, for example, 'I mean…' which is already in the other language.

It is sometimes easier for learning L2 to use L1 or CS. Several researchers in the field of linguistics and ELT have supported the notion of grammar instructions and translation in the classroom. For instance, Brown (2000) suggested that the mother language is more likely to be an interesting factor not only an interfering one. Besides, the teacher who is aware of the students' L1 has more advantages in using it while teaching as it is beneficial in clarifying and explaining grammar rules. Schweers (1999) motivated teachers to use L1 in order to create a more dynamic atmosphere in the classroom, claiming that L1 gives certainty and validates the students' experience, which lets them to express themselves.
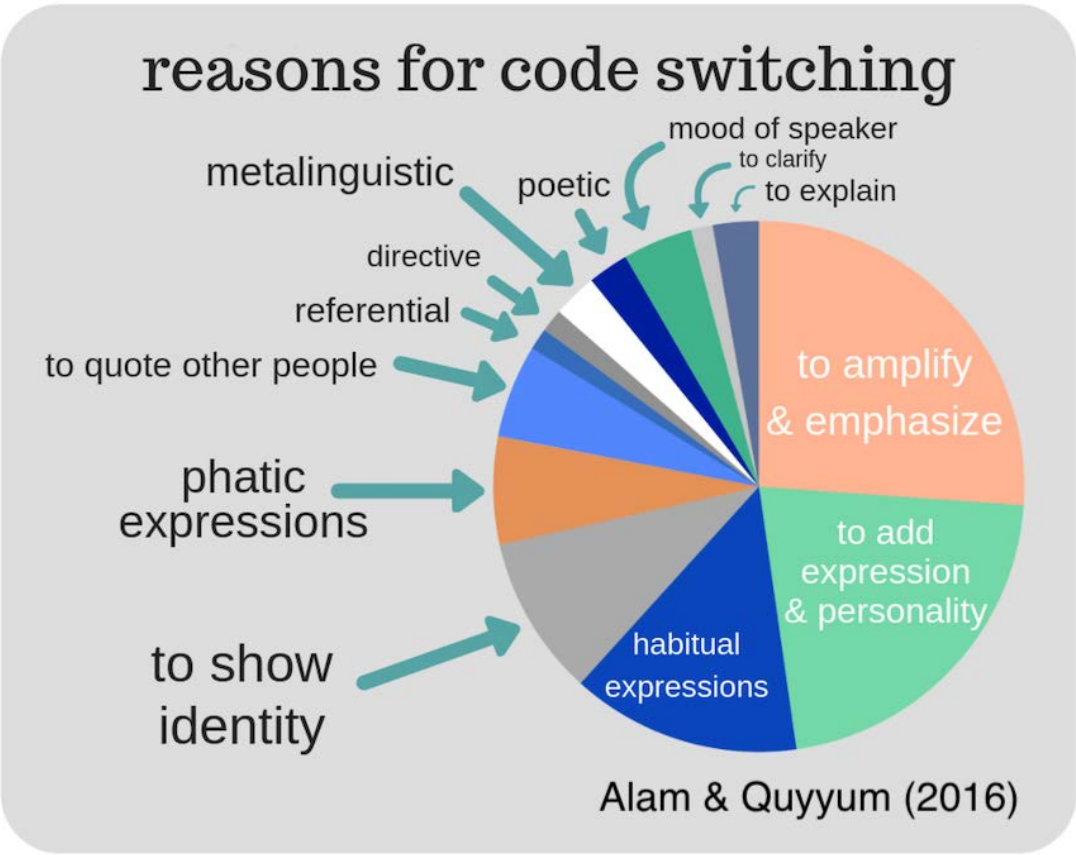


Figure 2. Reasons for code-switching

Adapted from (https://annamend.com/2020/12/18/what-is-code-switching)

## E. Reasons for Employing Students' L1 During the Lesson

L1 has been a central topic to be used in the classroom in order to clarify the L2. Accordingly, there have been several studies to explain and set the reasons for its use. A variety of factors could influence the instructors' code-switching preferences in the classroom that have been stated in numerous studies (Franklin, 1990;

Auerbach, 1993; Macaro, 1997; Schweers, 1999). For example, teachers may need to use L1 to clarify hard notions, interpret new words, give instructions, or chat to learners about side matters that are irrelevant to the lesson in order to relieve the students' tension in class. Also, Atkinson (1987) advocates some practices of L1 in class: helping students to produce language, checking understanding, and explaining complicated instructions to essential levels.

There are, moreover, eight categories for using L1 in class according to Polio and Duff (1994): classroom administrative vocabulary, English practice, classroom management, solidarity, grammar, new vocabulary/translation, deficiency of understanding, and collaborative effect in which learners' practice of their native language encourages the teacher to employ it. The most prevalent category of these was found to be the classroom administration vocabulary. However, Polio and Duff (1994) suggested that in case the student does not get the idea of one thing in the L2 and thinks that it is significant, he will definitely enquire about further explanation and thus, this will create an open communication in class.

## F.   Reasons for not Employing Students' L1

The main approach, monolingual, in second or foreign language learning field has been for near or absolute exclusivity of the L2 learning since the late 18th century. The monolingual role's primacy, as the most successful teaching way, has endured growth and occasional change in teaching methods, (Hall and Cook, 2012). However, a number of recent published studies have started to inspect this supremacy. Therefore, teachers' usage of L1 in the schoolrooms has been reviewed in several studies, and a functional purpose for it has been proposed.

It is a long-established belief in language teaching that the L2 should be widely used, and the learners' own language should be avoided. Furthermore, using L1 is considered a taboo since it is believed to hinder the learner's continuous and gradual progress towards the regulated achievement of the desired L2 learning. As a result, classrooms that use only the target language are more popular across the world, and since English is considered the "lingua franca," debates about English-only classrooms are closely monitored. For using L2 mainly in the classrooms, several arguments have been taking place. Because L1 is always there, it is simpler for teachers and students to postpone utilising L2 (Butzkamm, 2003), resulting in an

over-reliance on L1 and little exposure to L2.

Learning a second language is a similar process to acquiring the first one. According to Cook (2001), L2 learning must model the acquisition of the first language by maximising the learning exposure. While research about this topic would not be ultimate, it is thought that second language learning is comparable to L1 acquisition, which is based on the idea that exposure is the most important aspect in learning (Lewis, 1993). Children learn their L1 by listening to and imitating what others say and being exposed to the language is necessary for their linguistic competence. For comparable reasons, the Communicative Approach supported a monolingual approach with people, excused under the guise of increasing L2 communication (Phillipson, 1992). Many teachers have started to understand that because the classroom is typically the students' sole exposure to English, it is important to boost that interaction (Burden, 2000).

Switching between one language to another through translation is not always the ideal way of learning L2. Cook (2001) also asserted the notion that division and differentiation between L1 and L2 are crucial for efficient education. In regards to this notion, interpreting from L1 to L2 can be harmful, according to promoters of the Monolingual Approach, since it reinforces the perception that there is one to one parallel between the two languages, which is not necessarily true. They argued that the two languages must be kept away and different. Pachler and Field (2001) suggested that a significant quantity of grammatical elements may be taught by just using the L2, particularly through the use of bodily or visual representations. On the other hand, advocates of the Bilingual Approach may claim that clarifications in L1 are required to explain the distinction or division between L1 and L2, since grammar teaching is complicated and without it, students would have little or no comprehension, particularly at the beginning grades.

### G.   When Use Students' L1

### 1.   Giving Instructions

Explaining difficult tasks in a foreign language has always been a controversial topic in several studies. Hopkins (1989) stated that instructors used L1 in order to clarify a task or give instructions to learners, either separately or to the

entire classroom, such as explaining an exercise or homework. Precisely, several teachers indicated that it is harder for the students to be given complex instructions in the target language to do a task, instead, they favoured using L1 in such situations, according to Macaro (1997). In other words, it is more reasonable to use L1 in certain situations while giving complex instructions, as they could be harder than the activity itself, Cameron (2001).

On the other side of the spectrum, the students' level may play a vital role in deciding whether to give instructions in L1 or L2. The chief part of teachers and students who participated in Tang's work (2002) did not welcome using their native language in delivering instructions, considering it unnecessary. In a similar study, Franklin (1990) stated that over ninety percent of instructors, who partook in his research, decided to exploit L2, although it is a challenging tool to give instructions. So, it is obvious that the students' level is important in the topic. Cook (2001) suggested that using the learners' L1 when their level of L2 is low guarantees their understanding of the instructions.

## 2. Teaching grammar

Teaching grammar is one of the most challenging aspects for ESL teachers. Numerous studies in the literature of teaching demonstrated the instructors' intention to clarify difficult grammar rules and concepts by L1. Indeed, Dickson (1996) discovered that teaching grammar is the most difficult aspect in ELT compared to giving instructions and other explanations. While Edstrom (2006) found that the students' native language is a suitable choice for clarifying grammar rules, and Cook (2001) also mentioned some pieces of research that showed the effectiveness of the students' mother tongue in this topic, even with competent L2 students. On the other hand, Harbord (1992) asserted the necessity that instructors have to find clever techniques for teaching grammar in L2, otherwise they need further training.

## 3. Teaching vocabulary

Learning a second language depends heavily on vocabulary. In the phase of vocabulary learning and teaching process in L2, some prefer intralingual strategies, which include the use of synonyms, linguistic contexts, or definitions in L2, over interlingual strategies, which include translations and cognates. In other words, the intralingual strategies are considered pedagogically correct, as they have relations

with the attitudes of the communicative teaching, whereas the interlingual strategies contain simple links with the grammar translation method, (Schmitt, 1997). So, some teachers prefer the intralingual strategies while others prefer the interlingual ones according to the level of the students.

**4.    Clarifying Difficult Concepts**

Employing L1 to simplify new concepts is one of the key roles in many studies. These observations may be main notions that the lesson revolves around and could not be associated with the learners' L1 culturally or linguistically, for instance, clarifying advanced grammar rules like the present perfect continuous tense, or the difference between 'do' and 'make' which have similar meanings in Arabic and Turkish languages. However, the majority of teachers in Schweers's (1999), Tang's (2002), and Sharma's (2006) work have chosen to keep on using L2 while the large number of the teachers in Alshammari's (2011) work prefer to stick to L1. Going back to the mother tongue is vital to understand unknown notions, particularly when they are essential and do not exist in the learners' L1. A primary goal of the teacher's use of L1 is to clarify things that do not exist in the learners' native languages (Duff and Polio, 1990).

**5.    Different Reasons**

The reasons for using L1 in ESL classrooms are various. While there are some crucial motives for inserting the students' mother tongue during the lesson, other minor motives also take place. For example, Dickson (1996) mentioned the relation between the classroom size on one hand and resorting to L1 in teaching a foreign language on the other hand, asserting that the classroom size is an important element which leads teachers to use L1. Consequently, Hajjaj (1985) considered such a reason from a previous study as an opposing idea to the Direct Method in some contexts. Also, incompetent instructors, whose second language is not enough for teaching, tend to employ L1 in their lessons more than the fluent and native-like teachers. Besides, Edstrom (2006) stated a weird reason for this issue which is when the teacher feels exhausted or enters the classroom without preparation.

## H. The Teaching of English language in Turkey

Many countries teach English as a foreign language for cultural, economic, and social purposes. That is because adopting a second language has become a need all around the world in order to enhance international affairs on the civil, political, and industrial sides (Eskicumalı and Türedi, 2010). One of these countries is Turkey that has adopted English extensively for teaching and learning since the 1950s to reach advancements in the fields where English is widely used (Kırkgöz, 2008).

International language education at Turkish public schools began in the sixth grade, and that took place until 1997. Nevertheless, with the start of mandatory schooling in 1997, the Turkish educational system made a significant transformation. Turkey's mandatory schooling was extended from five to eight years as a result of this policy, and the second language was incorporated as a distinct course for the fourth and fifth grades. This system was in use until 2013 when Turkey underwent another major educational reform. The Ministry of National Education implemented the 4+4+4 school system, and the mandatory education period was extended to 12 years in Turkey. This modern improvement comprised four years for each of primary, secondary, and high school education. The education of the English curriculum has also been modified as part of this change, and primary school pupils are now taking English classes in the second grade instead of the fourth.

GENERAL STRUCTURE OF THE TURKISH EDUCATION SYSTEM
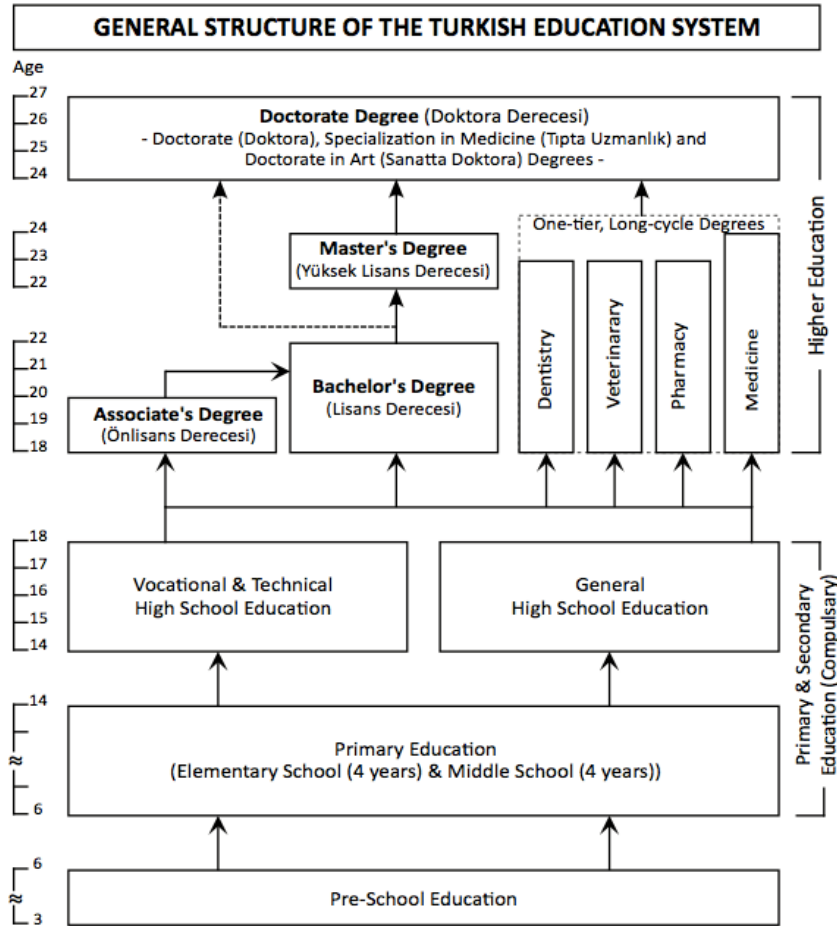
Figure 3. Educational system in Turkey

Adapted from (https://uluslararasi.sdu.edu.tr/en/prospective-students/higher-education-system-in-turkey-8430s.html)

Students at Turkish public schools take English courses from the second grade to the end of high school. So, English learning lasts for 11 years from primary to high school. Students who attend universities after high school have the opportunity to enhance their English at university preparatory programs or departments that provide English as a required or optional subject. There are also private language schools that are regulated by the Ministry of National Education which offer language classes for all levels.

## İ.  Professionalisation of English Teaching in Turkey

Language instructors that have graduated from several university departments such as ELT, Linguistics, English or American Language and Literature, and Translation manage foreign language education in Turkey, while those who did not

study English at university are required to take pedagogical development classes before working as teachers of English language in most institutions.

In Turkey, teachers who wish to serve as full time employees at primary, secondary, or high public schools must take an exam (KPSS) and obtain the needed score, which varies nearly annually, in order to be recruited to a public school. Hundreds of English teachers take this test every year, but only a few of them are hired as full-time EFL teachers in elementary, secondary, and high public schools.

EFL teachers that are interested in working at public universities must pass two examinations with the needed scores: the ALES test, which assesses their fundamental academic achievement, and the YDS test, which assesses their second language success. Also, each university arranges its exams both orally and in writing, then chooses the eligible teachers to be in the permanent staff.

English teachers can also find employment in elementary, secondary, and high schools, as well as universities and institutes. They are chosen by private institutions based on their qualifications. Since some of these institutions hire teachers on a long-term basis, others hire them on a contract basis.

## J. Attitudes towards Using L1 in the classroom

Attitude is a sentiment or opinion regarding something or somebody, or a way he behaves and thinks. It consists of three key factors: 'the cognitive, affective, and readiness for action components', (Baker, 1992, p. 12). He defined the cognitive as a flow of opinions and views, the affective as a flow of feelings, and the readiness for action as a behavioural meaning or strategy of action under specific conditions. Attitude, along with experience, is an element that may appear in somebody's actions and form his ideas and beliefs. Lately, studies on these elements have grown in the field of ELT. Consequently, Borg and Al-Busaidi (2012) supposed that attitudes, beliefs, and assumptions may affect both the teachers' practice and the students' input in the classroom.

## 1. Teachers' Attitudes towards Using Students' L1

Some studies have examined the teachers' attitudes towards their use of the students' mother tongue (e.g., Macaro, 1998; Tang, 2002; Mattioli, 2004). There

were a number of misconceptions about this use. First, some teachers believed the L2 to be the students' ultimate resource for understanding and speaking. In fact, the students' native language does not affect their exposure to the target one; however, it supports and helps the process of L2 education, (Tang, 2002). Moreover, it was confirmed that students' second language level did not change as a result of teachers speaking only in L2 during class discussions, (Macaro, 1998). Second, an advanced level in the target language teaching leads to more production of it. There were no important differences concerning the experience of instructors' teaching and their attitudes towards the use of the students' native language, (ibid.). Nonetheless, some features like the methods the teachers have been trained through and their previous language education may affect their attitudes towards L1, (Mattioli, 2004).

English language teachers are usually divided into native and non-native speakers. A native teacher, though this term has more sophisticated definitions, is a person who has already absorbed his language since childhood, remained using it as a main language, and achieved a definite level of fluency, (Tay, 1982). A non-native teacher is a person who teaches English as a second or a foreign language working in an EFL/ESL atmosphere, speaks the students' first language, and whose students are monolingual, (Medgyes, 2001). Thus, the non-native ones are generally considered bilinguals, because they share the learners' L2 in the classroom.

In a study by Kim and Petraki (2009) in a Korean school, teachers who are native English speakers have found that using L1 can be scarcely useful in class, whereas the Korean teachers have claimed its probability in many circumstances, such as defining new terms and/or hard grammar rules. Because native-speaker teachers are unable to use the learners' L1, their views about its use may reflect their dissatisfaction with it, even when they recognise its value.

Some teachers believe that L1 is a supportive tool in task instructions to relieve the students' tension and save time. Accordingly, Macaro (2000) stated a number of teachers' attitudes including the instructors' disapproval of the L1 rejection in the classroom, as it is the dominant language to build rapport with the students, clarify tough instructions and explain grammar rules, besides, a major reason for using the students' and pupils' native language is their age and L2 proficiency. So, the idea of keeping the L1 totally out is being re-evaluated among teachers.

## 2. Learners' Attitudes towards Using L1

Previous studies have assured the students' intention for using L1 in L2 classroom for various reasons, (Horwitz, 1988; Schweers, 1999; Tang, 2002). Although these studies stated the students' consent towards their instructors' use of the native language in class, Duff and Polio (1990) asserted that these students accepted this situation due to their instructors' method regardless of the quantity and technique of using L1. In other words, learners are both affected and impressed by their teachers, thinking that they are experts in L2, which affects the reality of teaching English, (Horwitz, 1988). On the other hand, Macaro (2000) contradicted this statement by neglecting the relationship between teachers' and learners' quantity of talking in L1 or L2; so, the extreme use of teachers' L1 in the classroom did not lead learners to use it excessively. Therefore, the learners usually have no choice to accept using the L1 or not in the classroom.

The students' age and level of language have always affected their view towards using a monolingual approach in the classroom. According to Macaro's study (1997), the students' native language is essential to explain difficult instructions and comprehend linguistic elements like grammar and lexis. Furthermore, L1 is believed to be an essential factor in relieving the learners' anxiety and support learner centred approach, (Auerbach, 1993). In other words, neglecting the students' native language in the classroom resulted in stress and negative effects to them and the activity seems to slow collaborative engagement, inhibit the practice of meta-talk, and hinder learning techniques, Scott and Fuente's (2008).

## K. Advantages of Using Students' L1

The use of L1 in the classroom tends to create a proficiency level in the students. Less competent learners need more L1 use by the teachers because of their struggling to understand the target language, and it also relieves their tension. Macaro suggested that when students cannot grasp the meaning of an exact word and identify it in their L1, they get frustrated and do not feel relaxed (2005). In a similar way, he also proposed that L1 (1) establishes personal connection with students, (2) helps teachers to give sophisticated instructions for tasks and activities, (3) regulates the students' behaviour, (4) speeds up the process of learning by giving immediate translation, and (5) simplifies the grammar instructions.

Although the use of L1 has several advantages in ELT, it is neglected in the classroom nowadays due to the modern methods that praise using L2 as a mere communicating tool. Atkinson (1987) stated that the primary language has a wide range of roles to play at all levels that are now constantly neglected, even though it is not a great foundation for a methodology. The students' first language is a beneficial means to assist them with their language proficiency improvement. Accordingly, Willis (1996) underestimated the ban over L1 use and encouraged attempts to exploit L2.

**L. Disadvantages of Using Students' L1**

L2 is widely believed at this time to be more favoured at language schools, as it reduces time and gives imminent results. In other words, the continuous use of L2 in the classroom will enhance the educational process. Turnball and Arnett (2002) supported this belief and they argued to maximise the use of target language while teaching, as it is reasonably a constructive practice which instructors utilise to enrich the students' linguistic input of L2. Likewise, an environment where L2 is always spoken pushes the students' learning process forward, according to Krashen (1985).

Using only L1 in the classroom could be destructive for the learners' competency. It does not guarantee the same results the L2 does. For example, by depending on L1 as the sole language for teaching, the students could become lazier and avoid trying to learn the target language, because they will not be exposed to the L2 by the teacher, and their listening skill would not be improved. Thus, these learners who lack a sufficient language input would not succeed to pioneer in the target language. Atkinson (1989) also explains the potential dangers of overusing the mother tongue: (1) the laziness of students who do not understand until the item is translated, (2) students communicate with their teacher by L1 even if they are able to do it in L2, (3) and learners cannot understand the importance of using only English in some crucial situations.

# III. RESEARCH METHODOLOGY

## A. Introduction

This chapter will shed light on the research methodology that is going to be followed in the current study. First, mixed-method research design will be used. Second, methodological triangulation will be adopted by using questionnaires with hundred and three teachers and semi-structured interviews with ten teachers. Third, the research hypotheses will be restated. Fourth, the dependent and independent variables will be identified. Fifth, the research sample and the sampling procedures will be described in relation to each research instrument. Sixth, data collection and analysis procedures will be fully described. Last but not least, the reliability of the research instrument will be reported.

## B. Research design

The current study departs from a pragmatic stance to knowledge in that it makes use of a mixed method research design that combines quantitative (numbers) and qualitative approaches (opinions and attitudes). This pragmatic stance stems from the need of the research as it combines the empiricist and interpretivist philosophical paradigms. The empiricist approach, on the one hand, argues that knowledge can stem from quantification of observable phenomena like the frequencies of using L1. The interpretivist approach, on the other hand, claims that knowledge stems from the experiences of people like why teachers use the L1. That is, it is about how people interpret reality (Creswell & Creswell, 2017). Moreover, triangulation, according to Denzin (1978), is of four types, namely: (1) data triangulation: the use of multiple data sources in a single study; (2); investigator triangulation: the use of multiple investigators/researchers to study a particular phenomenon; (3) theory triangulation: the use of multiple perspectives to interpret the results of a study; and (4) methodological triangulation: the use of multiple methods to conduct a study. In the current study, data triangulation is adopted in that

the questionnaire contains close-ended and open-ended research questions. Moreover, methodological triangulation using two research instruments is used.

As the current research uses both qualitative and quantitative aspects, it can be stated that it has a mixed-methods design. An attentive examination of the literature suggests that mixed methods are interpreted as "the collection or analysis of both quantitative and qualitative data in a single study in which the data are collected concurrently or sequentially" (Creswell, Plano Clark, Gutmann, & Hanson, 2003, p. 212). A good design that involves both quantitative and qualitative data must be a mixed method, containing data collection, analysis, and interpretation (Mackey & Gass, 2022).

Firstly, a quantitative approach is employed to make this exploratory study. Brown and Coombe (2015) explain quantitative research in the field of social sciences and studies of language as a "systemic approach to addressing research questions with numerical data" (p. 55). Similarly, quantitative research defines and outlines outcomes through numerical connections. The descriptive research needs a quantitative approach as it gives a common summary of the variables in the study (Brown & Coombe, 2015). Therefore, the teachers' perceptions are gathered by an online questionnaire to be studied and analysed later.

Secondly, for the sake of obtaining perceptions about the participants' experiences, this research adopts a qualitative approach to collect and analyse the non-numerical data. The central goal of qualitative research is to provide an analysis of participants' lived experiences in certain contexts in written form (Brown & Coombe, 2015). Likely, the qualitative approach addresses "phenomena that are occurring or have previously occurred in natural settings or the real world. It involves capturing and studying the complexity of those phenomena" (Leedy & Ormrod, 2015, p. 269). Thus, this study has adopted a semi-structured interview in order to gain additional information on the teachers' perceptions and experiences in using L1 in L2 classrooms.

As aforementioned, in numerous cases, mixed-methods study is more likely to provide further information for comprehending the research problem. Although a large numerical database can be accessed by adopting quantitative data, qualitative data assists in giving richer contextualised data which is requisite for an absolute comprehension (Mackey & Gass, 2022). So, merging these two approaches masterly

and intelligently provides a great result in concluding data.

## C. Research hypotheses

The current study is based on the following hypotheses:

$H_0$: There is no difference among sociodemographic variables in the L1 purposes, practices and perceptions.

$H_1$: There is a difference among independent variables in the L1 purposes, practices and perceptions.

The study aims to 1) investigate the L1 purposes, practices and perceptions; 2) explore the differences in some demographic variables in terms of the L1 purposes, practices and perceptions; 3) test the impact of the sociodemographic variables on the L1 purposes, practices and perceptions.

## D. Research variables

There are two variables in the current study. The first types of variables are dependent variables, which are the use of L1 in different activities of teaching English. The second types of variables are the independent variables, which are the sociodemographic variables. In other words, the dependent variables depend on and are influenced by the independent variables.

## E. Research participants and setting

The questionnaire targets 103 teachers (59 of them are females) using non-probability convenience sampling. The used questionnaire is adopted from Hall & Cook (2014). The data was collected by Google Forms. The majority of the participants hold BA and MA degrees. A semi-structured interview was conducted with ten teachers (six of them are females) to gain more in-depth insights into the study.

As has been brought up, this study focuses mainly on teachers of English. For that reason, they are the target audience for both the questionnaire and interview. This study is conducted in Istanbul and the data are collected online between December 2021 to March 2022.

## F. Sampling

There are two main types of sampling, namely probability and non-probability sampling (Taherdoost, 2016). Non-probability sampling was adopted in the current study. It differs from the questionnaire to the interview. The questionnaire respondents were chosen by voluntary sampling. Snowball sampling has been used for the interviews. The study has two samples, namely the sample of the questionnaire and semi-structured interviews.

## G. Data collection procedure

The data of the study was collected using a Google Forms questionnaire and a semi-structured interview. The questionnaire consists of five-point Likert scales in addition to some close ended questions adopted from Hall and Cook (2013). The alpha Cronbach reliability was checked and found beyond the threshold level of .70 as usually defined in the social sciences. The semi-structured interview consists of some questions addressed to different respondents. The questionnaires were used to collect quantitative data, whereas the interviews were used to collect open ended qualitative data. Both research instruments were used to answer the research questions.

An online survey and structured interview guide were used to collect the data (see appendices). The survey was adopted from Cook and Hall (2013), and the interview was designed by the researcher based on the open ended research questions.

## H. Data analysis procedure

The questionnaire can be analysed through descriptive and inferential statistics (Field, 2013). Descriptive statistics consist of the measures of central tendency or location and measures of dispersion. Measures of central tendencies are the mean, median and mode, and measures of dispersion are standard deviation and variance. The latter describes how much the data is homogenous or heterogenous. Inferential statistics can be used to generalise the finding from the sample to the whole population, test statistically significant differences in categorical variables and test statistically significant correlations among continuous variables. The inferential

statistical tests are divided into two types, namely parametric and non-parametric tests, depending on whether or not the data is normally distributed. Sensitivity analysis can be used in that it combines both parametric and non-parametric tests to increase the validity of the data. The independent samples -t-test is used to test whether or not there is any statistically significant difference between two categorical variables like gender. Its non-parametric equivalent is the Mann-Whitney U Test. Moreover, the One-Way Analysis of Variance is used to test whether or not there is any statistically significant difference between more than two groups. Its non-parametric equivalent is the Kruskal Wallis H Test. Likewise, Pearson and Spearman correlation tests are, respectively parametric and non-parametric versions of the correlation tests that investigate the association between or more continuous variables.

The interviews can be analysed by thematic analysis. The major themes will be highlighted and discussed in the chapters.

## İ. Validity and Reliability

Validity is "whether an instrument measures what it sets out to measure" (Field, 2013, p. 12). The sampling frame included all the respondents needed. Furthermore, a sample bias is possible when there is a high rate of nonresponse to survey questions or an uncompleted survey from the respondents (Field, 2013). Additional sources of error include bias, inaccurate data calculation, and incorrect data interpretations during the analysis phase. However, the researcher undertook some measures to reduce these errors stemming from coverage, sampling, nonresponse, measurement/analysis during the research design and study implementation.

Reliability is "whether an instrument can be interpreted consistently across different situations" (Field, 2013, p. 12). Reliability is the determination of the research instrument consistently providing the same results. Data was collected from the Online Survey (See Appendix A)

Table 2. Reliability

| Scale | Number of items | Cronbach's alpha |
|---|---|---|
| L1 proposes | 09 | .946 |
| L1 uses | 06 | .827 |
| Own language use perceptions | 05 | .368 |
| Arguments against own language use | 04 | .756 |
| Arguments for own language use | 05 | .700 |
| General attitude toward own language use | 05 | .600 |
| Teaching and learning materials and own language use | 02 | .783 |
| Other factors | 05 | .215 |
| Total | 49 | .757 α ≥.700 |

Cronbach's alpha produced internal consistencies that exceeded the minimum value of .70 required for acceptable reliability, (Cronbach & Shapiro, 1982). Hinton et al. (2004) proposed four cut-off points for Cronbach's alpha; namely excellent reliability (if value is 0.90 and above); high reliability (value 0.70 - 0.90); moderate reliability (value 0.50 - 0.70); and low reliability (value 0.50 and below). In this study, Cronbach's alpha or coefficient alpha is very good for the two scales, α ≥.700.

**J.  Normality tests**

The normality test is about whether or not the data of the sample follows a normal distribution. In other words, the distribution of the data taken from the sample should be normal to agree with the distribution of the data taken from the population. The test can have numerical and graphical ways of verification. Shapiro-Wilk (1965) Pearson, D'Agostino & Bowman (1977) and Kolmogorov-Smirnov tests are used to test the normality. If the p-value is below the alpha-threshold of .05, we reject the null hypothesis that states the data is normally distributed. However, if the p-value is above .05, we fail to reject the null hypothesis that states there is no statistically significant difference in the normal distribution of the data. (See Appendix)

**K.  Conclusion**

In conclusion, the current chapter has put forward the research methodology that is followed to answer the research questions and test the research hypotheses. First, the research design was reported as based on the pragmatic stance to

knowledge. It is a mixed-method research design that combines quantitative (empiricists) and qualitative (interpretivists) data. Methodological triangulation uses two research instruments, namely the questionnaire and interviews were used for teachers. Their reliability was good as revealed by the Cronbach alpha test.

# IV.  RESULTS

The current chapter will shed light on the main results obtained in the current study. First the sociodemographic variables will be described with respect to the questionnaire sample. Second, the linguistic profile of the respondents will be detailed. Third, the use of other languages in the classroom will be presented and discussed in addition to the interview findings.

## A.  Sociodemographic variables

The sociodemographic variables of the respondents consist of gender, age, and experience.

Table 3. Demographic variables

|  |  | **Frequency** | **Percent** |
|---|---|---|---|
| Gender | Female | 59 | 57.3 |
|  | Male | 44 | 42.7 |
| Age | 20-25 | 25 | 24.3 |
|  | 26-29 | 23 | 22.3 |
|  | 30-33 | 19 | 18.4 |
|  | 34-37 | 18 | 17.5 |
|  | 38+ | 18 | 17.5 |
| English teaching experience | 0-4 | 42 | 40.8 |
|  | 5-9 | 27 | 26.2 |
|  | 10-14 | 18 | 17.5 |
|  | 15-19 | 2 | 1.9 |
|  | 20-24 | 7 | 6.8 |
|  | 25+ | 7 | 6.8 |
|  | Total | 103 | 100.0 |

As for the demographic variables, 59 female respondents constitute 57.3% of the sample compared to 42.7 % of 44 male students. Most teachers are young whose age ranges from 20 to 29 (46.6%). Accordingly, their teaching experience ranges from 0 to 9 years (69%).
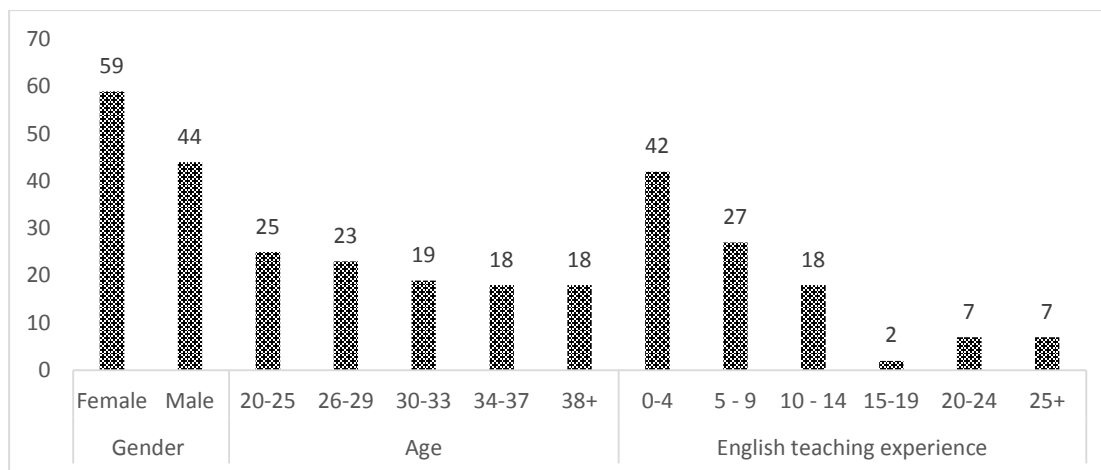
Figure 4. Gender, age and teaching experience

In brief, there are mostly female (57.3%), young (46.6%) and novice teachers (69%) who constitute the majority of the respondents in the sample.

**B. The linguistic profile of the English teachers**

The linguistic profile of the teachers comprises different native languages. The latter can influence the language that can be used in the classroom in case the learners speak it.

Table 4. Your native language:

|  |  | Frequency | Percent |
|---|---|---|---|
| Valid | Persian | 1 | 1.0 |
|  | Arabic | 31 | 30.1 |
|  | Arabic and Berber | 1 | 1.0 |
|  | Brazilian Portuguese | 1 | 1.0 |
|  | English | 12 | 11.7 |
|  | Farsi | 2 | 1.9 |
|  | Hindi | 2 | 1.9 |
|  | Indonesian | 1 | 1.0 |
|  | Kazakh | 1 | 1.0 |
|  | Kurdish | 2 | 1.9 |
|  | Malayalam. | 1 | 1.0 |
|  | No | 2 | 1.9 |
|  | Persian | 8 | 7.8 |
|  | Persian and Turkish | 1 | 1.0 |
|  | Russian | 2 | 1.9 |
|  | Russian/Azeri | 1 | 1.0 |
|  | Serbian | 2 | 1.9 |
|  | Spanish | 2 | 1.9 |
|  | Turkish | 26 | 25.3 |
|  | Twi | 1 | 1.0 |
|  | Urdu | 2 | 1.9 |
|  | Uzbek | 1 | 1.0 |
|  | Total | 103 | 100.0 |

The native languages of the majority of the respondents are Arabic 31(30%)

and Turkish 26 (24%). This is followed by English 12 (11.7%).

Table 5. What languages do you speak other than English and your native one:

|  |  | Frequency | Percent |
|---|---|---|---|
| Valid | German | 9 | 9% |
|  | French | 30 | 30% |
|  | Arabic | 11 | 11% |
|  | Turkish | 21 | 21% |
|  | Azerbaıjanıan | 1 | 1% |
|  | Chinese and Turkish | 1 | 1% |
|  | English | 4 | 4% |
|  | Amazigh | 1 | 1% |
|  | Hindi, Telugu | 1 | 1% |
|  | Japanese | 1 | 1% |
|  | Malayalam | 1 | 1% |
|  | None | 19 | 19% |
|  | Other than English: Turkish and Arabic | 1 | 1% |
|  | Persian | 3 | 3% |
|  | Polish, Spanish | 1 | 1% |
|  | Portuguese | 1 | 1% |
|  | Russian Turkish Chinese Tajik | 1 | 1% |
|  | Russian, Japanese, Bulgarian | 1 | 1% |
|  | Turkish | 1 | 1% |
|  | Spanish | 5 | 5% |
|  | Spanish, French, Arabic, German | 1 | 1% |
|  | Turkey, Arabic | 1 | 1% |
|  | Twi | 1 | 1% |
|  | Ukrainian, French | 1 | 1% |
|  | Total | 103 | 100.0 |

The other languages the respondents speak are Turkish (21%) and French (30%). Seventeen respondents speak no other languages.

## C. The professional profile of the teachers

The professional profile of the respondents is about the highest qualifications they have and the school setting where they teach.

Table 6. Highest qualification relevant to ELT you have received

|  |  | Frequency | Percent |
|---|---|---|---|
| Valid | Certificate | 7 | 6.8 |
|  | Diploma | 5 | 4.9 |
|  | Doctorate (PhD) | 2 | 1.9 |
|  | TEFL | 5 | 4.9 |
|  | TESOL | 6 | 5.8 |
|  | University postgraduate degree (e.g. Master's/second degree) | 41 | 39.8 |
|  | University undergraduate degree (e.g. Bachelor's/first degree) | 37 | 35.9 |
|  | Total | 103 | 100.0 |

As for the qualifications, most respondents have a university undergraduate degree (35.9%) and university postgraduate degree (39.4%).
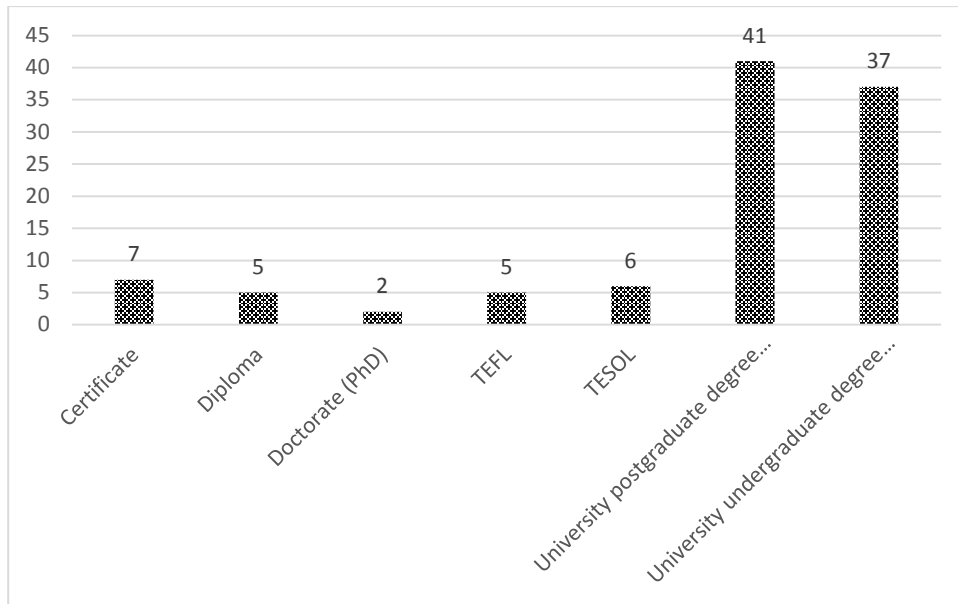
Figure 5. Degrees

Forty-one of the respondents have a university postgraduate degree (39.8%). This is followed by 37 respondents who have a university undergraduate degree (35.9%).

Table 7. Type of school/institution you teach English in most often:

|  |  | Frequency | Percent |
|---|---|---|---|
| Valid | Other (please specify below): | 8 | 7.8 |
|  | Private | 75 | 72.8 |
|  | State | 20 | 19.4 |
|  | Total | 103 | 100.0 |

Type of school/institution the respondents teach English in most often are private (72%.8), state (19.4%) and others (7.8%). Other options include university, online platforms, evening classes, language centres and freelancing.
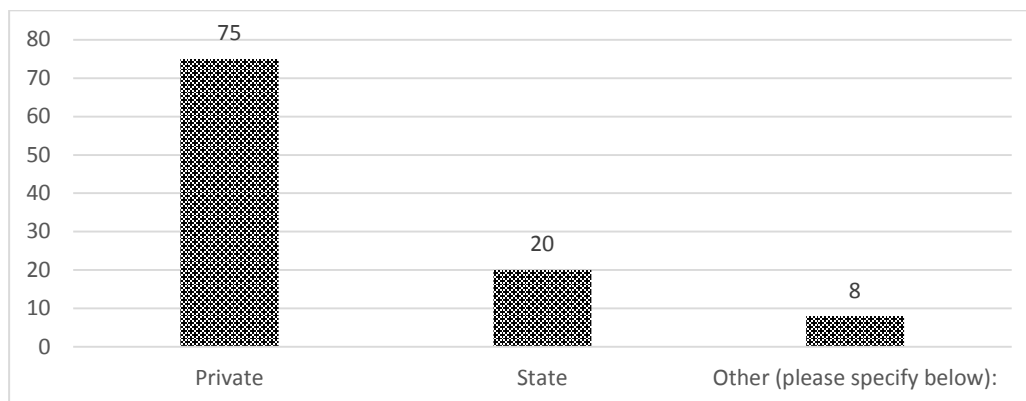


Figure 6. Type of school

Table 8. If you neither teach English at private nor state school, then specify here, otherwise leave this empty:

|  | Frequency | Percent |
|---|---|---|
| Valid | 95 | 92.2 |
| Both | 1 | 1.0 |
| Freelancer | 1 | 1.0 |
| Evening classes | 1 | 1.0 |
| Private language school. | 1 | 1.0 |
| Online Teaching Platform | 1 | 1.0 |
| Private | 2 | 1.9 |
| University | 1 | 1.0 |
| Total | 103 | 100.0 |

For others, they work on a freelance basis for evening classes, online platforms, and university.

## D. Learners, classes and curriculum

The age of learners, their proficiency in English, and numbers in classes are important in teaching along with sharing a common language or different languages.

Table 9. Age of learners you teach most often:

|  |  | Frequency | Percent |
|---|---|---|---|
| Valid | 0-5 | 7 | 6.8 |
|  | 6-11 | 24 | 23.3 |
|  | 12-17 | 38 | 36.9 |
|  | 18-23 | 23 | 22.3 |
|  | 24+ | 11 | 10.7 |
|  | Total | 103 | 100.0 |

As for the age of the learners, the respondents teach most often, it ranges from 12 to 17 (36.9%) and from 19 to 23 (22.3%).
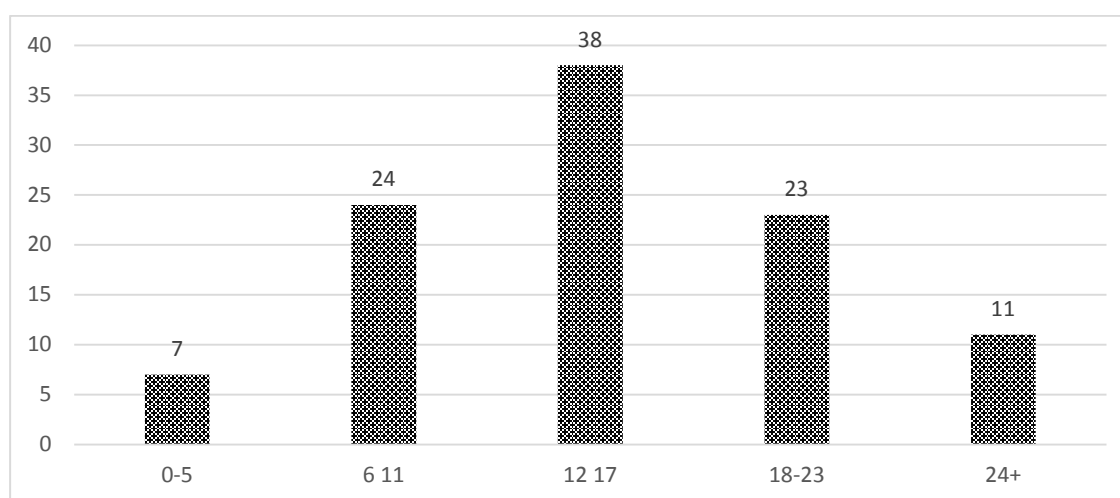


Figure 7. Age of learners being taught the most

The mode of frequent age group of most students being taught is between 12 and 17 years old as reported by 38 teachers. This is followed by the age groups 6-11 years old as reported by 24 respondents.

Table 10. English language level of the learners you teach most often:

|  |  | Frequency | Percent |
|---|---|---|---|
| Valid | Beginner to Pre-intermediate | 71 | 68.9 |
|  | Intermediate to Advanced | 32 | 31.1 |
|  | Total | 103 | 100.0 |

As to their levels of students the respondents teach, they are beginners to pre-intermediate (68.9%) and intermediate to advanced (31%).
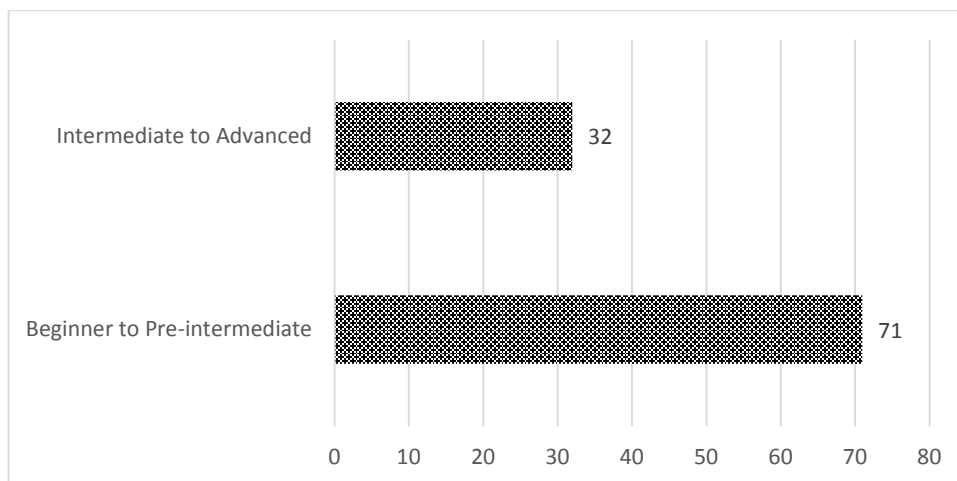
Figure 8. English language level of the learners

The English language level of most of the learners is beginner to pre-intermediate levels as reported by 71 teachers.

Table 11. Number of learners in your classes, on average:

|       |         | **Frequency** | **Percent** |
|-------|---------|-----------|---------|
| Valid | 1–10    | 22        | 21.4    |
|       | 11–20   | 47        | 45.6    |
|       | 21–30   | 28        | 27.2    |
|       | 31–50   | 4         | 3.9     |
|       | 51–100  | 2         | 1.9     |
|       | Total   | 103       | 100.0   |

On average, the number of students in class is between 11-20 (45.6%). This is followed by 21-30 (27.2%) and 1-10 (21.4%).
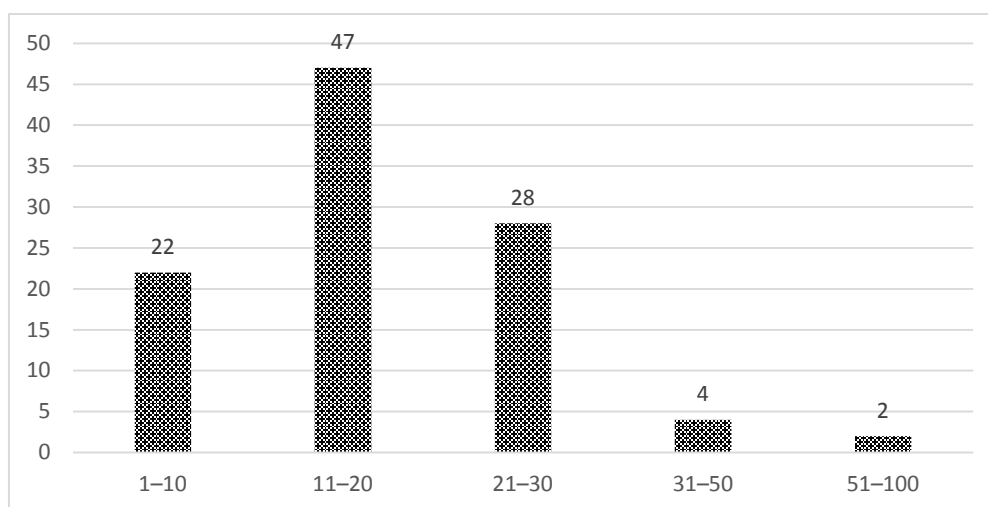


Figure 9. Number of learners in your classes, on average

Forty-seven teachers say that there are 11-20 students in their classroom on average. Therefore, the classes can be qualified as small size manageable classes. However, there are six cases that have classes of more than 30 students. University professors usually lecture a large class of students.

Table 12. How would you describe the curriculum in your institution?

|  |  | Frequency | Percent |
|---|---|---|---|
| Valid | Learners study English and other academic subjects | 63 | 61.2 |
|  | Learners study only English | 40 | 38.8 |
|  | Total | 103 | 100.0 |

The curriculum in the respondents' institutions is diverse. Students study English and other academic subjects (61.2%). However, there are sole learners who study only English (38.8%).
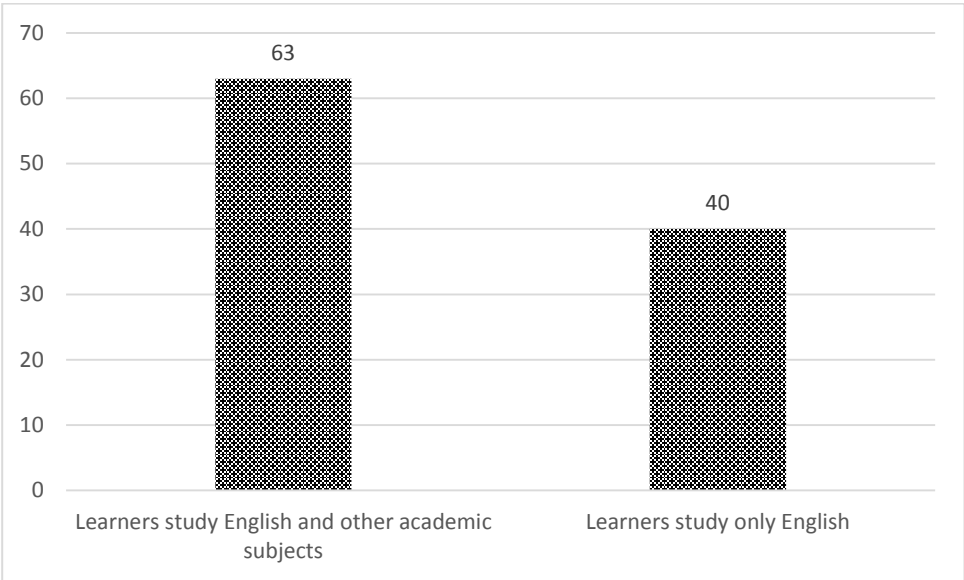


Figure 10. The curriculum in the institution

There are sixty-three teachers who said that learners study English and other academic subjects. Therefore, students come to school to study different subjects during a school day. For instance, they can study history from 9 to 10 and English from 10 to 11. Other subjects can be taught and sequenced in this manner. The schedules are constructed based on the availability of classrooms. A software called fit is usually used to design schedules

Table 13. How would you describe your work as an English language teacher?

|  |  | Frequency | Percent |
|---|---|---|---|
| Valid | I teach English | 87 | 84.5 |
|  | I use English to teach other academic subjects | 13 | 12.6 |
|  | Other (please specify below): | 3 | 2.9 |
|  | Total | 103 | 100.0 |

Most respondents teach English (84.5%) whereas others use English to teach other academic subjects (12.6%). Some teachers teach exam preparation courses such as IELTS, duolingo and TOEFL, teach CLIL and train teachers to teach English.
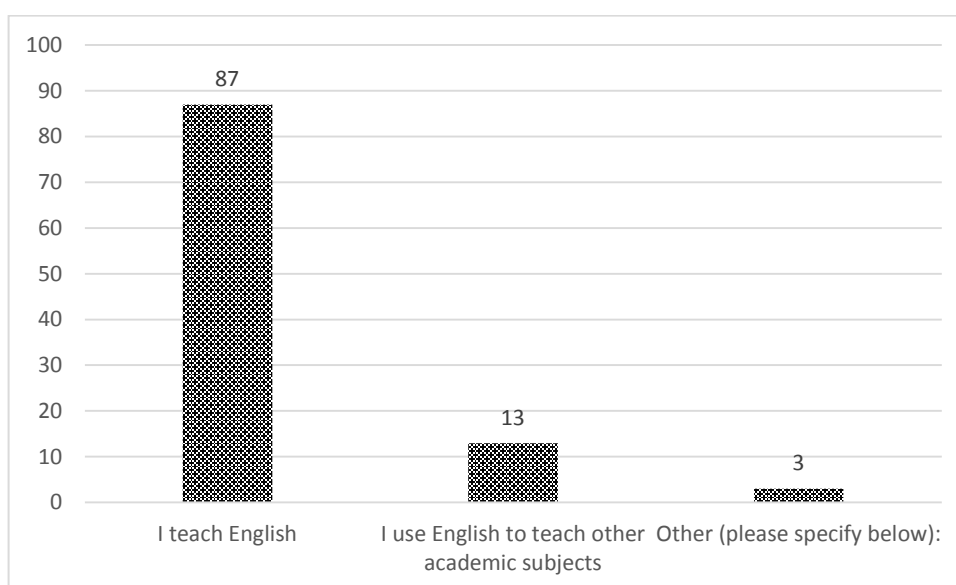


Figure 11. English language as a subject and instrument for other subjects

Teaching the English language alone is the most frequent task of the teachers. ESP or English for specific purposes occupies a low status compared to the mainstream English. Only 13 teachers said that they use English to teach other academic subjects.

Table 14. If you chose the (other) choice of the previous question, please specify your choice here, or leave it empty.

|  | | Frequency | Percent |
|---|---|---|---|
| Valid | | 97 | 94.2 |
| | English literature | 1 | 1.0 |
| | I taught Math and Science in primary classes | 1 | 1.0 |
| | I teach both CLIL and English | 1 | 1.0 |
| | I teach English as a subject, social studies, and I train teachers ( using English medium) | 1 | 1.0 |
| | I use English to teach content knowledge to students about anything such as food groups, how we live, what is healthy or unhealthy to do, etc. | 1 | 1.0 |
| | I usually teach English exam preparation courses such as IELTS, duolingo and TOEFL. | 1 | 1.0 |
| | Total | 103 | 100.0 |

For others, respondents teach diverse aspects. Some teach how to prepare for some specific exams. Others teach content and language integrated learning, while still others teach ESP or English for Specific Purposes.

Table 15. How would you describe the classes you teach?

|  | | Frequency | Percent |
|---|---|---|---|
| Valid | Learners do not share a common own language | 25 | 24.3 |
| | Learners share a common own language | 78 | 75.7 |
| | Total | 103 | 100.0 |

As for the linguistic diversity in the classes, some learners do not share a common language (24.3%), whereas others share a common language (75.7%). There is a relative heterogeneity in terms of the languages spoken by learners in the classes.
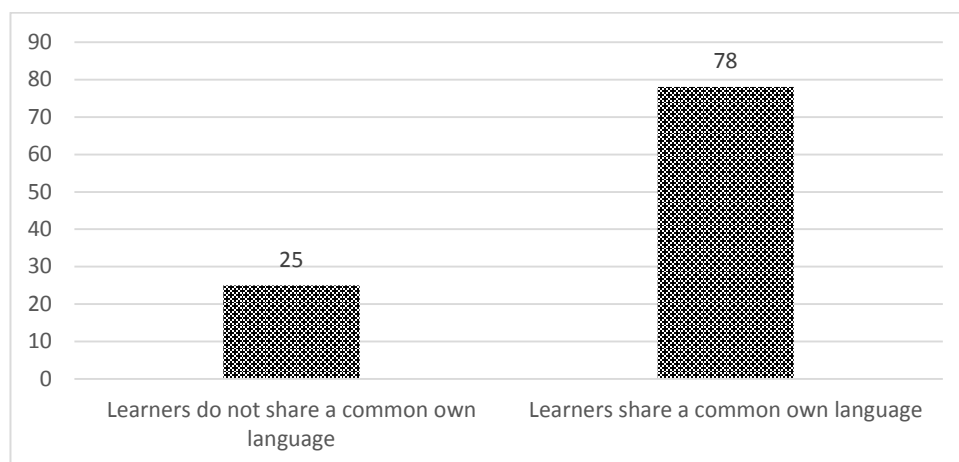


Figure 12. Sharing a common language in the class

Seventy-eight teachers reported that learners share a common native language.

Table 16. If learners in your classes share a common native language, how well can you speak their own language (in your opinion)?

|  | Frequency | Percent |
|---|---|---|
| Not applicable | 5 | 4.9 |
| Elementary | 13 | 12.6 |
| Beginner | 13 | 12.6 |
| Intermediate | 15 | 14.6 |
| Upper-intermediate | 4 | 3.9 |
| Advanced | 6 | 5.8 |
| Expert or native speaker | 47 | 45.6 |
| Total | 103 | 100.0 |

Most respondents say that they can speak the native languages of their students with an expert of native speaker competence (45.6%).
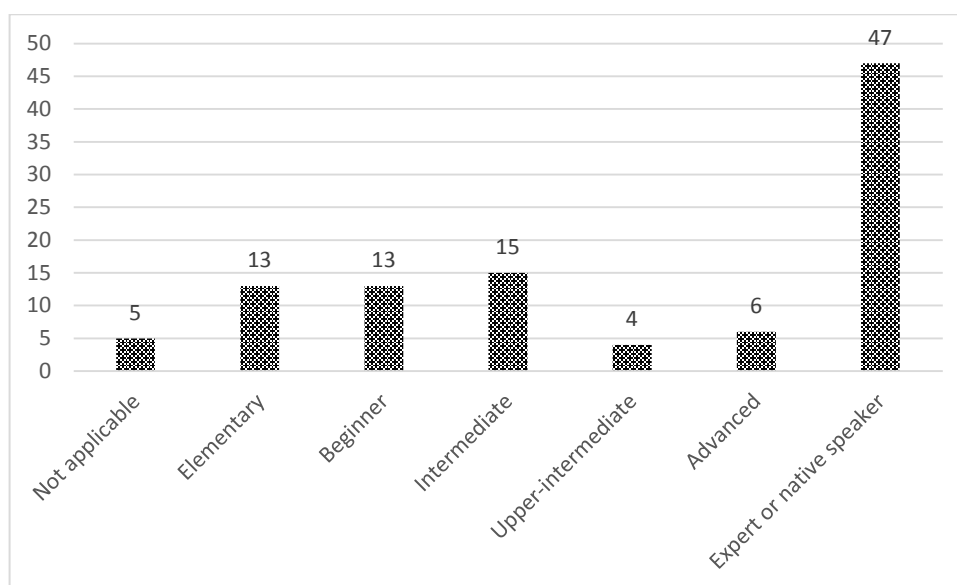


Figure 13. The level of speaking their own language

Most teachers (47) rated the levels of their students as expert or native speakers.

## E. Descriptive statistics of the Likert scales on own-language use in EFL classrooms

The overall views and practices of the own language used in teaching the English language by mostly young, novice and postgraduate teachers in Turkish

private schools in Istanbul are diverse. However, most respondents express agreement with the Likert scale items as can be seen from the frequencies and percentages.

Table 17. Likert scale items on the use of others languages in teaching English

|  | SD | D | N | A | SA |
|---|---|---|---|---|---|
| Explain vocabulary | 17 | 13 | 19 | 29 | 25 |
|  | 16.5% | 12.6% | 18.4% | 28.2% | 24.3% |
| Give instructions | 16 | 8 | 16 | 30 | 33 |
|  | 15.5% | 7.8% | 15.5% | 29.1% | 32.0% |
| Explain grammar | 14 | 16 | 19 | 19 | 35 |
|  | 13.6% | 15.5% | 18.4% | 18.4% | 34.0% |
| Develop rapport and a good classroom atmosphere | 25 | 13 | 22 | 19 | 24 |
|  | 24.3% | 12.6% | 21.4% | 18.4% | 23.3% |
| Correct spoken errors | 16 | 9 | 17 | 24 | 37 |
|  | 15.5% | 8.7% | 16.5% | 23.3% | 35.9% |
| Explain when meanings in English are unclear | 28 | 16 | 26 | 19 | 14 |
|  | 27.2% | 15.5% | 25.2% | 18.4% | 13.6% |
| Give feedback on written work | 20 | 11 | 13 | 19 | 40 |
|  | 19.4% | 10.7% | 12.6% | 18.4% | 38.8% |
| Test and assess learners | 17 | 13 | 10 | 15 | 48 |
|  | 16.5% | 12.6% | 9.7% | 14.6% | 46.6% |
| Maintain discipline | 22 | 15 | 15 | 30 | 21 |
|  | 21.4% | 14.6% | 14.6% | 29.1% | 20.4% |
| Use bilingual dictionaries or word lists | 12 | 19 | 30 | 22 | 20 |
|  | 11.7% | 18.4% | 29.1% | 21.4% | 19.4% |
| Compare English grammar to the grammar of their own language | 9 | 18 | 28 | 24 | 24 |
|  | 8.7% | 17.5% | 27.2% | 23.3% | 23.3% |
| Watch English-language TV/video with own language subtitles | 10 | 20 | 26 | 14 | 33 |
|  | 9.7% | 19.4% | 25.2% | 13.6% | 32.0% |
| Do spoken translation activities | 6 | 24 | 23 | 18 | 32 |
|  | 5.8% | 23.3% | 22.3% | 17.5% | 31.1% |
| Do written translation activities | 5 | 14 | 27 | 14 | 43 |
|  | 4.9% | 13.6% | 26.2% | 13.6% | 41.7% |
| Prepare for tasks and activities in their own language before switching to English | 5 | 20 | 14 | 22 | 42 |
|  | 4.9% | 19.4% | 13.6% | 21.4% | 40.8% |
| I try to exclude own-language use | 44 | 24 | 16 | 12 | 7 |
|  | 42.7% | 23.3% | 15.5% | 11.7% | 6.8% |
| I allow own-language use only at certain points of a lesson | 25 | 25 | 19 | 20 | 14 |
|  | 24.3% | 24.3% | 18.4% | 19.4% | 13.6% |
| English should be the main language used in the classroom | 56 | 22 | 8 | 11 | 6 |
|  | 54.4% | 21.4% | 7.8% | 10.7% | 5.8% |
| I feel guilty if languages other than English are used in the classroom | 20 | 19 | 32 | 19 | 13 |
|  | 19.4% | 18.4% | 31.1% | 18.4% | 12.6% |
| Own-language use helps learners express their cultural and linguistic identity more easily | 18 | 26 | 39 | 16 | 4 |
|  | 17.5% | 25.2% | 37.9% | 15.5% | 3.9% |
| Learners like to use their own language in class | 15 | 15 | 27 | 23 | 23 |
|  | 14.6% | 14.6% | 26.2% | 22.3% | 22.3% |
| Conveying meaning through the learners' own language is useful because it saves time | 23 | 26 | 23 | 19 | 12 |
|  | 22.3% | 25.2% | 22.3% | 18.4% | 11.7% |

Table 17.(con)  Likert scale items on the use of others languages in teaching English

| | SD | D | N | A | SA |
|---|---|---|---|---|---|
| Own-language use helps learners work together | 17 16.5% | 14 13.6% | 27 26.2% | 32 31.1% | 13 12.6% |
| Learners can relate new English-language knowledge to their own language knowledge | 8 7.8% | 16 15.5% | 29 28.2% | 29 28.2% | 21 20.4% |
| Own-language use makes learners less anxious | 5 4.9% | 18 17.5% | 23 22.3% | 38 36.9% | 19 18.4% |
| Translation is an effective language-learning strategy for many learners | 18 17.5% | 26 25.2% | 24 23.3% | 23 22.3% | 12 11.7% |
| Own-language use reduces the opportunities for learners to listen to and understand English | 9 8.7% | 6 5.8% | 19 18.4% | 24 23.3% | 45 43.7% |
| In multilingual classes, own-language use is impractical | 8 7.8% | 10 9.7% | 23 22.3% | 29 28.2% | 33 32.0% |
| Own-language use reduces the opportunities for learners to speak and practise English | 5 4.9% | 9 8.7% | 13 12.6% | 33 32.0% | 43 41.7% |
| Own-language use leads to interference (negative transfer) from the learner's own language into English | 4 3.9% | 10 9.7% | 21 20.4% | 39 37.9% | 29 28.2% |
| Learners prefer English-only classes | 9 8.7% | 20 19.4% | 29 28.2% | 26 25.2% | 19 18.4% |
| Own-language use stops learners thinking in English | 5 4.9% | 14 13.6% | 14 13.6% | 31 30.1% | 39 37.9% |
| Own-language use is more appropriate with lower level learners than higher-level learners | 22 21.4% | 27 26.2% | 13 12.6% | 16 15.5% | 25 24.3% |
| Own-language use is more appropriate with younger learner than with adults and teenagers | 16 15.5% | 18 17.5% | 23 22.3% | 19 18.4% | 27 26.2% |
| Own-language use is more appropriate with larger classes than with smaller classes | 9 8.7% | 13 12.6% | 25 24.3% | 22 21.4% | 34 33.0% |
| The amount of own-language use depends on the extent to which the learners' own language is particularly different from English (e.g. uses a different writing system or has a very different grammar) | 5 4.9% | 21 20.4% | 41 39.8% | 21 20.4% | 15 14.6% |
| Own-language use is more appropriate with classes that share an own language than classes that have a mixed-language background | 17 16.5% | 22 21.4% | 29 28.2% | 18 17.5% | 17 16.5% |
| Teachers can decide for themselves the balance of English and own-language use in the classroom | 30 29.1% | 28 27.2% | 22 21.4% | 12 11.7% | 11 10.7% |
| My school/institution expects classes to be taught only in English | 36 35.0% | 24 23.3% | 19 18.4% | 12 11.7% | 12 11.7% |
| Learners expect classes to be taught only in English | 18 17.5% | 21 20.4% | 33 32.0% | 19 18.4% | 12 11.7% |
| The government/education ministry expects classes to be taught only in English | 17 16.5% | 23 22.3% | 22 21.4% | 17 16.5% | 24 23.3% |
| Teachers in my institution feel that classes should be taught only in English | 28 27.2% | 24 23.3% | 23 22.3% | 15 14.6% | 13 12.6% |

Table 17.(con) Likert scale items on the use of others languages in teaching English

|  | SD | D | N | A | SA |
|---|---|---|---|---|---|
| The teaching materials used include own-language explanations of English | 11 10.7% | 17 16.5% | 17 16.5% | 14 13.6% | 44 42.7% |
| The teaching materials used encourage learners to use their own language during classroom activities | 8 7.8% | 15 14.6% | 21 20.4% | 13 12.6% | 46 44.7% |
| My pre-service teacher training discouraged own-language use in class | 34 33.0% | 21 20.4% | 25 24.3% | 13 12.6% | 10 9.7% |
| It is common to find discussion of own-language use at professional conferences about ELT | 18 17.5% | 20 19.4% | 29 28.2% | 20 19.4% | 16 15.5% |
| My in-service teacher training encouraged own-language use in class | 5 4.9% | 10 9.7% | 22 21.4% | 23 22.3% | 43 41.7% |
| It is rare to find discussion of own-language use in the research and literature surrounding ELT | 19 18.4% | 18 17.5% | 28 27.2% | 22 21.4% | 16 15.5% |
| There is renewed debate about own-language use within the language teaching literature | 10 9.7% | 25 24.3% | 46 44.7% | 11 10.7% | 11 10.7% |

Most respondents agree with the 49 Likert scale items on the use of other languages in teaching and learning English. Most items of the Likert scales will be broken down into sections and commented on.

## 1. Purposes behind the use of the learner's own language

Here is a list of the ways in which teachers might use the learners' own language in class. In the class, the teacher teaches most often, this is how frequently they use the learners' own language to the following:

Table 18. The percentage of purposes behind the use of the learner's own language

|  | SD | D | U | A | SA |
|---|---|---|---|---|---|
| Explain vocabulary | 16.5% | 12.6% | 18.4% | 28.2% | 24.3% |
| Give instructions | 15.5% | 7.8% | 15.5% | 29.1% | 32.0% |
| Explain grammar | 13.6% | 15.5% | 18.4% | 18.4% | 34.0% |
| Develop rapport and a good classroom atmosphere | 24.3% | 12.6% | 21.4% | 18.4% | 23.3% |
| Correct spoken errors | 15.5% | 8.7% | 16.5% | 23.3% | 35.9% |
| Explain when meanings in English are unclear | 27.2% | 15.5% | 25.2% | 18.4% | 13.6% |
| Give feedback on written work | 19.4% | 10.7% | 12.6% | 18.4% | 38.8% |
| Test and assess learners | 16.5% | 12.6% | 9.7% | 14.6% | 46.6% |
| Maintain discipline | 21.4% | 14.6% | 14.6% | 29.1% | 20.4% |

*Note.* SD: Strongly disagree, D: Disagree, U: Undecided, A: Agree, SD: Strongly agree

The most strongly agreed upon item is that teachers use the learner's first language to test their second language (46%). The overall mean score of L1 purposes in L2 classrooms is high, *M*= 3.31, *SD*= 1.22.

## 2. The frequency learners use their own language

This is how learners might go back to their L1 in class. In the class, the learners frequently use their own language for many goals, *M*= 3.47, *SD*= .94.

Table 19. The percentage of the frequency learners use their own language

|  | SD | D | U | A | SA |
|---|---|---|---|---|---|
| Use bilingual dictionaries or word lists | 11.7% | 18.4% | 29.1% | 21.4% | 19.4% |
| Compare English grammar to the grammar of their own language | 8.7% | 17.5% | 27.2% | 23.3% | 23.3% |
| Watch English-language TV/video with own language subtitles | 9.7% | 19.4% | 25.2% | 13.6% | 32.0% |
| Do spoken translation activities | 5.8% | 23.3% | 22.3% | 17.5% | 31.1% |
| Do written translation activities | 4.9% | 13.6% | 26.2% | 13.6% | 41.7% |
| Prepare for tasks and activities in their own language before switching to English | 4.9% | 19.4% | 13.6% | 21.4% | 40.8% |

*Note.* SD: Strongly disagree, D: Disagree, U: Undecided, A: Agree, SD: Strongly agree

As to the frequency the learners use their own language, the top three strongly agreed with statements include written translation activities (41%), preparation for tasks and activities in their own language (40%), and watching videos with subtitles (32%).

## 3. Teachers' views of own-language use in your classroom

The views of teachers towards own-language use are diverse, *M*= 2.46, *SD*= .66.

Table 20. Views of own-language use in your classroom

|  | SD | D | U | A | SA |
|---|---|---|---|---|---|
| I try to exclude own-language use | 42.7% | 23.3% | 15.5% | 11.7% | 6.8% |
| I allow own-language use only at certain points of a lesson | 24.3% | 24.3% | 18.4% | 19.4% | 13.6% |
| English should be the main language used in the classroom | 54.4% | 21.4% | 7.8% | 10.7% | 5.8% |
| I feel guilty if languages other than English are used in the classroom | 19.4% | 18.4% | 31.1% | 18.4% | 12.6% |
| Own-language use helps learners express their cultural and linguistic identity more easily | 17.5% | 25.2% | 37.9% | 15.5% | 3.9% |
| Learners like to use their own language in class | 14.6% | 14.6% | 26.2% | 22.3% | 22.3% |
| Conveying meaning through the learners' own language is useful because it saves time | 22.3% | 25.2% | 22.3% | 18.4% | 11.7% |
| Own-language use helps learners work together | 16.5% | 13.6% | 26.2% | 31.1% | 12.6% |
| Learners can relate new English-language knowledge to their own language knowledge | 7.8% | 15.5% | 28.2% | 28.2% | 20.4% |
| Own-language use makes learners less anxious | 4.9% | 17.5% | 22.3% | 36.9% | 18.4% |
| Translation is an effective language-learning strategy for many learners | 17.5% | 25.2% | 23.3% | 22.3% | 11.7% |
| Own-language use reduces the opportunities for learners to listen to and understand English | 8.7% | 5.8% | 18.4% | 23.3% | 43.7% |

As to their L1 use in the schoolrooms, most respondents disagreed with most items. Most teachers (43.7%) strongly agreed that own-language use reduces the opportunities for learners to listen to and understand English.

## 4.   The ranked mean scores of the different Likert scales

The mean and standard deviations are descriptive statistic measures that present the measures of location and spread of the distribution of the data. The Likert scale type items were ranked from the highest to the lowest  based on the mean ranks.

Table 21. The ranked means of purposes behind the use of the learner's own language

|  | N | Sum | Mean | SD |
|---|---|---|---|---|
| Test and assess learners | 103 | 373 | 3.62 | 1.560 |
| Correct spoken errors | 103 | 366 | 3.55 | 1.447 |
| Give instructions | 103 | 365 | 3.54 | 1.413 |
| Give feedback on written work | 103 | 357 | 3.47 | 1.558 |
| Explain grammar | 103 | 354 | 3.44 | 1.439 |
| Explain vocabulary | 103 | 341 | 3.31 | 1.400 |
| Maintain discipline | 103 | 322 | 3.13 | 1.453 |
| Develop rapport and a good classroom atmosphere | 103 | 313 | 3.04 | 1.495 |
| Explain when meanings in English are unclear | 103 | 284 | 2.76 | 1.389 |
| Valid N (listwise) | 103 |  |  |  |

The five-point Likert scale is considered an interval scale. The mean is very significant. From 1 to 1.8, it means strongly disagree. From 1.81 to 2.60, it means disagree. From 2.61 to 3.40, it means neutral; from 3.41 to 4.20, it means agree; from 4.21 to 5, it means strongly agree (Pimentel, 2010). The first ranked item is to test and assess learners (*M*= 3?62, *SD*= 1.56). This can be oral or written as tests and quizzes are used for diagnostic, formative and summative purposes. The second ranked item is to correct spoken errors, (*M*= 3.55, *SD*=1.447). The third ranked mean is to give instructions (*M*= 3.54, *SD*=1.413). The fourth ranked item is to give feedback on written tasks, (*M*= 3.47, *SD*= 1.558). The fifth ranked factor is to explain vocabulary, (*M*= 3.47, *SD*= 1.558). The sixth ranked factor is the explanation of vocabulary (*M*= 3.31, *SD*=1.40). The seventh ranked item is to maintain

discipline, (*M*= 3.13, *SD*= 1.453). The eight ranked item is to progress rapport and a fine atmosphere in the schoolroom, (*M*= 3.04, *SD*= 1.495). The ninth ranked item is to clarify when definitions in L2 are ambiguous, (*M*= 2.76, *SD*= 1.389).
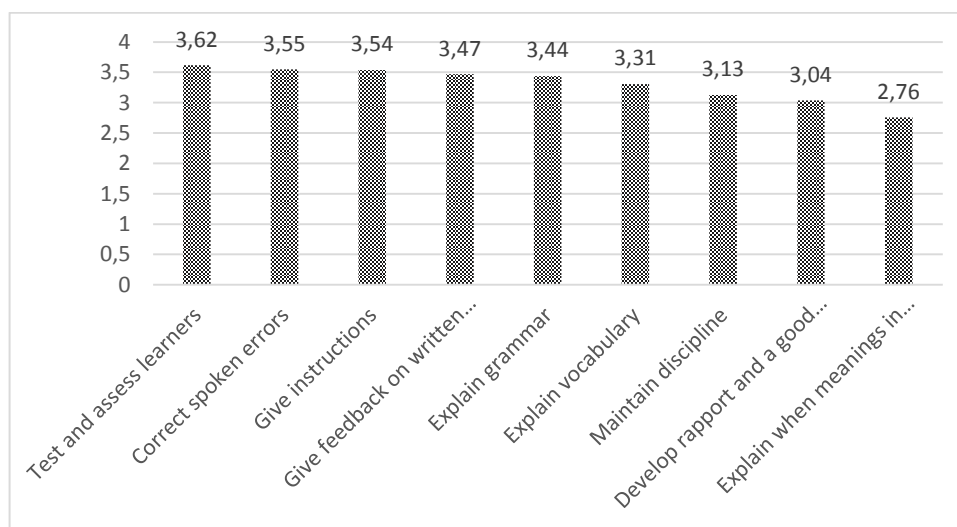


Figure 14. The ranked means of purposes behind the use of the learner's own language

The Figure above shows the mean distributions of the purposes behind the use of L1. The explanation of vocabulary was surprisingly not prominent as one may think, whereas assessment was prominent. However, the difference is not big between the items.

Table 22. The ranked means of the frequency learners use their own language

|  | N | Sum | Mean | SD |
|---|---|---|---|---|
| Do written translation activities | 103 | 385 | 3.74 | 1.268 |
| Prepare for tasks and activities in their own language before switching to English | 103 | 385 | 3.74 | 1.306 |
| Do spoken translation activities | 103 | 355 | 3.45 | 1.304 |
| Watch English-language TV/video with own language subtitles | 103 | 349 | 3.39 | 1.366 |
| Compare English grammar to the grammar of their own language | 103 | 345 | 3.35 | 1.258 |
| Use bilingual dictionaries or word lists | 103 | 328 | 3.18 | 1.274 |
| Valid N (listwise) | 103 |  |  |  |

The items on the frequency the learners use their own language are ranked differently. The first ranked item is written translation activities, (*M*= 3.74, *SD*= 1.268). The second ranked item is to prepare for tasks and activities in their own language before switching to English, (*M*= 3.74, *SD*= 1.306). The third ranked item

is to do spoken translation activities, (*M*=3.45, *SD*=1.304). The fourth ranked item is to watch English-language TV/video with own language subtitles, (*M*=3.39, *SD*= 1.366). The fifth ranked item is to compare English grammar to the grammar of their own language, (*M*=3.35, *SD*=1.258). The sixth ranked item is the use of bilingual dictionaries or word lists, (*M*=3.18, *SD*=1.274).
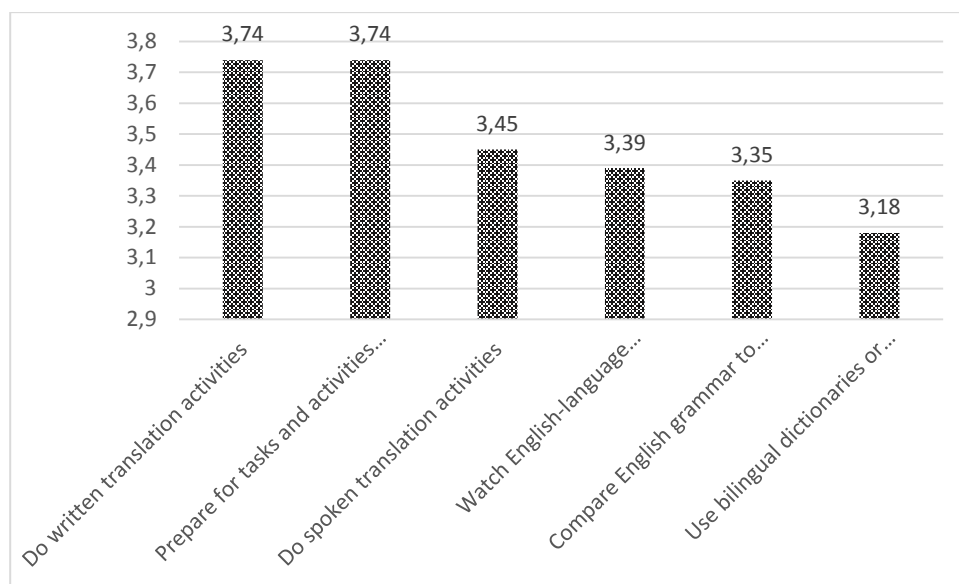


Figure 15. The ranked means of the frequency learners use their own language

Ranking of the views towards different aspects with regard to own-language use can be done using the mean score and standard deviation.

Table 23. Views of own-language use in your classroom

|  | N | Sum | Mean | SD |
|---|---|---|---|---|
| Own-language use makes learners less anxious | 103 | 357 | 3.47 | 1.127 |
| Learners can relate new English-language knowledge to their own language knowledge | 103 | 348 | 3.38 | 1.197 |
| Learners like to use their own language in class | 103 | 333 | 3.23 | 1.345 |
| Own-language use helps learners work together | 103 | 319 | 3.10 | 1.272 |
| I feel guilty if languages other than English are used in the classroom | 103 | 295 | 2.86 | 1.284 |
| I allow own-language use only at certain points of a lesson | 103 | 282 | 2.74 | 1.379 |
| Conveying meaning through the learners' own language is useful because it saves time | 103 | 280 | 2.72 | 1.317 |
| Own-language use helps learners express their cultural and linguistic identity more easily | 103 | 271 | 2.63 | 1.066 |
| I try to exclude own-language use | 103 | 223 | 2.17 | 1.284 |
| English should be the main language used in the classroom | 103 | 198 | 1.92 | 1.258 |
| Valid N (listwise) | 103 |  |  |  |

The views of own-language use in your classroom can be ranked from the highest to the lowest based on the mean and standard deviations. First, most respondents agree that own-language use makes learners less anxious ($M$= 3.47, $SD$=2.74). Second, learners can relate new English-language knowledge to their own language knowledge ($M$= 3.38, $SD$=1.197). Third, learners like to use their own language in class ($M$= 3.23, $SD$=1.345). Own-language use helps learners work together ($M$=3.1, $SD$=1.272). I feel guilty if languages other than English are used in the classroom ($M$= 2.86, $SD$= 1.284). I allow own-language use only at certain points of a lesson ($M$=2.74, $SD$=1.379). Conveying meaning through the learners' own language is useful because it saves time ($M$= 2.72, $SD$= 1.317). Own-language use helps learners express their cultural and linguistic identity more easily ($M$= 2.63, $SD$=1.066). I try to exclude own-language use ($M$= 2.17, $SD$=1.284). English should be the main language used in the classroom ($M$=1.92, $SD$= 1.258).
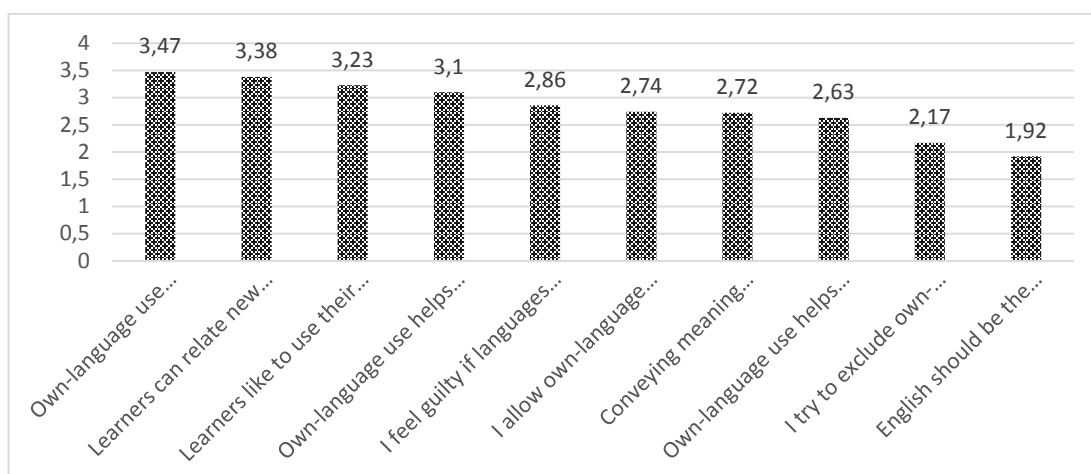


Figure 16. Views of own-language use in your classroom

The Figure visualises the mean scores of the views towards own language use in the classroom from the highest to the lowest.

## 5. Types of schools and teachers' views of own language

The types of schools are not statistically associated with the attitudes towards the use of L1 that private schools have negative attitudes towards the use of L1. Teachers in private and public schools disagree with both aspects.

Table 24. L1 use and type of school

|  |  | Type of school/institution you teach English in most often: | | | | | |
|  |  | Private | | State | | Others | |
|  |  | F | % | F | % | F | % |
|---|---|---|---|---|---|---|---|
| I try to exclude own-language use | Strongly disagree | 37 | 49.3% | 4 | 20.0% | 3 | 37.5% |
|  | Disagree | 16 | 21.3% | 6 | 30.0% | 2 | 25.0% |
|  | Neither agree nor disagree | 9 | 12.0% | 5 | 25.0% | 2 | 25.0% |
|  | Agree | 7 | 9.3% | 5 | 25.0% | 0 | 0.0% |
|  | Strongly agree | 6 | 8.0% | 0 | 0.0% | 1 | 12.5% |
| I allow own-language use only at certain points of a lesson | Strongly disagree | 19 | 25.3% | 4 | 20.0% | 2 | 25.0% |
|  | Disagree | 20 | 26.7% | 4 | 20.0% | 1 | 12.5% |
|  | Neither agree nor disagree | 12 | 16.0% | 5 | 25.0% | 2 | 25.0% |
|  | Agree | 11 | 14.7% | 6 | 30.0% | 3 | 37.5% |
|  | Strongly agree | 13 | 17.3% | 1 | 5.0% | 0 | 0.0% |
| English should be the main language used in the classroom | Strongly disagree | 45 | 60.0% | 8 | 40.0% | 3 | 37.5% |
|  | Disagree | 15 | 20.0% | 5 | 25.0% | 2 | 25.0% |
|  | Neither agree nor disagree | 5 | 6.7% | 1 | 5.0% | 2 | 25.0% |
|  | Agree | 7 | 9.3% | 4 | 20.0% | 0 | 0.0% |
|  | Strongly agree | 3 | 4.0% | 2 | 10.0% | 1 | 12.5% |
| I feel guilty if languages other than English are used in the classroom | Strongly disagree | 19 | 25.3% | 1 | 5.0% | 0 | 0.0% |
|  | Disagree | 11 | 14.7% | 7 | 35.0% | 1 | 12.5% |
|  | Neither agree nor disagree | 23 | 30.7% | 5 | 25.0% | 4 | 50.0% |
|  | Agree | 12 | 16.0% | 5 | 25.0% | 2 | 25.0% |
|  | Strongly agree | 10 | 13.3% | 2 | 10.0% | 1 | 12.5% |
| Own-language use helps learners express their cultural and linguistic identity more easily | Strongly disagree | 13 | 17.3% | 4 | 20.0% | 1 | 12.5% |
|  | Disagree | 17 | 22.7% | 5 | 25.0% | 4 | 50.0% |
|  | Neither agree nor disagree | 29 | 38.7% | 8 | 40.0% | 2 | 25.0% |
|  | Agree | 12 | 16.0% | 3 | 15.0% | 1 | 12.5% |
|  | Strongly agree | 4 | 5.3% | 0 | 0.0% | 0 | 0.0% |

I try to exclude own-language use is strongly agreed upon by 8% in the private sector. I allow own-language use only at certain points of a lesson is agreed upon by 17.3% by the private sector. As to whether English should be the main language used in the classroom, this is strongly disagreed by by 60.0% of the private tutors. I feel guilty if languages other than English are used in the classroom is disagreed upon by 25.3% by the respondents in the private sector. Last but not least, own-language use helps learners express their cultural and linguistic identity more easily is strongly agreed upon among the private sectors by some respondents 17.3%. The chi-square test revealed no statistically significant positive association between the type of schools and own language views, $X^2(8, 103),= 4-9, p> .05$.

## 6. Language proficiency and own-language purposes

The chi-square test reveals no statistically significant positive association between the different items of own language purposes and language proficiency ($p>$ .05).

Table 25. Language proficiency and L1 use purposes

| | | English language level of the learners you teach most often: | | | |
| | | Beginner to Pre-intermediate | | Intermediate to Advanced | |
| | | F | % | F | % |
| --- | --- | --- | --- | --- | --- |
| Explain vocabulary | Strongly disagree | 14 | 19.7% | 3 | 9.4% |
| | Disagree | 8 | 11.3% | 5 | 15.6% |
| | Neither agree nor disagree | 13 | 18.3% | 6 | 18.8% |
| | Agree | 19 | 26.8% | 10 | 31.3% |
| | Strongly agree | 17 | 23.9% | 8 | 25.0% |
| Give instructions | Strongly disagree | 12 | 16.9% | 4 | 12.5% |
| | Disagree | 7 | 9.9% | 1 | 3.1% |
| | Neither agree nor disagree | 8 | 11.3% | 8 | 25.0% |
| | Agree | 21 | 29.6% | 9 | 28.1% |
| | Strongly agree | 23 | 32.4% | 10 | 31.3% |
| Explain grammar | Strongly disagree | 10 | 14.1% | 4 | 12.5% |
| | Disagree | 13 | 18.3% | 3 | 9.4% |
| | Neither agree nor disagree | 11 | 15.5% | 8 | 25.0% |
| | Agree | 12 | 16.9% | 7 | 21.9% |
| | Strongly agree | 25 | 35.2% | 10 | 31.3% |
| Develop rapport and a good classroom atmosphere | Strongly disagree | 19 | 26.8% | 6 | 18.8% |
| | Disagree | 10 | 14.1% | 3 | 9.4% |
| | Neither agree nor disagree | 13 | 18.3% | 9 | 28.1% |
| | Agree | 12 | 16.9% | 7 | 21.9% |
| | Strongly agree | 17 | 23.9% | 7 | 21.9% |
| Correct spoken errors | Strongly disagree | 14 | 19.7% | 2 | 6.3% |
| | Disagree | 6 | 8.5% | 3 | 9.4% |
| | Neither agree nor disagree | 12 | 16.9% | 5 | 15.6% |
| | Agree | 14 | 19.7% | 10 | 31.3% |
| | Strongly agree | 25 | 35.2% | 12 | 37.5% |

Table 25. (Con) Language proficiency and L1 use purposes

| | | English language level of the learners you teach most often: | | | |
| | | Beginner to Pre-intermediate | | Intermediate to Advanced | |
| | | F | % | F | % |
|---|---|---|---|---|---|
| Explain when meanings in English are unclear | Strongly disagree | 21 | 29.6% | 7 | 21.9% |
| | Disagree | 12 | 16.9% | 4 | 12.5% |
| | Neither agree nor disagree | 14 | 19.7% | 12 | 37.5% |
| | Agree | 14 | 19.7% | 5 | 15.6% |
| | Strongly agree | 10 | 14.1% | 4 | 12.5% |
| Give feedback on written work | Strongly disagree | 15 | 21.1% | 5 | 15.6% |
| | Disagree | 8 | 11.3% | 3 | 9.4% |
| | Neither agree nor disagree | 9 | 12.7% | 4 | 12.5% |
| | Agree | 12 | 16.9% | 7 | 21.9% |
| | Strongly agree | 27 | 38.0% | 13 | 40.6% |
| Test and assess learners | Strongly disagree | 11 | 15.5% | 6 | 18.8% |
| | Disagree | 9 | 12.7% | 4 | 12.5% |
| | Neither agree nor disagree | 9 | 12.7% | 1 | 3.1% |
| | Agree | 9 | 12.7% | 6 | 18.8% |
| | Strongly agree | 33 | 46.5% | 15 | 46.9% |
| Maintain discipline | Strongly disagree | 15 | 21.1% | 7 | 21.9% |
| | Disagree | 12 | 16.9% | 3 | 9.4% |
| | Neither agree nor disagree | 10 | 14.1% | 5 | 15.6% |
| | Agree | 22 | 31.0% | 8 | 25.0% |
| | Strongly agree | 12 | 16.9% | 9 | 28.1% |

Beginner to Pre-intermediate levels determine the frequency of the own language use. Teachers reported high frequency of the use of own language to explain vocabulary (23.9%) among beginners. To give instructions is strongly agreed upon by 32.4%. To explain grammar for beginners to pre-intermediate levels is strongly agreed upon by 35.2% among beginners. Most teachers (23.9%) develop rapport and a good classroom atmosphere among beginners. Most teachers correct spoken errors for lower levels (67.6%). Explaining is done when meanings in English are unclear, and this is strongly disagreed upon (29.6%). Most respondents give feedback on written work (35.2%) for lower levels. Test and assess learners are strongly agreed upon by 46.5% of the teachers for the lower-intermediate levels. To maintain discipline is less agreed upon. However, it is more prominent in the upper-

level students (25.0%).

## 7. Language proficiency and L1 practices

The chi-square test reveals no statistically significant positive association between the different items of own language practices and language proficiency (*p>* .05).

Table 26. Language proficiency and L1 practices

| | | English language level of the learners you teach most often: | | | |
| | | Beginner to Pre-intermediate | | Intermediate to Advanced | |
| | | F | % | F | % |
|---|---|---|---|---|---|
| Use bilingual dictionaries or word lists | Strongly disagree | 10 | 14.1% | 2 | 6.3% |
| | Disagree | 13 | 18.3% | 6 | 18.8% |
| | Neither agree nor disagree | 21 | 29.6% | 9 | 28.1% |
| | Agree | 16 | 22.5% | 6 | 18.8% |
| | Strongly agree | 11 | 15.5% | 9 | 28.1% |
| Compare English grammar to the grammar of their own language | Strongly disagree | 8 | 11.3% | 1 | 3.1% |
| | Disagree | 14 | 19.7% | 4 | 12.5% |
| | Neither agree nor disagree | 18 | 25.4% | 10 | 31.3% |
| | Agree | 15 | 21.1% | 9 | 28.1% |
| | Strongly agree | 16 | 22.5% | 8 | 25.0% |
| Watch English-language TV/video with own language subtitles | Strongly disagree | 9 | 12.7% | 1 | 3.1% |
| | Disagree | 16 | 22.5% | 4 | 12.5% |
| | Neither agree nor disagree | 19 | 26.8% | 7 | 21.9% |
| | Agree | 6 | 8.5% | 8 | 25.0% |
| | Strongly agree | 21 | 29.6% | 12 | 37.5% |
| Do spoken translation activities | Strongly disagree | 6 | 8.5% | 0 | 0.0% |
| | Disagree | 21 | 29.6% | 3 | 9.4% |
| | Neither agree nor disagree | 16 | 22.5% | 7 | 21.9% |
| | Agree | 9 | 12.7% | 9 | 28.1% |
| | Strongly agree | 19 | 26.8% | 13 | 40.6% |
| Do written translation activities | Strongly disagree | 5 | 7.0% | 0 | 0.0% |
| | Disagree | 11 | 15.5% | 3 | 9.4% |
| | Neither agree nor disagree | 21 | 29.6% | 6 | 18.8% |
| | Agree | 10 | 14.1% | 4 | 12.5% |
| | Strongly agree | 24 | 33.8% | 19 | 59.4% |
| Prepare for tasks and activities in their own language before switching to English | Strongly disagree | 4 | 5.6% | 1 | 3.1% |
| | Disagree | 16 | 22.5% | 4 | 12.5% |
| | Neither agree nor disagree | 10 | 14.1% | 4 | 12.5% |
| | Agree | 15 | 21.1% | 7 | 21.9% |
| | Strongly agree | 26 | 36.6% | 16 | 50.0% |

The use of bilingual dictionaries or word lists is agreed upon by 22.5% for the lower levels, which is strange.

**8. Language proficiency and views of own-language use**

The chi-square test reveals no statistically significant positive association between the different items of own language practices and own language views ($p > .05$).

Table 27. Language proficiency and views of own-language use

| | | English language level of the learners you teach most often: | | | |
| | | Beginner to Pre-intermediate | | Intermediate to Advanced | |
| | | F | % | F | % |
|---|---|---|---|---|---|
| I try to exclude own-language use | Strongly disagree | 32 | 45.1% | 12 | 37.5% |
| | Disagree | 18 | 25.4% | 6 | 18.8% |
| | Neither agree nor disagree | 8 | 11.3% | 8 | 25.0% |
| | Agree | 8 | 11.3% | 4 | 12.5% |
| | Strongly agree | 5 | 7.0% | 2 | 6.3% |
| I allow own-language use only at certain points of a lesson | Strongly disagree | 15 | 21.1% | 10 | 31.3% |
| | Disagree | 18 | 25.4% | 7 | 21.9% |
| | Neither agree nor disagree | 15 | 21.1% | 4 | 12.5% |
| | Agree | 12 | 16.9% | 8 | 25.0% |
| | Strongly agree | 11 | 15.5% | 3 | 9.4% |
| English should be the main language used in the classroom | Strongly disagree | 40 | 56.3% | 16 | 50.0% |
| | Disagree | 12 | 16.9% | 10 | 31.3% |
| | Neither agree nor disagree | 7 | 9.9% | 1 | 3.1% |
| | Agree | 8 | 11.3% | 3 | 9.4% |
| | Strongly agree | 4 | 5.6% | 2 | 6.3% |
| I feel guilty if languages other than English are used in the classroom | Strongly disagree | 14 | 19.7% | 6 | 18.8% |
| | Disagree | 14 | 19.7% | 5 | 15.6% |
| | Neither agree nor disagree | 23 | 32.4% | 9 | 28.1% |
| | Agree | 11 | 15.5% | 8 | 25.0% |
| | Strongly agree | 9 | 12.7% | 4 | 12.5% |
| Own-language use helps learners express their cultural and linguistic identity more easily | Strongly disagree | 13 | 18.3% | 5 | 15.6% |
| | Disagree | 17 | 23.9% | 9 | 28.1% |
| | Neither agree nor disagree | 25 | 35.2% | 14 | 43.8% |
| | Agree | 13 | 18.3% | 3 | 9.4% |
| | Strongly agree | 3 | 4.2% | 1 | 3.1% |

Regardless of the proficiency levels, most respondents have negative views on L1 use as they disagree with most Likert scale items.

## 9. Own language use and sociodemographic variables

The chi-square and ANOVA tests reveal different statistically significant positive association or difference among the different sociodemographic variables of age, gender, highest qualification and proficiency as independent variables and own language used as a dependent variable.

Table 28. ANOVA of age and L1

|  |  | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Own-language use helps learners work together | Between Groups | 16.277 | 4 | 4.069 | 2.681 | .036 |
|  | Within Groups | 148.752 | 98 | 1.518 |  |  |
|  | Total | 165.029 | 102 |  |  |  |
| Own-language use reduces the opportunities for learners to listen to and understand English | Between Groups | 26.322 | 4 | 6.581 | 4.573 | .002 |
|  | Within Groups | 141.037 | 98 | 1.439 |  |  |
|  | Total | 167.359 | 102 |  |  |  |
| Own-language use reduces the opportunities for learners to speak and practise English | Between Groups | 20.468 | 4 | 5.117 | 4.306 | .003 |
|  | Within Groups | 116.445 | 98 | 1.188 |  |  |
|  | Total | 136.913 | 102 |  |  |  |
| Own-language use leads to interference (negative transfer) from the learner's own language into English | Between Groups | 14.144 | 4 | 3.536 | 3.261 | .015 |
|  | Within Groups | 106.264 | 98 | 1.084 |  |  |
|  | Total | 120.408 | 102 |  |  |  |
| Own-language use stops learners thinking in English | Between Groups | 38.931 | 4 | 9.733 | 8.522 | .000 |
|  | Within Groups | 111.923 | 98 | 1.142 |  |  |
|  | Total | 150.854 | 102 |  |  |  |

The one-way ANOVA shows a statistically significant difference between age groups and L1 purposes, uses and attitudes in favour of older teachers. Own-language use helps learners work together, ($F(4, 102) = 2.681$, $p = .036$). Own-language use reduces the opportunities for learners to listen to and understand English, ($F(4, 102) = 4.573$, $p = .002$). Own-language use reduces the opportunities for learners to speak and practise English , ($F(4, 102) = 4.306$, $p = .003$). Own-

language use leads to interference (negative transfer) from the learner's own language into English, $(F(4, 102) = 3.261, p = .015)$. Own-language use stops learners thinking in English, $(F(4, 102) = 8.522, p = .000)$.

The different mean plots show exactly which age groups have higher or lower agreement on the different aspects of own language use.
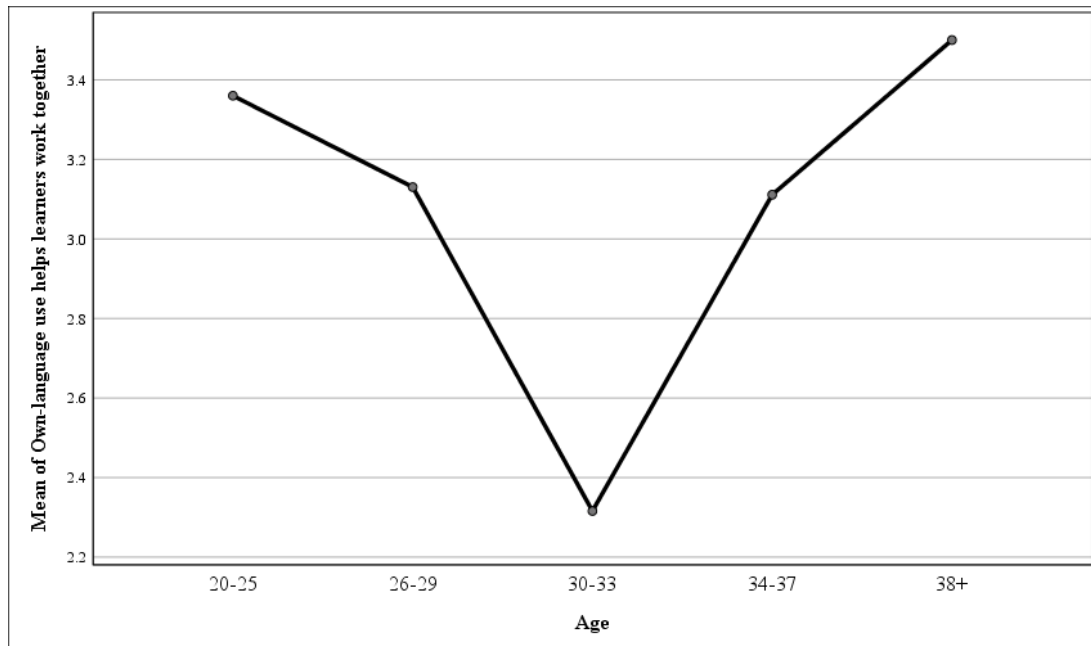


Figure 17. Own language helps learners work together

The age group of 30-33 have a lower agreement with the statement that own language helps learners work together.
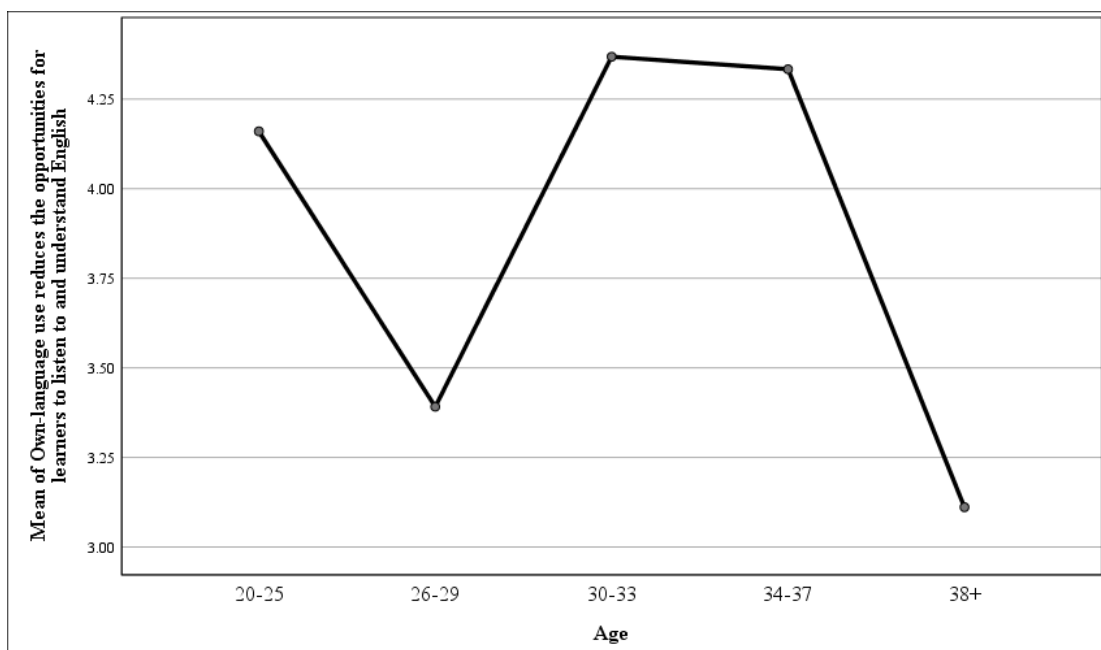
Figure 18. Own language reduces the opportunities for learners

The age group of 26-29 has a lower agreement with the statement that own language reduces the opportunities for learners.
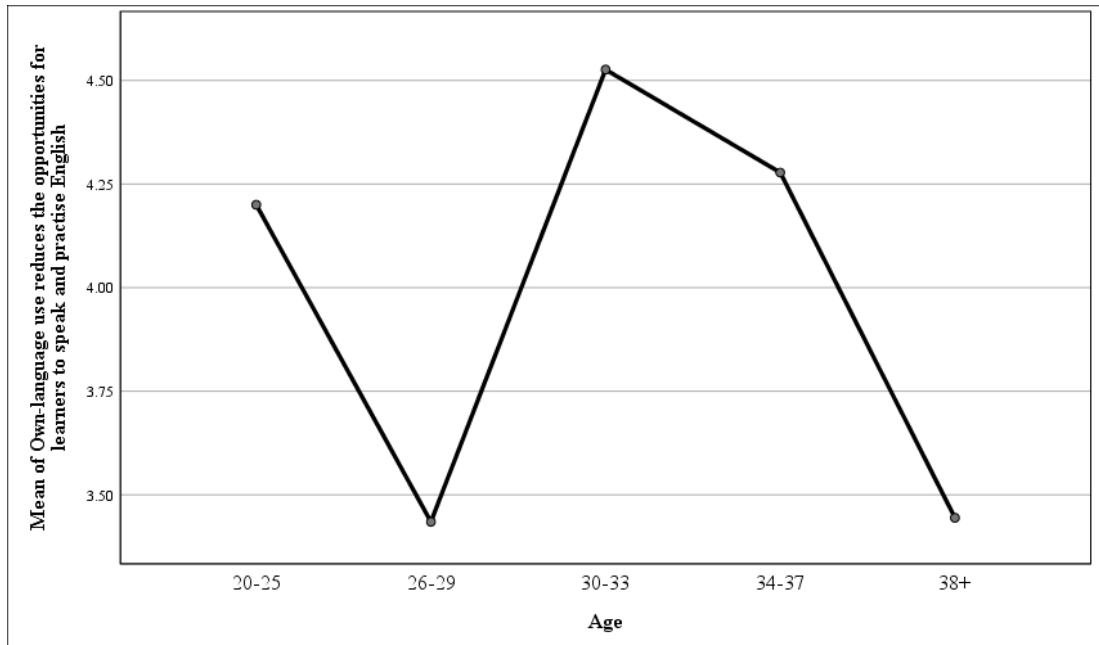


Figure 19. Own language reduces the opportunities for learners to speak and practise English

The age group of 26-29 has a lower agreement with the statement that own language reduces the opportunities for learners. The age range of 30 and 37 constitutes the peak or expresses the highest agreement level with the statement that own language use reduces opportunities for students.
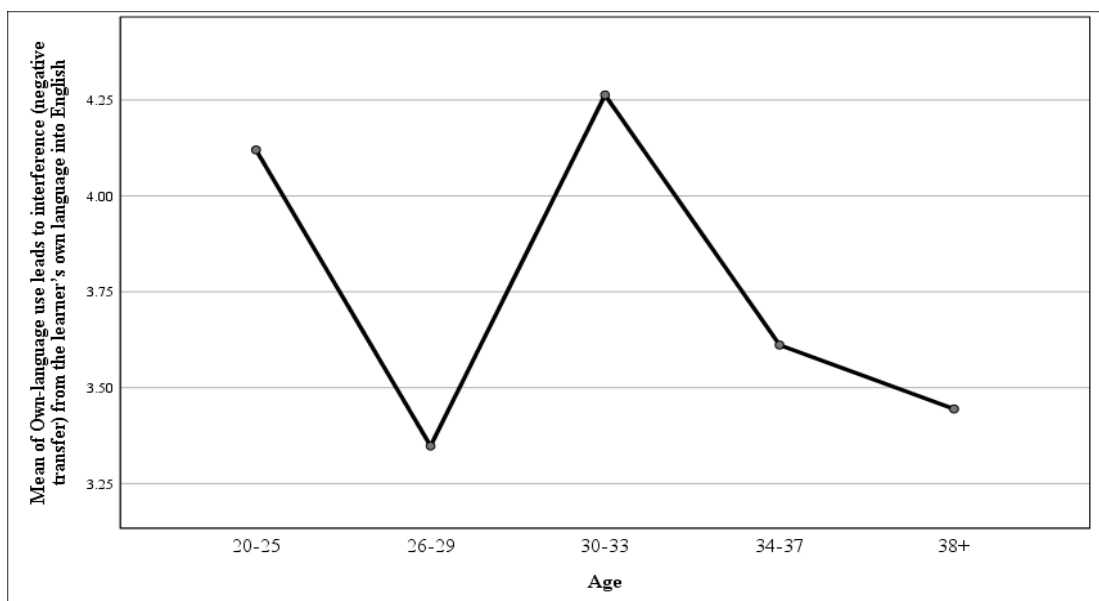


Figure 20. Own language use leads to interference

The age group of 26-29 has a lower agreement with the statement that own language use leads to interference. Older teachers agree that own language use leads to interference. There are two types of transfer, namely positive and negative transfer. Positive transfer enhances the learning of another language, whereas negative transfer causes mistakes and errors, especially in the production of the second or foreign language.
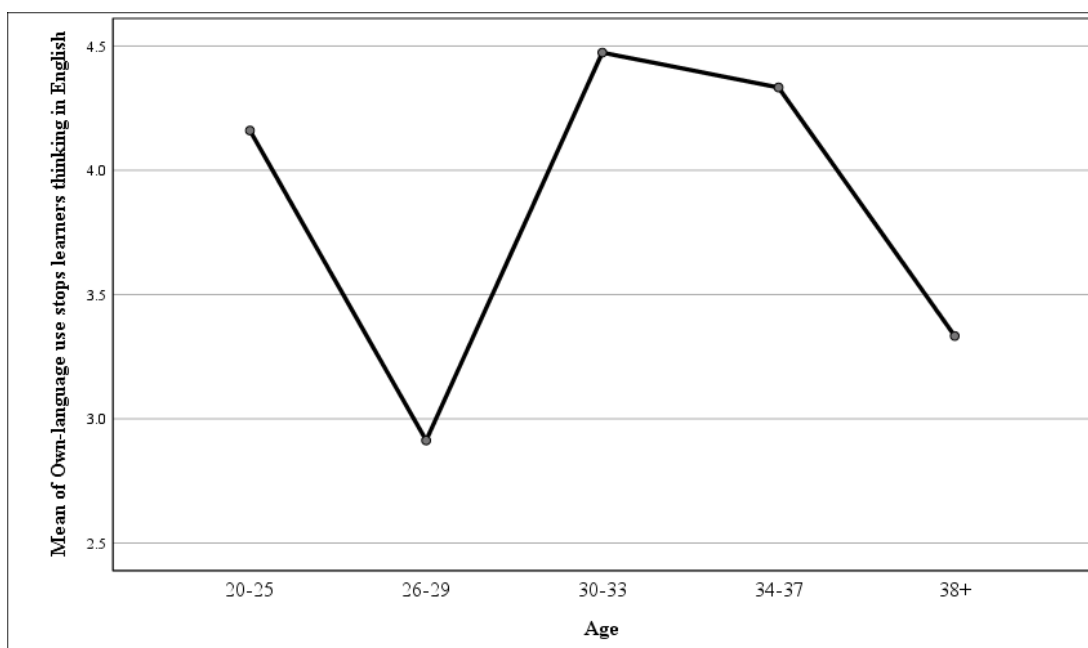


Figure 21. Own language use stops learner in thinking in English

The age group of 26-29 has a lower agreement with the statement that one's own language use stops learners from thinking in English. However, older teachers strongly believe so as they may have accumulated a wide experience based on their everyday practices.

Table 29. Gender and views of L1

|  |  | Views of L1 use | | Total |
|  |  | Positive views | Negative views |  |
| Gender | Female | 39 | 20 | 59 |
|  | Male | 21 | 23 | 44 |
| Total |  | 60 | 43 | 103 |

The chi-square test reveals no statistically significant association between gender and the views of L1 use, $X^2$ (103)= 3.49, $p$= 0.61. However, more female respondents expressed positive attitudes towards L1 use.

Table 30. Chi-Square Tests of gender and views of L1

|  | Value | df | Asymptotic Significance (2-sided) | Exact Sig. (2-sided) | Exact Sig. (1-sided) |
|---|---|---|---|---|---|
| Pearson Chi-Square | 3.499[a] | 1 | .061 | | |
| Continuity Correction[b] | 2.784 | 1 | .095 | | |
| Likelihood Ratio | 3.501 | 1 | .061 | | |
| Fisher's Exact Test | | | | .072 | .048 |
| Linear-by-Linear Association | 3.465 | 1 | .063 | | |
| N of Valid Cases | 103 | | | | |

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 18.37.
b. Computed only for a 2x2 table

Females see that own language use is positive. Since attitude regulates practices. This can manifest itself in the everyday practices.
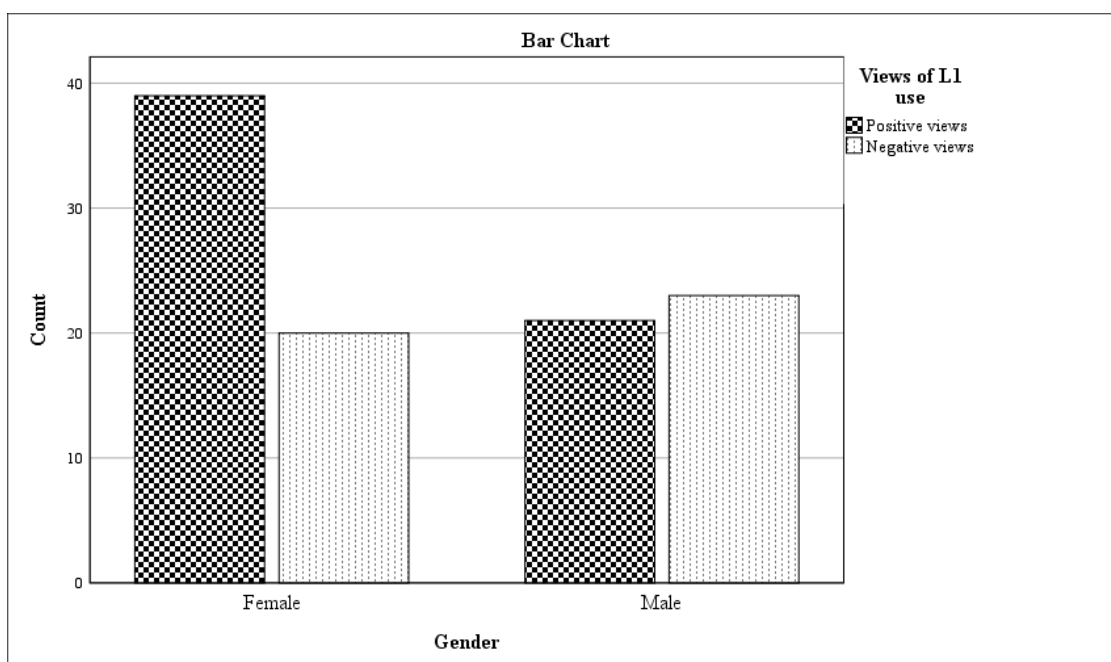


Figure 22. Gender and views of L1

Males, however, have negative views of own language use. In fact, there can be other extraneous factors that can explain the association of female teachers with own language use.

Table 31. Chi-Square Tests of age and views of L1

|  | Value | df | Asymptotic Significance (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 3.145[a] | 4 | .534 |
| Likelihood Ratio | 3.145 | 4 | .534 |
| Linear-by-Linear Association | 2.767 | 1 | .096 |
| N of Valid Cases | 103 |  |  |

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.51.

The chi-square test reveals no statistically significant association between age and views of L1, $X2$ (103)= 3.14, p= .534. However, younger teachers have positive views of L1 use, whereas older respondents have negative views of L1 use.

Table 32. Age * Views of L1 Crosstabulation

Count

|  |  | Views of L1 |  | Total |
|---|---|---|---|---|
|  |  | Positive views | Negative views |  |
| Age | 20-25 | 17 | 8 | 25 |
|  | 26-29 | 14 | 9 | 23 |
|  | 30-33 | 12 | 7 | 19 |
|  | 34-37 | 9 | 9 | 18 |
|  | 38+ | 8 | 10 | 18 |
| Total |  | 60 | 43 | 103 |

There is a tendency that younger and usually novice teachers have a positive view of own language use. If we know that female teachers are prominent, we can conclude that younger female and novice teachers can have positive attitudes with regard to own language use.
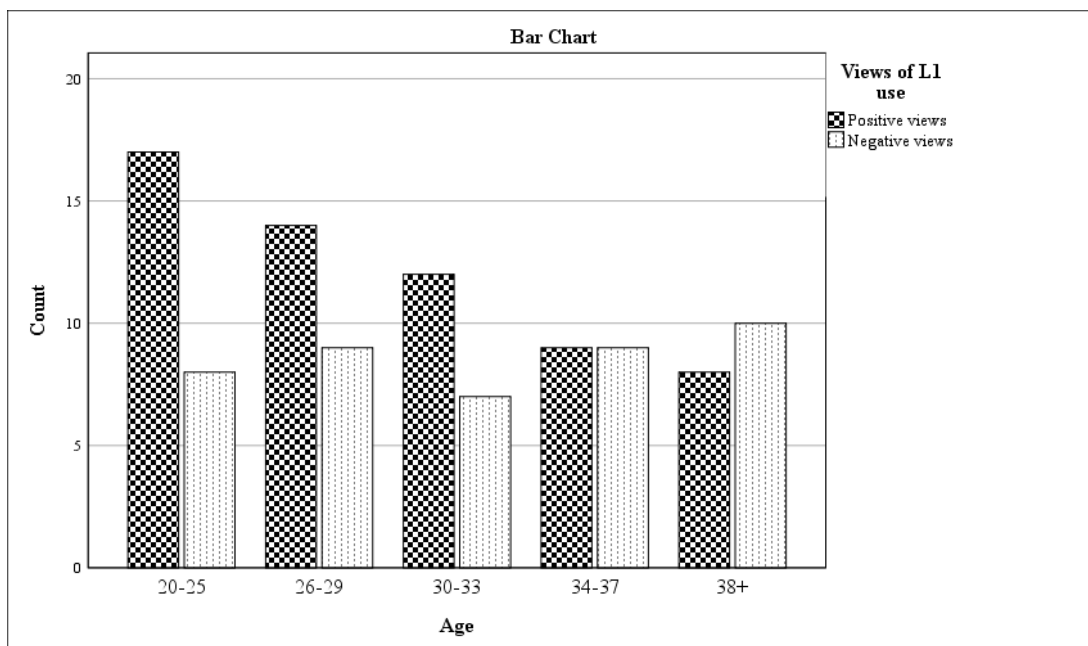
Figure 23. Age and views of L1

The tendency reveals that the older the teachers are, the more negative attitudes they develop towards own language use. It is important to not that the accumulated experience plays crucial role in this process. Day over day of continuous classroom practices can show how negative own language use for students. That is why, teachers can develop negative attitudes towards it in the long run.

Table 33. Crosstab of views of L1 use and years of experience

|  |  | Views of L1 use | | Total |
|---|---|---|---|---|
|  |  | Positive views | Negative views |  |
| Years of experience you have in the field of English Language Teaching: | 0-4 | 29 | 13 | 42 |
|  | 5-9 | 15 | 12 | 27 |
|  | 10-14 | 9 | 9 | 18 |
|  | 15-19 | 1 | 1 | 2 |
|  | 20-24 | 3 | 4 | 7 |
|  | 25+ | 3 | 4 | 7 |
| Total |  | 60 | 43 | 103 |

The chi-square test reveals no statistically significant association between years of experience and views of L1, $X2$ (103)= 3.14, $p$= .534. However, less experienced teachers have positive views of L1 use, whereas more experienced respondents have negative views of L1 use.

Table 34. Chi-Square Tests of years of experience and L1 views

|  | Value | df | Asymptotic Significance (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 4.018[a] | 5 | .547 |
| Likelihood Ratio | 4.054 | 5 | .542 |
| N of Valid Cases | 103 | | |

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .83.

As was expected, novice teachers or less experienced teachers view own language negatively. Therefore, exprience is a determining and influential factor on the views teachers have with regard to own language use.
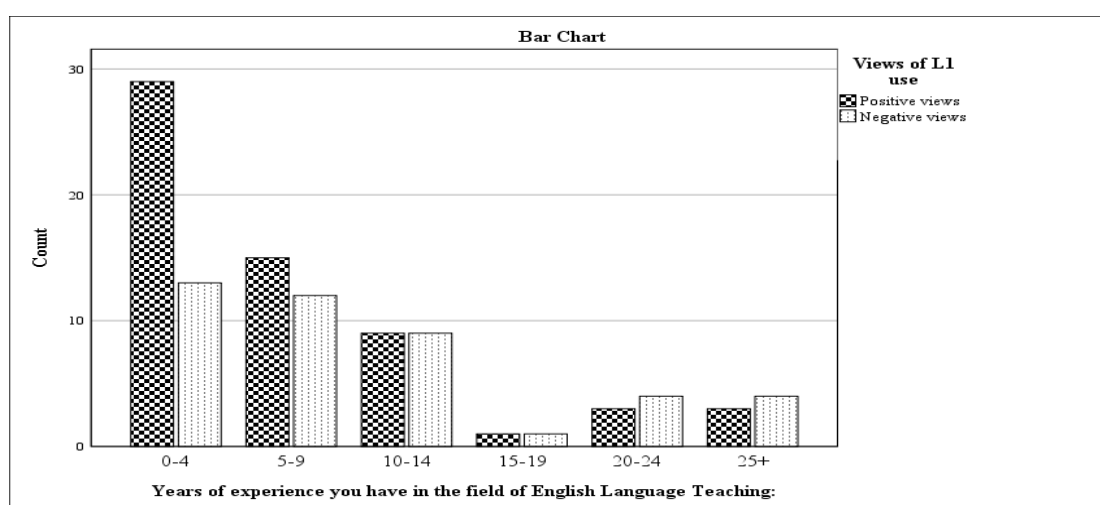


Figure 24. Experience and views of L1 use

Table 35. Highest qualification relevant to ELT you have received * Views of L1 Crosstabulation

Count

|  |  | Views of L1 | | Total |
|---|---|---|---|---|
|  |  | Positive views | Negative views |  |
| Highest qualification relevant to ELT you have received | Certificate | 6 | 1 | 7 |
|  | Diploma | 3 | 2 | 5 |
|  | Doctorate (PhD) | 0 | 2 | 2 |
|  | TEFL | 3 | 2 | 5 |
|  | TESOL | 3 | 3 | 6 |
|  | University postgraduate degree (e.g. Master's/second degree) | 23 | 18 | 41 |
|  | University undergraduate degree (e.g. Bachelor's/first degree) | 22 | 15 | 37 |
| Total |  | 60 | 43 | 103 |

The Chi-square test reveals no statistically significant positive association

between highest qualification and views of L1.

Table 36. Chi-Square Tests

|  | Value | df | Asymptotic Significance (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 5.242[a] | 6 | .513 |
| Likelihood Ratio | 6.263 | 6 | .394 |
| N of Valid Cases | 103 | | |

a. 10 cells (71.4%) are expected to count less than 5. The minimum expected count is .83.

University undergraduate and postgraduate students have positive views with regard to the use of L1 compared to teachers with other qualifications.
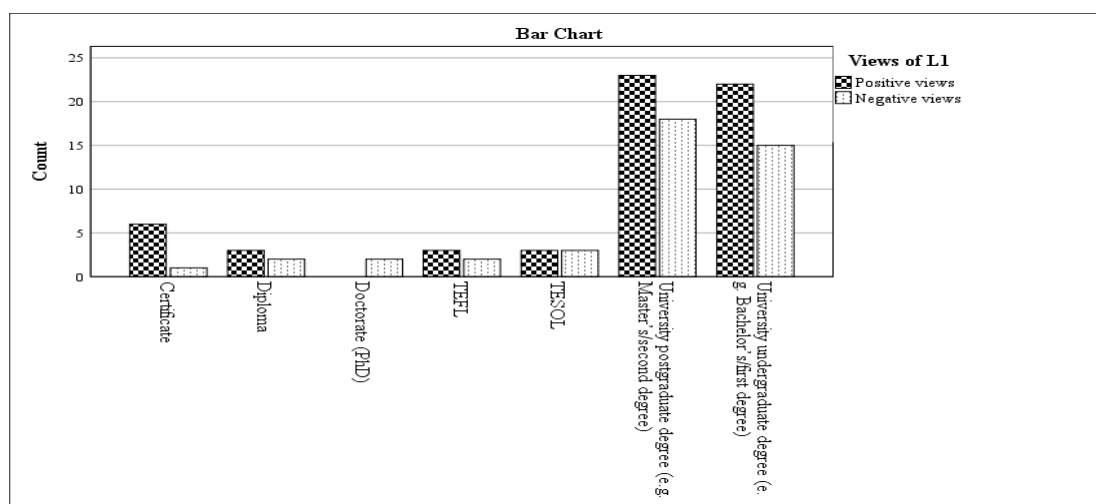


Figure 25. Highest qualification and views of L1

University undergraduates or postgraduates have more positive views of their own language use. Only doctorate holders who have negative attitudes towards their own language. Therefore, the higher the education level is, the more negative attitudes vis a vis own language use are expressed.

Table 37. English language level of the learners you teach most often: * Views of L1 Crosstabulation

| Count | | | | |
|---|---|---|---|---|
| | | Views of L1 | | Total |
| | | Positive views | Negative views | |
| English language level of the learners you teach most often: | Beginner to Pre-intermediate | 41 | 30 | 71 |
| | Intermediate to Advanced | 19 | 13 | 32 |
| Total | | 60 | 43 | 103 |

More teachers have positive views of L1 regardless of the level of students.

Table 38.  Chi-Square Tests of Proficiency and Views of L1 Use

|  | Value | df | Asymptotic Significance (2-sided) | Exact Sig. (2-sided) | Exact Sig. (1-sided) |
|---|---|---|---|---|---|
| Pearson Chi-Square | .024[a] | 1 | .877 | | |
| Continuity Correction[b] | .000 | 1 | 1.000 | | |
| Likelihood Ratio | .024 | 1 | .877 | | |
| Fisher's Exact Test | | | | 1.000 | .526 |
| Linear-by-Linear Association | .024 | 1 | .877 | | |
| N of Valid Cases | 103 | | | | |

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.36.

b. Computed only for a 2x2 table

The Chi-square test reveals no statistically significant positive association between proficiency levels of students and views of L1 use among English language teachers, $X^2$ (103)= .024, p= .877.
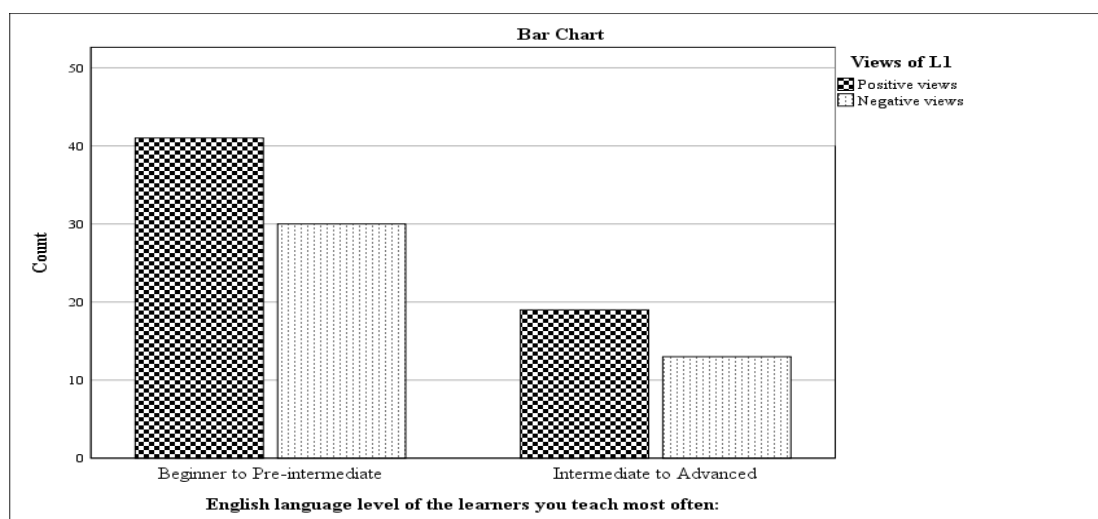


Figure 26. Views of L1 and student proficiency

Positive views predominate beginners to pre-intermediate levels and intermediate to advance levels. This result, however, cannot be generalised to the whole population. Therefore, the positive view remains specific to the sample that is investigated in the current study.

Table 39. Own Language use

| | SD | D | U | Q | SA |
|---|---|---|---|---|---|
| The amount of own-language use depends on the extent to which the learners' own language is particularly different from English (e.g. uses a different writing system or has a very different grammar) | 5 4.9% | 21 20.4% | 41 39.8% | 21 20.4% | 15 14.6% |
| Own-language use is more appropriate with classes that share an own language than classes that have a mixed-language background | 17 16.5% | 22 21.4% | 29 28.2% | 18 17.5% | 17 16.5% |
| Teachers can decide for themselves the balance of English and own-language use in the classroom | 30 29.1% | 28 27.2% | 22 21.4% | 12 11.7% | 11 10.7% |
| My school/institution expects classes to be taught only in English | 36 35.0% | 24 23.3% | 19 18.4% | 12 11.7% | 12 11.7% |
| Learners expect classes to be taught only in English | 18 17.5% | 21 20.4% | 33 32.0% | 19 18.4% | 12 11.7% |
| The government/education ministry expects classes to be taught only in English | 17 16.5% | 23 22.3% | 22 21.4% | 17 16.5% | 24 23.3% |
| Teachers in my institution feel that classes should be taught only in English | 28 27.2% | 24 23.3% | 23 22.3% | 15 14.6% | 13 12.6% |
| The teaching materials used include own-language explanations of English | 11 10.7% | 17 16.5% | 17 16.5% | 14 13.6% | 44 42.7% |
| The teaching materials used encourage learners to use their own language during classroom activities | 8 7.8% | 15 14.6% | 21 20.4% | 13 12.6% | 46 44.7% |
| My pre-service teacher training discouraged own-language use in class | 34 33.0% | 21 20.4% | 25 24.3% | 13 12.6% | 10 9.7% |
| It is common to find discussion of own-language use at professional conferences about ELT | 18 17.5% | 20 19.4% | 29 28.2% | 20 19.4% | 16 15.5% |
| My in-service teacher training encouraged own-language use in class | 5 4.9% | 10 9.7% | 22 21.4% | 23 22.3% | 43 41.7% |
| It is rare to find discussion of own-language use in the research and literature surrounding ELT | 19 18.4% | 18 17.5% | 28 27.2% | 22 21.4% | 16 15.5% |
| There is renewed debate about own-language use within the language teaching literature | 10 9.7% | 25 24.3% | 46 44.7% | 11 10.7% | 11 10.7% |

Most teachers agree with the following statements:

1. The government/education ministry expects classes to be taught only in English;

2. The teaching materials used include own-language explanations of English;

3. The teaching materials used encourage learners to use their own language during classroom activities;

4. My in-service teacher training encouraged own-language use in class;

5. It is rare to find discussion of own-language use in the research and literature surrounding ELT;

## F. Interview data

Maximum qualitative data coding analysis (MAXQDA) is used to analyse qualitative data on the L1 use in teaching. Open coding for grounded theory is used

to identify themes and subthemes related to the main research questions. The keywords are used to be revealed and explained. They have been transformed as memos. The analysis is structured according to the interview questions:

Table 40. Qualitative sample

| Codes | Gender | Experience | Native language | Qualification | Type of school | Learners' age: | Level of learners |
|---|---|---|---|---|---|---|---|
| 1 | Male | 5-9 | Turkish | University postgraduate degree | Private | 12-17 | Beginner to Pre-intermediate |
| 2 | Female | 5-9 | Turkish | University postgraduate degree | State | 12-17 | Beginner to Pre-intermediate |
| 3 | Male | 0-4 | Arabic | University postgraduate degree | Private | 18-23 | Beginner to Pre-intermediate |
| 4 | Female | 5-9 | Arabic | TESOL | Private | 12-17 | Beginner to Pre-intermediate |
| 5 | Female | 10-14 | Persian. Azeri | University postgraduate degree | Private | 18-23 | Intermediate to Advanced |
| 6 | Female | 10-14 | Persian | University postgraduate degree | Private | 18-23 | Beginner to Pre-intermediate |
| 7 | Female | 10-14 | Turkish | University postgraduate degree | State | 6-11 | Beginner to Pre-intermediate |
| 8 | Male | 0-4 | Arabic | University postgraduate degree | Private | 18-23 | Intermediate to Advanced |
| 9 | Female | 20-24 | Turkish | University postgraduate degree | State | 12-17 | Beginner to Pre-intermediate |
| 10 | Male | 0-4 | Arabic | University postgraduate degree | Private | 18-23 | Intermediate to Advanced |

As for the sociodemographic variables, there are four male teachers compared to six female teachers. As for experience, most teachers are novice as they have between 0 and 4 years of experience for three of them, 5 and 9 years for others. Three interviewees have between 10 and 14 years. One interviewee has between 20 and 24 years. All the interviewees have a university postgraduate degree, except for one who has a TESOL degree. Seven teachers are private school English teachers, whereas three teachers are public school English teachers. The students' age ranges from 12 and 17 years old for three teachers, 18 and 23 years old for five teachers. However, only one teacher whose students' ages range from six to eleven years old. Six teachers have learners who are beginners to pre-intermediate.

# 1. The mother tongue use has a place in English Language teaching

Most teachers partly use the L1 in their practices in English Language Teaching. One interviewee said that "I believe that we should allow our learners ( or give them the opportunity) to clear up or discuss ideas with each other in their native language. It's a useful scaffold and essential in our classroom environments. As you know, we want to communicate with others in the language we know. It's more comfortable and enables us to clear up some confusing thoughts". Other interviewees highlighted that L1 is used with students who have special cases. It is ok for beginners.

Interviewee 4 said that "an efficient way to learn new things is to connect them to the previous information including vocabulary, grammar, etc. By the use of L1, students have got the opportunity of comparing, analysing and so on. Hence, as ESL teachers, it is better to take advantage of L1 as a reliable source of learning and we should not ignore it at all." Other interviewees expressed judicious use of the first language. One interviewee denied the use of own language in EFL classes. Interviewee 5 said "For the beginner levels, it does because most schools don't provide sufficient time for the courses, and the numbers of the students in the classroom are usually high, that's why the mother tongue helps sometimes, especially with beginners.

# 2. The use of L1 in lessons

As to the frequency of using the native language in lessons, most instructors responded in affirmative. One interviewee 4 said "it varies and depends on the level of the complexity of the topics we discuss". Another interviewee said, "I prefer to use the language, and I teach all the time even in play time". Another interviewee noted that "it depends on the levels of the classrooms and also students". The level of the students has been mentioned frequently in the process. Interviewee 5 said "it depends on the number of students and the duration of the course. When the time is short and the number of students is high, showing off the teacher's fluency might not be helpful for the sake of teaching." Other insinuations may arise during the process of teaching in English exclusively.

### 3. The advantages and disadvantages of using the L1 while teaching

The advantages and disadvantages of the L1 use are two sides of the same coin. The interviewees delineated such advantages and disadvantages. The advantage of using L1 is that students can understand the teachers quickly without much need for explanation. The interviewee said, "one word in L1 equals much talking". One of the disadvantages is that students get used to talking in L1; they always speak in their mother tongue. They see L2 as unnecessary. They can understand grammatical structures much better. They are reluctant to speak the target language.

First and foremost, teachers should remember that the first language is a critical source for improving second language acquisition. Therefore, teachers should not be against this tendency. I think that when a teacher communicates with a learner in their native language, this develops a good relationship between both of them. Furthermore, when a teacher can use the first language with learners, explaining the instructions for every activity will be effective. This also saves the time of both the teachers and students for more beneficial activities. However, depending always on the native language of the learners will lead the learners to a kind of frustration or loss of confidence in their competence to speak the target language. Moreover, some learners may depend on the translation of their peers to understand the teacher's explanation and instructions. Consequently, this will reduce learners' opportunities to use the target language.

As to the assessment given by the third interviewee, communicating with learners in their native language improves the teacher-student relationship, whereas students' faith in their capacity to communicate in English is reduced, and students will think they will not understand completely until the teacher uses L1 with them. Booster learning grammar.

Makes students too lazy.

There are lots of pros and cons arguments for using the L1 in classrooms.it acts exactly like a double-edged sword. As for the pros of the use of L1 in EFL classes, students can evaluate their performance. Moreover, students can practise translating activities in which students can shift back and forth between the two languages. As for the cons of L1 use, they limit the students' exposure to English, and it can be tempting to use too much of the L1 more than English. Moreover, it

enables teachers to convey the message easily. It prevents students from misunderstanding. It makes students always ask for the meaning as disadvantage.

The topics can be made more acceptable. The advantages are that it reduces the time and relieves the students' tension while teaching, whereas the disadvantages are that it deprives the students from being exposed to the L2.

## 4. The frequency of using the native language in class

The amount of L1 varies according to different levels. Likewise, it varies when teaching different skills. For example, one teacher uses more L1 in explaining vocabulary to students.

The interviewee said he never uses L1 with intermediate level, but he uses it with beginner level. Another interviewee said that teachers need the native language when you feel that your students are stressed and frustrated trying to understand your instructions and explanations.

to be honest, I don't use L1 in my classes at all and do not use it even in teaching skills lessons. Some teachers do not use the mother language with intermediate and advanced levels.

Since one interviewee follows 'Only English' theory most of the time and also no one knows their mother tongue, so they have never used it.

Interviewee 4 said "the need of L1 in Lower level is much more than Upper levels, so we can use it in some parts of Grammar but not exactly in vocabulary since by providing suitable samples and instances plus pictures we will achieve this goal". Thus, using other techniques could be at the expense of L1 use. However, other techniques may require more preparation and resources.

Interviewee 5 argued that "I would like to use complete L2 in my classes which is tough in state schools. Therefore, I almost always use L2 in my current school." When it comes to intermediate and upper levels, one interviewee even reproaches the students who use their L1 inside the classroom even if among each other. However, it is better to provide some explanations and vocabulary, especially when the classroom is not well-equipped. Therefore, L1 use is a shortcut for explanation.

## 5. The suitable and/or necessary situation to use the native language

There are many suitable and/or necessary situations to use the native language. It is used in explaining terminologies and cultural issues. To explain grammatical structures is another case in point. For example, when one interviewee wants to summarise reading material like a complicated text, or when they want to summarise listening material that is too long or difficult to understand. In addition, when learners want to discuss experiences, they have had that is linked to the topic. Sometimes it is necessary to aid comprehension and to ease any anxiety that may happen as a result of the students' lack of language proficiency. To be sure, knowing the students L1 can be effective of course not for speaking, but also for comprehension. Furthermore, by letting them share their understanding with each other as English-learners and by observing them, we can get to know what and why and also how they make mistakes in order to correct them.

When the level of students is low, they need encouragement and ask for full understanding. The better they are, the less they need L2 support. If students didn't understand you at all, L1 use is resorted to. In some incomparable or difficult grammar topics, for some vocabulary, L1 is used as in translation lessons. It is used just to build a rapport between the teacher and the students, besides for vocabulary explanations.

## 6. Which situation must not contain any piece of the mother language

As to the situations that must not contain any piece of the mother language, the interviewees provided different scenarios. One interviewee thinks with children at early ages and with older students when they perform well in the class. Another one alluded to speaking activities. Interviewee three said "I do not use the native language when I want to remind my students of something they already know. I also do not use the native language when I notice that my students start to rely on translation heavily." Interviewee 4 argued "when the learner relies completely on learning L2 in translating word by word to L1". Idioms are another case with which the translation may not work. Learners need to think in English because the use of L1 discourages them, especially in translation that dedicates the idea of word-to-word equivalency. After the intermediate level, students must be exposed to L2. Other uses include making rules, speaking lessons, grammar, pronunciation, and writing.

**7.  The existence of the relationship between the use of the mother tongue in lessons and the learner achievement**

Most interviewees affirm that there is a negative relationship between the L1 use in lessons and the learner achievement. The less L1 is used, the more students perform well in L2.

However, one interviewee argued that they may benefit from L1 to learn grammatical structures and to improve their translating skills. When the teacher integrates learners' native language into the instruction and explanation in the classroom, learners will improve their English acquisition as alluded to by one interviewee. Interviewee four said "I think it gives a negative impact on students' achievement." Another interviewee believes that "Moderation is the best  policy"; by considering this point, we as ESL teachers can make it more efficient by following this method. Interviewee 6 said "Honestly, I am in favour of using target language totally in my classes. However, it is almost impossible with students who have a low academic level. Especially when the English Book is above the level of students". The rest of interviewees said "it has nothing to do with the development of the learners."

**8.  The ways to enlarge the amount of English during the lesson**

There are many ways to boost the existence of L2 in the schoolroom. First, encouraging communication in the class in English is one of them. Second, trying to explain everything in English is another way. Third, teachers can invite native speakers to class. Fourth, encouraging communication with pen pals of the target language is reported in the digital age. One interviewee said that "I think teachers should be aware to carefully use the L1 in their classes. I mean they should use it in the right time and place; for example, in translation. "Interviewee 5 suggested encouraging them to speak the target language, role-play, flashcards, gamification and so on.  To increase the existence of English in the schoolroom, the teachers should provide the students with simple and clear goals and instructions. The teacher also has to encourage the learners to speak more. Moreover, teachers should plan the right sequence for all types of activities that are related to improving four skills. Interviewee 7 suggested  playing, singing, storytelling, and supporting/encouraging the students. Other ways include motivation, movies, discussion, and daily topics.

Make everything simple for English learners as far as we can. First of all, there should be a change in the curriculum. It should have easier content and an increasing number of hours. All central exams should include English skills questions. English central exams should start from Primary School. It will motivate students to use target language more. Communication

And more lesson hours are needed. Adopting the inductive approach in teaching grammar, having the needed equipment in the classroom, and controlling the teachers' performance in order not to be familiarised with the students using their L1.

## 9.    Other uses

I think teachers should be aware to carefully use the L1 in their classes. I mean they should use it in the right time and place; for example, in translation. To encourage them to speak the target language, role-playing, flashcards, gamification and so on. Other reasons are about motivation, movies, discussion and daily topics.

# V.   DISCUSSION

The current study has attempted to identify the teachers' attitudes towards home-language use, preference to use L1 and the aspects of English they use while switching to L1, along with the kind of activities that the teachers implement in their L1. Online questionnaires using Google Forms and structured interviews were used with a sample of 103 teachers for the questionnaires and 10 interviewees. Seventy-five (75) teachers work at private schools, whereas twenty (20) teachers work in state schools. The ages of most learners the teachers teach range from 12 to 17 years old. Their overall level is beginner to intermediate. Most teachers reported an average of 11-20 students in their classes. In their schools, students study English along with other subjects. Most learners have a common L1. However, there are 25 teachers who reported that students do not have the same L1. Hall and Cook (2014) numerated many functions or purposes of L1 use that include meaning delivery, organisation, preservation of class discipline, and the rapport and contact constructed between the student and teacher.

- **RQ1. Is there association between the teachers' gender, age, qualification, and experience on the one hand and L1 on the other?**

The chi-square tests and ANOVA show some associations and differences between sociodemographic variables and the L1 use and attitudes. For gender, female respondents have positive attitudes towards L1 more than male teachers. For age, younger teachers view L1 use positively more than older teachers. The same applies for qualifications, teachers with BA and MA have positive views of L1, whereas teachers with other certificates like TESOL have negative views. For experience, highly experienced teachers view L1 negatively. Most private school teachers agree with most Likert scale items in that they give space to L1 use only in some cases, and they think that it assists learners to demonstrate identity culturally and linguistically in an easier way.

Natives speakers who do not speak student's L1 have been used as a baseline

of comparison with non-native speakers who speak the language of students (Hall & Cook, 2014).

- **RQ2.** What **are the teachers' viewpoints regarding the use of L1 in the English language schoolroom?**

Overall, most teachers have a positive view of the usage of L1 in English schoolrooms. However, they are concerned about its negative sides like interference. Teachers displayed more complicated and average attitudes towards the use of L1 in this study, which agrees with the findings conducted by Hall, & Cook (2014). In other studies, teachers expressed the feeling of being guilty (Macaro, 1997; Littlewood and Yu, 2011).

- **RQ3. Is L1 use more suitable with low or high levels? Is there a connection between L1 and language proficiency?**

Most respondents reported the L1 use mostly with beginner to intermediate students. Moreover, the use of L1 is positively viewed with regard to intermediate to advanced learners.  The students' age and level of language have affected their view towards using a monolingual approach in the classroom as attested in Macaro's study (1997). The students' native language is essential to explain difficult instructions and comprehend linguistic elements like grammar and lexis. **Hall and Cook (2014) found that advanced level learners compare their grammar with the target language as reported by the majority of teachers.** They further found out that students who have a better level of L2 are more likely to be comfortable in the schoolrooms that offer English-only courses than those whose level is lower.

- **RQ4. What is the main perception of L1 use in the teachers' institutions?**

Most teachers agree to the positive sides of the own language use, and they disagree to its negative sides. There should be a judicious use of L1 in teaching English since the use of L1 can reduce learning opportunities for students regardless of their proficiency level. The socio-cultural theories of learning support prior knowledge (Vygotsky, 1978). Learning is developed the best when there is scaffolding or building new knowledge on previous knowledge. Hall and Cook (2014) found that state school teachers use L1 in teaching grammar and vocabulary more than private school teachers.

- **RQ5. Should the educational materials comprise L1 descriptions?**

As more than half of the teachers who participated in the questionnaire agree that the materials they use contain some L1 explanations along with being motivating, it is preferable, according to the results, to include some L1 instructions so that learners feel more comfortable dealing with the given materials. On the other hand, Hall and Cook (2014) argued that coursebook designers did not advocate the use of L1 because it would create a variation in the textbooks which is not preferable for the students who share different native languages.

- **RQ6. How much is the native language supported or opposed within the teacher training?**

Most teachers disagree that the pre-service teacher training discouraged own-language use in class. However, most teachers agree that the in-service teacher training encouraged own-language use in class.

According to Hall and Cook (2014), numerous studies report a sense of guilt among teachers when learners' own languages are used in class (e.g. Butzkamm and Caldwell 2009; Littlewood and Yu 2011). Bilingual instructors, according to Macaro, 2006, report that code-switching is unfortunate and regrettable yet necessary. Hall and Cook (2014) noted that programmes used to train teachers were strongly found to be discouraging own-language use in class.

Briefly, the findings generated from the current study were compared and contrasted with the literature on L1 use among English language teachers. The sample consisted mostly of female, young and novice teachers working mostly in private English schools. They speak mostly Arabic, Turkish and English as their linguistic repertoire.

Table 41. Main Findings and Hypothesis Testing

| Research questions | IV | DV | Test | Result |
|---|---|---|---|---|
| RQ1. Is there association between the teachers' gender, age, qualification, and experience on the one hand and L1 on the other? | Gender, age, qualification, and experience | L1 | Chi-square ANOVA | No significant association |
| RQ2. What are the teachers' viewpoints regarding the use of L1 in the English language schoolroom? | Using L1 in the English classroom | Attitudes | Descriptive | Moderately positive attitudes |
| RQ3. Is L1 use more suitable with low or high levels? Is there a connection between L1 and language proficiency? | Own-language use | Students' proficiency | Chi-square or t-test | Yes |
| RQ4. What is the main perception of L1 use in the teachers' institutions? | Own-language use in institutions | General attitudes | Interview qualitative or thematic analysis | Curriculums and pre-service training are against own language use |
| RQ5. Should the educational materials comprise L1 descriptions? | Teaching materials | Own language use | Interview qualitative or thematic analysis | It is better, but impractical |
| RQ6. How much is the native language supported or opposed within the teacher training? | Teacher training | Own language use | Descriptive | It is unsupported to a larger extent |

# VI.   CONCLUSION

On the whole, the main objective of the present study is to shed light on the current debates of mother tongue or L1 use in the process of teaching and learning. In this regard, the major current and relevant studies have been reviewed.

A mixed method research design has been adopted to investigate the purposes, views and practices of own language use in the teaching of L2. A convenience sampling procedure has been adopted to collect data from 103 teachers through an online survey using Google Forms. A structured interview was used with ten teachers who were sampled through snowball sampling.

- **Summary of the findings**

The results show that female, young, novice teachers with undergraduate degrees working in private schools have positive views of own language use. The materials and the training contain some freedom to allow the use of own language despite the diversity in the different backgrounds. Some teachers and students have different native languages as they come from different countries.

The most strongly agreed upon purposes of L1 use include testing and assessing learners along with giving feedback on written work. The explanation of vocabulary was surprisingly not prominent as one may think, whereas assessment was prominent. The most strongly agreed upon purposes for which learner use their own language include the following: doing translation activities, preparing for tasks and activities in their own language before switching to English and watching videos with subtitles

As to own language use in the classroom, most respondents disagreed with most items. Most teachers (43.7%) strongly agreed that own-language use reduces the opportunities for learners to listen to and understand English. Concerning the views of own-language use in the classroom, most respondents agree that own-language use makes learners less anxious. Moreover, learners can relate new English-language knowledge to their own language knowledge. These are

followed by the fact that learners like to use their own language in class.

There is no statistically significant association between the types of school and own language use. There is also no statistically significant association between the proficiency level of students and own language used.

Sociodemographic variables of age, gender, highest qualification, and proficiency also show different not statistically significant differences as described by the independent samples t-test, ANOVA and chi-square tests.

- **Limitations**

Many were the limitations of the current study. First, the sample size is small and has contained more private school teachers with undergraduate and postgraduate degrees compared to PhD degrees and other specialised degrees like TESOL and CELTA. Second, the linguistic profile of the respondents is diverse as it consists of Arabic and Turkish. Third, both interviews and questionnaires have provided large datasets that are a bit longer.

- **Implications**

Many were the implications that can be drawn based on the findings of the current study. Since there are positive attitudes towards the use of L1 and foreign language teaching and learning. Therefore, it can still be used and systematised in language education and curriculums. Moreover, most respondents reported the use of their own language in assessment as it can reduce the anxiety of the testees. Thus, the test designers should start thinking of different ways to include translation in English tests. If translation is used in teaching and learning, it should obviously be used in assessment as the three are intertwined. With regard to proficiency, there is no significant association between one's own language use and proficiency. Therefore, one's own language should not be used by teachers based on the assumption of proficiency (be it low or high).

- **Recommendations and suggestion for further research**

The current study has shown that own language use is still a hot debatable topic in 2022 after Covid-19. Since this era has been marked by intensive integration of technology. Other studies can investigate the way one's own language use can be used by students in learning online or from their home rather than the classrooms

which are regulated by a set of rules.

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# APPENDICES

**Appendices 1**. Questionnaire

**Appendices 2**.Results

**Appendices 3**.Stacked bar charts

**Appendices 4**. Skewness and kurtosis

**Appendices 5**. Stacked bar charts

**Appendices 6**. Ethics Committee Approval

**Appendices 1**.Questionnaire


Questionnaire

Use of the learners' own language in the English-language classroom in Istanbul


The survey is about the use of the learners' own language in the English language classroom. The survey asks you about your experiences of, and your views about, the use of learners' own language in your teaching. We are interested in finding out what English teachers do (or don't do), the activities they use, and the reasons for this. Participation in this survey is voluntary and your answers are confidential: no individual's answers can be identified. However, if you are willing to be contacted by us for a follow-up interview, please give your contact details at the end of the questionnaire. The survey will take approximately 20 minutes to complete. Thank you for your interest in contributing.

Note: In this survey, the term 'own language' is used in preference to 'first language' (L1), 'native language' or 'mother tongue'. To find out why, visit:

**ABOUT YOUR PROFESSIONAL Context**

1. **Country where you work:**

2. **Type of school/institution you teach English in most often: (tick ONE)**

Private    State    Other (please specify)

3. **Age of learners you teach most often: (tick ONE)**

0–5    6–11    12–17    18–23    24+

4. **English language level of the learners you teach most often: (tick ONE)**

Beginner to Pre-intermediate        Intermediate to Advanced

5. **Number of learners in your classes, on average: (tick ONE)**

1–10    11–20    21–30    31–50 51–100  100+

6. **How would you describe the curriculum in your institution?**

Learners study only English      Learners study English and other academic subjects

**7.      How would you describe your work as an English language teacher?**

I teach English          I use English to teach other academic subjects      Other
        (please specif

**8.      How would you describe the classes you teach?**

Learners share a common own language

Learners do not share a common own language

**9.      If learners in your classes share a common own language, how well can you speak their own language (in your opinion)?**

Beginner   Elementary          Intermediate   Upper-intermediate   Advanced
            Expert or native speaker          Not applicable

**10. Likert scale**

| | SD | D | N | A | SA |
|---|---|---|---|---|---|
| **Own language use purposes** | | | | | |
| Explain vocabulary | | | | | |
| Give instructions | | | | | |
| Explain grammar | | | | | |
| Develop rapport and a good classroom atmosphere | | | | | |
| Correct spoken errors | | | | | |
| Explain when meanings in English are unclear | | | | | |
| Give feedback on written work | | | | | |
| Test and assess learners | | | | | |
| Maintain discipline | | | | | |
| **Reported frequency and functions of learners' own-language use in class** | | | | | |
| Use bilingual dictionaries or word lists | | | | | |
| Compare English grammar to the grammar of their own language | | | | | |
| Watch English-language TV/video with own language subtitles | | | | | |
| Do spoken translation activities | | | | | |
| Do written translation activities | | | | | |
| Prepare for tasks and activities in their own language before switching to English | | | | | |
| **Teachers' view of own language use** | | | | | |
| I try to exclude own-language use | | | | | |
| I allow own-language use only at certain points of a lesson | | | | | |
| English should be the main language used in the classroom | | | | | |
| I feel guilty if languages other than English are used in the | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| classroom | | | | | |
| Own-language use helps learners express their cultural and linguistic identity more easily | | | | | |
| **Positive attitudes towards L1** | | | | | |
| Learners like to use their own language in class | | | | | |
| Conveying meaning through the learners' own language is useful because it saves time | | | | | |
| Own-language use helps learners work together | | | | | |
| Learners can relate new English-language knowledge to their own language knowledge | | | | | |
| Own-language use makes learners less anxious | | | | | |
| Translation is an effective language-learning strategy for many learners | | | | | |
| **Negative attitudes towards L1** | | | | | |
| Own-language use reduces the opportunities for learners to listen to and understand English | | | | | |
| In multilingual classes, own-language use is impractical | | | | | |
| Own-language use reduces the opportunities for learners to speak and practise English | | | | | |
| Own-language use leads to interference (negative transfer) from the learner's own language into English | | | | | |
| Learners prefer English-only classes | | | | | |
| Own-language use stops learners thinking in English | | | | | |
| **Own language use and students levels** | | | | | |
| Own-language use is more appropriate with lower level learners than higher-level learners | | | | | |
| Own-language use is more appropriate with younger learner than with adults and teenagers | | | | | |
| Own-language use is more appropriate with larger classes than with smaller classes | | | | | |
| The amount of own-language use depends on the extent to which the learners' own language is particularly different from English (e.g. uses a different writing system or has a very different grammar) | | | | | |
| Own-language use is more appropriate with classes that share an own language than classes that have a mixed-language background | | | | | |
| Teachers can decide for themselves the balance of English and own-language use in the classroom | | | | | |
| **English only** | | | | | |
| My school/institution expects classes to be taught only in English | | | | | |
| Learners expect classes to be taught only in English | | | | | |
| The government/education ministry expects classes to be taught only in English | | | | | |
| Teachers in my institution feel that classes should be taught only in English | | | | | |
| The teaching materials used include own-language explanations of English | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| The teaching materials used encourage learners to use their own language during classroom activities | | | | | |
| My pre-service teacher training discouraged own-language use in class | | | | | |
| It is common to find discussion of own-language use at professional conferences about ELT | | | | | |
| My in-service teacher training encouraged own-language use in class | | | | | |
| It is rare to find discussion of own-language use in the research and literature surrounding ELT | | | | | |
| There is renewed debate about own-language use within the language teaching literature | | | | | |
| Own-language use stops learners thinking in English | | | | | |
| Own-language use is more appropriate with lower level learners than higher-level learners | | | | | |
| Own-language use is more appropriate with younger learner than with adults and teenagers | | | | | |
| Own-language use is more appropriate with larger classes than with smaller classes | | | | | |
| The amount of own-language use depends on the extent to which the learners' own language is particularly different from English (e.g. uses a different writing system or has a very different grammar) | | | | | |
| Own-language use is more appropriate with classes that share an own language than classes that have a mixed-language background | | | | | |
| Teachers can decide for themselves the balance of English and own-language use in the classroom | | | | | |
| My school/institution expects classes to be taught only in English | | | | | |
| Learners expect classes to be taught only in English | | | | | |
| The government/education ministry expects classes to be taught only in English | | | | | |
| Teachers in my institution feel that classes should be taught only in English | | | | | |
| The teaching materials used include own-language explanations of English | | | | | |
| The teaching materials used encourage learners to use their own language during classroom activities | | | | | |
| My pre-service teacher training discouraged own-language use in class | | | | | |
| It is common to find discussion of own-language use at professional conferences about ELT | | | | | |
| My in-service teacher training encouraged own-language use in class | | | | | |
| It is rare to find discussion of own-language use in the research and literature surrounding ELT | | | | | |
| There is renewed debate about own-language use within the language teaching literature | | | | | |

ABOUT YOU

20.	Years of experience as an English-language teacher: ………….

23.	As a regular part of your job, do you:

0–4   5–9 10–14  15–19  20–24  25+

21.	Highest qualification relevant to ELT: (Tick ONE)

•	Certificate

•	Diploma

•	University undergraduate degree (e.g. Bachelor's/first degree)

•	University postgraduate degree (e.g. Master's/ second degree)

•	Doctorate (PhD)

•	No relevant qualification

•	Other (please specify):

22.	What is your level of English, in your opinion?……………

24.	If you are willing to be contacted by email or Skype for a follow-up interview, add your contact details here:……………

25.	If you would like to receive an e-copy of the final report on this project, add your contact details here: ……………

To what extent do you make use of the learners' own language in the English language classroom?

Alternatively, to what extent do you maintain an 'English-only' classroom?

Do you allow or encourage your learners to use their own language in class?

If so, why and in what kind of ways? And if not, again, why?

The questionnaire is borrowed from Graham Hall and Guy Cook.

https://www.teachingenglish.org.uk/sites/teacheng/files/C448%20Own%20Language%20use%20in%20ELT_A4_FINAL_WEB%20ONLY_0.pdf

**7-	Interview guide**

**1 - Does the use of the mother tongue have a place in English Language teaching?**

………………………………………………………………………………..

**2 - Do you use L1 in your lessons?**

………………………………………………………………………………..


**3 - What are the advantages and disadvantages of using the L1 while teaching?**

………………………………………………………………………………..


**4 - How much do you use your native language in your class?**

………………………………………………………………………………..


**5 - In your opinion, which situation is suitable and/or necessary to use the native language?**

………………………………………………………………………………..


**6 - In your opinion, which situation mustn't contain any use of the native language?**

………………………………………………………………………………..


**7 - Do you think that there is a relationship between the use of L1 in lessons and the student achievement?**

………………………………………………………………………………..


**8 - What are the ways to increase the use of English in the classroom?**

………………………………………………………………………………..

**9 - Would you like to add anything else to this interview?**

………………………………………………………………………………..

The interview questions are borrowed from AYŞE TAŞKIN.


https://etd.lib.metu.edu.tr/upload/12613224/index.pdf

**Appendices 2**.Results

Results

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|
| .946 | .946 | 9 |

Explain vocabulary

Give instructions

Explain grammar

Develop rapport and a good classroom atmosphere

Correct spoken errors

Explain when meanings in English are unclear

Give feedback on written work

Test and assess learners

Maintain discipline

Use bilingual dictionaries or word lists

Compare English grammar to the grammar of their own language

Watch English-language TV/video with own language subtitles

Do spoken translation activities

Do written translation activities

Prepare for tasks and activities in their own language before switching to English

I try to exclude own-language use

I allow own-language use only at certain points of a lesson

English should be the main language used in the classroom

I feel guilty if languages other than English are used in the classroom

Own-language use helps learners express their cultural and linguistic identity more easily

Learners like to use their own language in class

Conveying meaning through the learners' own language is useful because it saves time

Own-language use helps learners work together

Learners can relate new English-language knowledge to their own language knowledge

Own-language use makes learners less anxious

Translation is an effective language-learning strategy for many learners

Own-language use reduces the opportunities for learners to listen to and understand English

In multilingual classes, own-language use is impractical

Own-language use reduces the opportunities for learners to speak and practise English

Own-language use leads to interference (negative transfer) from the learner's own language into English

Learners prefer English-only classes

Own-language use stops learners thinking in English

Own-language use is more appropriate with lower level learners than higher-level learners

Own-language use is more appropriate with younger learner than with adults and teenagers

Own-language use is more appropriate with larger classes than with smaller classes

The amount of own-language use depends on the extent to which the learners' own language is particularly different from English (e.g. uses a different writing system or has a very different grammar)

Own-language use is more appropriate with classes that share an own language than classes that have a mixed-language background

Teachers can decide for themselves the balance of English and own-language use in the classroom

My school/institution expects classes to be taught only in English

Learners expect classes to be taught only in English

The government/education ministry expects classes to be taught only in English

Teachers in my institution feel that classes should be taught only in English

The teaching materials used include own-language explanations of English

The teaching materials used encourage learners to use their own language during classroom activities

My pre-service teacher training discouraged own-language use in class

It is common to find discussion of own-language use at professional conferences about ELT

My in-service teacher training encouraged own-language use in class

It is rare to find discussion of own-language use in the research and literature surrounding ELT

There is renewed debate about own-language use within the language teaching literature

### 8- Reliability

**Table 15.** Reliability Statistics

| Cronbach's Alpha | N of Items |
|---|---|
| .757 | 49 |

## 9- Normality tests

**Table 15.** Tests of Normality

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Explain vocabulary | .213 | 103 | .000 | .873 | 103 | .000 |
| Give instructions | .238 | 103 | .000 | .836 | 103 | .000 |
| Explain grammar | .201 | 103 | .000 | .856 | 103 | .000 |
| Develop rapport and a good classroom atmosphere | .157 | 103 | .000 | .868 | 103 | .000 |
| Correct spoken errors | .213 | 103 | .000 | .832 | 103 | .000 |
| Explain when meanings in English are unclear | .169 | 103 | .000 | .884 | 103 | .000 |
| Give feedback on written work | .226 | 103 | .000 | .813 | 103 | .000 |
| Test and assess learners | .278 | 103 | .000 | .781 | 103 | .000 |
| Maintain discipline | .221 | 103 | .000 | .867 | 103 | .000 |
| Use bilingual dictionaries or word lists | .150 | 103 | .000 | .907 | 103 | .000 |
| Compare English grammar to the grammar of their own language | .163 | 103 | .000 | .900 | 103 | .000 |
| Watch English-language TV/video with own language subtitles | .201 | 103 | .000 | .871 | 103 | .000 |
| Do spoken translation activities | .194 | 103 | .000 | .871 | 103 | .000 |
| Do written translation activities | .258 | 103 | .000 | .835 | 103 | .000 |
| Prepare for tasks and activities in their own language before switching to English | .241 | 103 | .000 | .828 | 103 | .000 |
| I try to exclude own-language use | .245 | 103 | .000 | .819 | 103 | .000 |
| I allow own-language use only at certain points of a lesson | .189 | 103 | .000 | .886 | 103 | .000 |
| English should be the main language used in the classroom | .312 | 103 | .000 | .736 | 103 | .000 |

| | | | | | | |
|---|---|---|---|---|---|---|
| I feel guilty if languages other than English are used in the classroom | .164 | 103 | .000 | .905 | 103 | .000 |
| Own-language use helps learners express their cultural and linguistic identity more easily | .208 | 103 | .000 | .904 | 103 | .000 |
| Learners like to use their own language in class | .162 | 103 | .000 | .894 | 103 | .000 |
| Conveying meaning through the learners' own language is useful because it saves time | .183 | 103 | .000 | .897 | 103 | .000 |
| Own-language use helps learners work together | .198 | 103 | .000 | .895 | 103 | .000 |
| Learners can relate new English-language knowledge to their own language knowledge | .184 | 103 | .000 | .904 | 103 | .000 |
| Own-language use makes learners less anxious | .236 | 103 | .000 | .895 | 103 | .000 |
| Translation is an effective language-learning strategy for many learners | .175 | 103 | .000 | .907 | 103 | .000 |
| Own-language use reduces the opportunities for learners to listen to and understand English | .247 | 103 | .000 | .805 | 103 | .000 |
| In multilingual classes, own-language use is impractical | .207 | 103 | .000 | .864 | 103 | .000 |
| Own-language use reduces the opportunities for learners to speak and practise English | .248 | 103 | .000 | .806 | 103 | .000 |
| Own-language use leads to interference (negative transfer) from the learner's own language into English | .245 | 103 | .000 | .866 | 103 | .000 |
| Learners prefer English-only classes | .167 | 103 | .000 | .910 | 103 | .000 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Own-language use stops learners thinking in English | .237 | 103 | .000 | .834 | 103 | .000 |
| Own-language use is more appropriate with lower level learners than higher-level learners | .212 | 103 | .000 | .859 | 103 | .000 |
| Own-language use is more appropriate with younger learner than with adults and teenagers | .158 | 103 | .000 | .883 | 103 | .000 |
| Own-language use is more appropriate with larger classes than with smaller classes | .193 | 103 | .000 | .869 | 103 | .000 |
| The amount of own-language use depends on the extent to which the learners' own language is particularly different from English (e.g. uses a different writing system or has a very different grammar) | .222 | 103 | .000 | .905 | 103 | .000 |
| Own-language use is more appropriate with classes that share an own language than classes that have a mixed-language background | .148 | 103 | .000 | .905 | 103 | .000 |
| Teachers can decide for themselves the balance of English and own-language use in the classroom | .205 | 103 | .000 | .872 | 103 | .000 |
| My school/institution expects classes to be taught only in English | .202 | 103 | .000 | .850 | 103 | .000 |
| Learners expect classes to be taught only in English | .165 | 103 | .000 | .910 | 103 | .000 |
| The government/education ministry expects classes to be taught only in English | .166 | 103 | .000 | .886 | 103 | .000 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Teachers in my institution feel that classes should be taught only in English | .181 | 103 | .000 | .882 | 103 | .000 |
| The teaching materials used include own-language explanations of English | .259 | 103 | .000 | .822 | 103 | .000 |
| The teaching materials used encourage learners to use their own language during classroom activities | .272 | 103 | .000 | .819 | 103 | .000 |
| My pre-service teacher training discouraged own-language use in class | .194 | 103 | .000 | .868 | 103 | .000 |
| It is common to find discussion of own-language use at professional conferences about ELT | .143 | 103 | .000 | .906 | 103 | .000 |
| My in-service teacher training encouraged own-language use in class | .245 | 103 | .000 | .832 | 103 | .000 |
| It is rare to find discussion of own-language use in the research and literature surrounding ELT | .148 | 103 | .000 | .903 | 103 | .000 |
| There is renewed debate about own-language use within the language teaching literature | .243 | 103 | .000 | .891 | 103 | .000 |

a. Lilliefors Significance Correction

**Appendices 4**. Skewness and kurtosis

Descriptives

| | | | Statistic | Std. Error |
|---|---|---|---|---|
| Explain vocabulary | Mean | | 3.31 | .138 |
| | 95% Confidence Interval for Mean | Lower Bound | 3.04 | |
| | | Upper Bound | 3.58 | |
| | 5% Trimmed Mean | | 3.35 | |
| | Median | | 4.00 | |
| | Variance | | 1.961 | |
| | Std. Deviation | | 1.400 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | -.399 | .238 |
| | Kurtosis | | -1.108 | .472 |
| Give instructions | Mean | | 3.54 | .139 |
| | 95% Confidence Interval for Mean | Lower Bound | 3.27 | |
| | | Upper Bound | 3.82 | |
| | 5% Trimmed Mean | | 3.60 | |
| | Median | | 4.00 | |
| | Variance | | 1.996 | |
| | Std. Deviation | | 1.413 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | -.676 | .238 |
| | Kurtosis | | -.828 | .472 |
| Explain grammar | Mean | | 3.44 | .142 |
| | 95% Confidence Interval for Mean | Lower Bound | 3.16 | |
| | | Upper Bound | 3.72 | |
| | 5% Trimmed Mean | | 3.49 | |
| | Median | | 4.00 | |
| | Variance | | 2.072 | |
| | Std. Deviation | | 1.439 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 3 | |
| | Skewness | | -.384 | .238 |
| | Kurtosis | | -1.217 | .472 |
| Develop rapport and a good classroom atmosphere | Mean | | 3.04 | .147 |
| | 95% Confidence Interval for Mean | Lower Bound | 2.75 | |
| | | Upper Bound | 3.33 | |
| | 5% Trimmed Mean | | 3.04 | |

| | | | | |
|---|---|---|---|---|
| | Median | | 3.00 | |
| | Variance | | 2.234 | |
| | Std. Deviation | | 1.495 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | -.086 | .238 |
| | Kurtosis | | -1.385 | .472 |
| Correct spoken errors | Mean | | 3.55 | .143 |
| | 95% Confidence Interval for Mean | Lower Bound | 3.27 | |
| | | Upper Bound | 3.84 | |
| | 5% Trimmed Mean | | 3.61 | |
| | Median | | 4.00 | |
| | Variance | | 2.093 | |
| | Std. Deviation | | 1.447 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | -.624 | .238 |
| | Kurtosis | | -.960 | .472 |
| Explain when meanings in English are unclear | Mean | | 2.76 | .137 |
| | 95% Confidence Interval for Mean | Lower Bound | 2.49 | |
| | | Upper Bound | 3.03 | |
| | 5% Trimmed Mean | | 2.73 | |
| | Median | | 3.00 | |
| | Variance | | 1.931 | |
| | Std. Deviation | | 1.389 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 3 | |
| | Skewness | | .134 | .238 |
| | Kurtosis | | -1.216 | .472 |
| Give feedback on written work | Mean | | 3.47 | .154 |
| | 95% Confidence Interval for Mean | Lower Bound | 3.16 | |
| | | Upper Bound | 3.77 | |
| | 5% Trimmed Mean | | 3.52 | |
| | Median | | 4.00 | |
| | Variance | | 2.428 | |
| | Std. Deviation | | 1.558 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 3 | |
| | Skewness | | -.499 | .238 |

| | | | | |
|---|---|---|---|---|
| | Kurtosis | | -1.301 | .472 |
| Test and assess learners | Mean | | 3.62 | .154 |
| | 95% Confidence Interval for Mean | Lower Bound | 3.32 | |
| | | Upper Bound | 3.93 | |
| | 5% Trimmed Mean | | 3.69 | |
| | Median | | 4.00 | |
| | Variance | | 2.434 | |
| | Std. Deviation | | 1.560 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 3 | |
| | Skewness | | -.625 | .238 |
| | Kurtosis | | -1.216 | .472 |
| Maintain discipline | Mean | | 3.13 | .143 |
| | 95% Confidence Interval for Mean | Lower Bound | 2.84 | |
| | | Upper Bound | 3.41 | |
| | 5% Trimmed Mean | | 3.14 | |
| | Median | | 3.00 | |
| | Variance | | 2.111 | |
| | Std. Deviation | | 1.453 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | -.244 | .238 |
| | Kurtosis | | -1.341 | .472 |
| Use bilingual dictionaries or word lists | Mean | | 3.18 | .126 |
| | 95% Confidence Interval for Mean | Lower Bound | 2.94 | |
| | | Upper Bound | 3.43 | |
| | 5% Trimmed Mean | | 3.20 | |
| | Median | | 3.00 | |
| | Variance | | 1.623 | |
| | Std. Deviation | | 1.274 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | -.122 | .238 |
| | Kurtosis | | -.966 | .472 |
| Compare English grammar to the grammar of their own language | Mean | | 3.35 | .124 |
| | 95% Confidence Interval for Mean | Lower Bound | 3.10 | |
| | | Upper Bound | 3.60 | |
| | 5% Trimmed Mean | | 3.39 | |
| | Median | | 3.00 | |
| | Variance | | 1.583 | |
| | Std. Deviation | | 1.258 | |

| | | | | |
|---|---|---|---|---|
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | -.239 | .238 |
| | Kurtosis | | -.945 | .472 |
| Watch English-language TV/video with own language subtitles | Mean | | 3.39 | .135 |
| | 95% Confidence Interval for Mean | Lower Bound | 3.12 | |
| | | Upper Bound | 3.66 | |
| | 5% Trimmed Mean | | 3.43 | |
| | Median | | 3.00 | |
| | Variance | | 1.867 | |
| | Std. Deviation | | 1.366 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 3 | |
| | Skewness | | -.196 | .238 |
| | Kurtosis | | -1.227 | .472 |
| Do spoken translation activities | Mean | | 3.45 | .128 |
| | 95% Confidence Interval for Mean | Lower Bound | 3.19 | |
| | | Upper Bound | 3.70 | |
| | 5% Trimmed Mean | | 3.50 | |
| | Median | | 3.00 | |
| | Variance | | 1.701 | |
| | Std. Deviation | | 1.304 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 3 | |
| | Skewness | | -.178 | .238 |
| | Kurtosis | | -1.260 | .472 |
| Do written translation activities | Mean | | 3.74 | .125 |
| | 95% Confidence Interval for Mean | Lower Bound | 3.49 | |
| | | Upper Bound | 3.99 | |
| | 5% Trimmed Mean | | 3.82 | |
| | Median | | 4.00 | |
| | Variance | | 1.607 | |
| | Std. Deviation | | 1.268 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | -.492 | .238 |
| | Kurtosis | | -.973 | .472 |
| Prepare for tasks and activities in their own | Mean | | 3.74 | .129 |
| | 95% Confidence | Lower Bound | 3.48 | |

| | | | | |
|---|---|---|---|---|
| language before switching to English | Interval for Mean | Upper Bound | 3.99 | |
| | 5% Trimmed Mean | | 3.82 | |
| | Median | | 4.00 | |
| | Variance | | 1.705 | |
| | Std. Deviation | | 1.306 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | -.576 | .238 |
| | Kurtosis | | -1.037 | .472 |
| I try to exclude own-language use | Mean | | 2.17 | .127 |
| | 95% Confidence Interval for Mean | Lower Bound | 1.91 | |
| | | Upper Bound | 2.42 | |
| | 5% Trimmed Mean | | 2.07 | |
| | Median | | 2.00 | |
| | Variance | | 1.649 | |
| | Std. Deviation | | 1.284 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | .818 | .238 |
| | Kurtosis | | -.501 | .472 |
| I allow own-language use only at certain points of a lesson | Mean | | 2.74 | .136 |
| | 95% Confidence Interval for Mean | Lower Bound | 2.47 | |
| | | Upper Bound | 3.01 | |
| | 5% Trimmed Mean | | 2.71 | |
| | Median | | 3.00 | |
| | Variance | | 1.901 | |
| | Std. Deviation | | 1.379 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | .234 | .238 |
| | Kurtosis | | -1.212 | .472 |
| English should be the main language used in the classroom | Mean | | 1.92 | .124 |
| | 95% Confidence Interval for Mean | Lower Bound | 1.68 | |
| | | Upper Bound | 2.17 | |
| | 5% Trimmed Mean | | 1.80 | |
| | Median | | 1.00 | |
| | Variance | | 1.582 | |
| | Std. Deviation | | 1.258 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |

| | | | | |
|---|---|---|---|---|
| | Interquartile Range | | 1 | |
| | Skewness | | 1.204 | .238 |
| | Kurtosis | | .210 | .472 |
| I feel guilty if languages other than English are used in the classroom | Mean | | 2.86 | .126 |
| | 95% Confidence Interval for Mean | Lower Bound | 2.61 | |
| | | Upper Bound | 3.11 | |
| | 5% Trimmed Mean | | 2.85 | |
| | Median | | 3.00 | |
| | Variance | | 1.648 | |
| | Std. Deviation | | 1.284 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | .061 | .238 |
| | Kurtosis | | -.968 | .472 |
| Own-language use helps learners express their cultural and linguistic identity more easily | Mean | | 2.63 | .105 |
| | 95% Confidence Interval for Mean | Lower Bound | 2.42 | |
| | | Upper Bound | 2.84 | |
| | 5% Trimmed Mean | | 2.60 | |
| | Median | | 3.00 | |
| | Variance | | 1.137 | |
| | Std. Deviation | | 1.066 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 1 | |
| | Skewness | | .095 | .238 |
| | Kurtosis | | -.562 | .472 |
| Learners like to use their own language in class | Mean | | 3.23 | .132 |
| | 95% Confidence Interval for Mean | Lower Bound | 2.97 | |
| | | Upper Bound | 3.50 | |
| | 5% Trimmed Mean | | 3.26 | |
| | Median | | 3.00 | |
| | Variance | | 1.808 | |
| | Std. Deviation | | 1.345 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | -.239 | .238 |
| | Kurtosis | | -1.055 | .472 |
| Conveying meaning through the learners' own language is useful because it saves time | Mean | | 2.72 | .130 |
| | 95% Confidence Interval for Mean | Lower Bound | 2.46 | |
| | | Upper Bound | 2.98 | |
| | 5% Trimmed Mean | | 2.69 | |
| | Median | | 3.00 | |

|  |  |  |  |  |
|---|---|---|---|---|
|  | Variance |  | 1.734 |  |
|  | Std. Deviation |  | 1.317 |  |
|  | Minimum |  | 1 |  |
|  | Maximum |  | 5 |  |
|  | Range |  | 4 |  |
|  | Interquartile Range |  | 2 |  |
|  | Skewness |  | .248 | .238 |
|  | Kurtosis |  | -1.070 | .472 |
| Own-language use helps learners work together | Mean |  | 3.10 | .125 |
|  | 95% Confidence Interval for Mean | Lower Bound | 2.85 |  |
|  |  | Upper Bound | 3.35 |  |
|  | 5% Trimmed Mean |  | 3.11 |  |
|  | Median |  | 3.00 |  |
|  | Variance |  | 1.618 |  |
|  | Std. Deviation |  | 1.272 |  |
|  | Minimum |  | 1 |  |
|  | Maximum |  | 5 |  |
|  | Range |  | 4 |  |
|  | Interquartile Range |  | 2 |  |
|  | Skewness |  | -.302 | .238 |
|  | Kurtosis |  | -.942 | .472 |
| Learners can relate new English-language knowledge to their own language knowledge | Mean |  | 3.38 | .118 |
|  | 95% Confidence Interval for Mean | Lower Bound | 3.14 |  |
|  |  | Upper Bound | 3.61 |  |
|  | 5% Trimmed Mean |  | 3.42 |  |
|  | Median |  | 3.00 |  |
|  | Variance |  | 1.434 |  |
|  | Std. Deviation |  | 1.197 |  |
|  | Minimum |  | 1 |  |
|  | Maximum |  | 5 |  |
|  | Range |  | 4 |  |
|  | Interquartile Range |  | 1 |  |
|  | Skewness |  | -.319 | .238 |
|  | Kurtosis |  | -.743 | .472 |
| Own-language use makes learners less anxious | Mean |  | 3.47 | .111 |
|  | 95% Confidence Interval for Mean | Lower Bound | 3.25 |  |
|  |  | Upper Bound | 3.69 |  |
|  | 5% Trimmed Mean |  | 3.52 |  |
|  | Median |  | 4.00 |  |
|  | Variance |  | 1.271 |  |
|  | Std. Deviation |  | 1.127 |  |
|  | Minimum |  | 1 |  |
|  | Maximum |  | 5 |  |
|  | Range |  | 4 |  |
|  | Interquartile Range |  | 1 |  |
|  | Skewness |  | -.416 | .238 |
|  | Kurtosis |  | -.661 | .472 |

| Translation is an effective language-learning strategy for many learners | Mean | | 2.85 | .126 |
|---|---|---|---|---|
| | 95% Confidence Interval for Mean | Lower Bound | 2.60 | |
| | | Upper Bound | 3.10 | |
| | 5% Trimmed Mean | | 2.84 | |
| | Median | | 3.00 | |
| | Variance | | 1.635 | |
| | Std. Deviation | | 1.279 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | .106 | .238 |
| | Kurtosis | | -1.066 | .472 |
| Own-language use reduces the opportunities for learners to listen to and understand English | Mean | | 3.87 | .126 |
| | 95% Confidence Interval for Mean | Lower Bound | 3.62 | |
| | | Upper Bound | 4.12 | |
| | 5% Trimmed Mean | | 3.97 | |
| | Median | | 4.00 | |
| | Variance | | 1.641 | |
| | Std. Deviation | | 1.281 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | -.958 | .238 |
| | Kurtosis | | -.111 | .472 |
| In multilingual classes, own-language use is impractical | Mean | | 3.67 | .122 |
| | 95% Confidence Interval for Mean | Lower Bound | 3.43 | |
| | | Upper Bound | 3.91 | |
| | 5% Trimmed Mean | | 3.74 | |
| | Median | | 4.00 | |
| | Variance | | 1.537 | |
| | Std. Deviation | | 1.240 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | -.667 | .238 |
| | Kurtosis | | -.482 | .472 |
| Own-language use reduces the opportunities for learners to speak and practise English | Mean | | 3.97 | .114 |
| | 95% Confidence Interval for Mean | Lower Bound | 3.74 | |
| | | Upper Bound | 4.20 | |
| | 5% Trimmed Mean | | 4.08 | |
| | Median | | 4.00 | |
| | Variance | | 1.342 | |
| | Std. Deviation | | 1.159 | |
| | Minimum | | 1 | |

| | | | | |
|---|---|---|---|---|
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | -1.061 | .238 |
| | Kurtosis | | .286 | .472 |
| Own-language use leads to interference (negative transfer) from the learner's own language into English | Mean | | 3.77 | .107 |
| | 95% Confidence Interval for Mean | Lower Bound | 3.55 | |
| | | Upper Bound | 3.98 | |
| | 5% Trimmed Mean | | 3.84 | |
| | Median | | 4.00 | |
| | Variance | | 1.180 | |
| | Std. Deviation | | 1.086 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | -.737 | .238 |
| | Kurtosis | | -.058 | .472 |
| Learners prefer English-only classes | Mean | | 3.25 | .120 |
| | 95% Confidence Interval for Mean | Lower Bound | 3.01 | |
| | | Upper Bound | 3.49 | |
| | 5% Trimmed Mean | | 3.28 | |
| | Median | | 3.00 | |
| | Variance | | 1.485 | |
| | Std. Deviation | | 1.218 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | -.168 | .238 |
| | Kurtosis | | -.891 | .472 |
| Own-language use stops learners thinking in English | Mean | | 3.83 | .120 |
| | 95% Confidence Interval for Mean | Lower Bound | 3.59 | |
| | | Upper Bound | 4.06 | |
| | 5% Trimmed Mean | | 3.92 | |
| | Median | | 4.00 | |
| | Variance | | 1.479 | |
| | Std. Deviation | | 1.216 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | -.791 | .238 |
| | Kurtosis | | -.453 | .472 |
| Own-language use is more appropriate with lower level learners | Mean | | 2.95 | .148 |
| | 95% Confidence Interval for Mean | Lower Bound | 2.66 | |
| | | Upper Bound | 3.25 | |

| | | | | |
|---|---|---|---|---|
| than higher-level learners | 5% Trimmed Mean | | 2.95 | |
| | Median | | 3.00 | |
| | Variance | | 2.262 | |
| | Std. Deviation | | 1.504 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | .137 | .238 |
| | Kurtosis | | -1.463 | .472 |
| Own-language use is more appropriate with younger learner than with adults and teenagers | Mean | | 3.22 | .139 |
| | 95% Confidence Interval for Mean | Lower Bound | 2.95 | |
| | | Upper Bound | 3.50 | |
| | 5% Trimmed Mean | | 3.25 | |
| | Median | | 3.00 | |
| | Variance | | 1.999 | |
| | Std. Deviation | | 1.414 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 3 | |
| | Skewness | | -.172 | .238 |
| | Kurtosis | | -1.249 | .472 |
| Own-language use is more appropriate with larger classes than with smaller classes | Mean | | 3.57 | .128 |
| | 95% Confidence Interval for Mean | Lower Bound | 3.32 | |
| | | Upper Bound | 3.83 | |
| | 5% Trimmed Mean | | 3.64 | |
| | Median | | 4.00 | |
| | Variance | | 1.698 | |
| | Std. Deviation | | 1.303 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | -.488 | .238 |
| | Kurtosis | | -.860 | .472 |
| The amount of own-language use depends on the extent to which the learners' own language is particularly different from English (e.g. uses a different writing system or has a very different grammar) | Mean | | 3.19 | .106 |
| | 95% Confidence Interval for Mean | Lower Bound | 2.98 | |
| | | Upper Bound | 3.40 | |
| | 5% Trimmed Mean | | 3.21 | |
| | Median | | 3.00 | |
| | Variance | | 1.158 | |
| | Std. Deviation | | 1.076 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |

| | | | | |
|---|---|---|---|---|
| | Skewness | | .084 | .238 |
| | Kurtosis | | -.555 | .472 |
| Own-language use is more appropriate with classes that share an own language than classes that have a mixed-language background | Mean | | 2.96 | .129 |
| | 95% Confidence Interval for Mean | Lower Bound | 2.70 | |
| | | Upper Bound | 3.22 | |
| | 5% Trimmed Mean | | 2.96 | |
| | Median | | 3.00 | |
| | Variance | | 1.724 | |
| | Std. Deviation | | 1.313 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | .073 | .238 |
| | Kurtosis | | -1.044 | .472 |
| Teachers can decide for themselves the balance of English and own-language use in the classroom | Mean | | 2.48 | .129 |
| | 95% Confidence Interval for Mean | Lower Bound | 2.22 | |
| | | Upper Bound | 2.73 | |
| | 5% Trimmed Mean | | 2.42 | |
| | Median | | 2.00 | |
| | Variance | | 1.722 | |
| | Std. Deviation | | 1.312 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | .545 | .238 |
| | Kurtosis | | -.788 | .472 |
| My school/institution expects classes to be taught only in English | Mean | | 2.42 | .136 |
| | 95% Confidence Interval for Mean | Lower Bound | 2.15 | |
| | | Upper Bound | 2.69 | |
| | 5% Trimmed Mean | | 2.35 | |
| | Median | | 2.00 | |
| | Variance | | 1.893 | |
| | Std. Deviation | | 1.376 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | .590 | .238 |
| | Kurtosis | | -.892 | .472 |
| Learners expect classes to be taught only in English | Mean | | 2.86 | .123 |
| | 95% Confidence Interval for Mean | Lower Bound | 2.62 | |
| | | Upper Bound | 3.11 | |
| | 5% Trimmed Mean | | 2.85 | |
| | Median | | 3.00 | |
| | Variance | | 1.550 | |

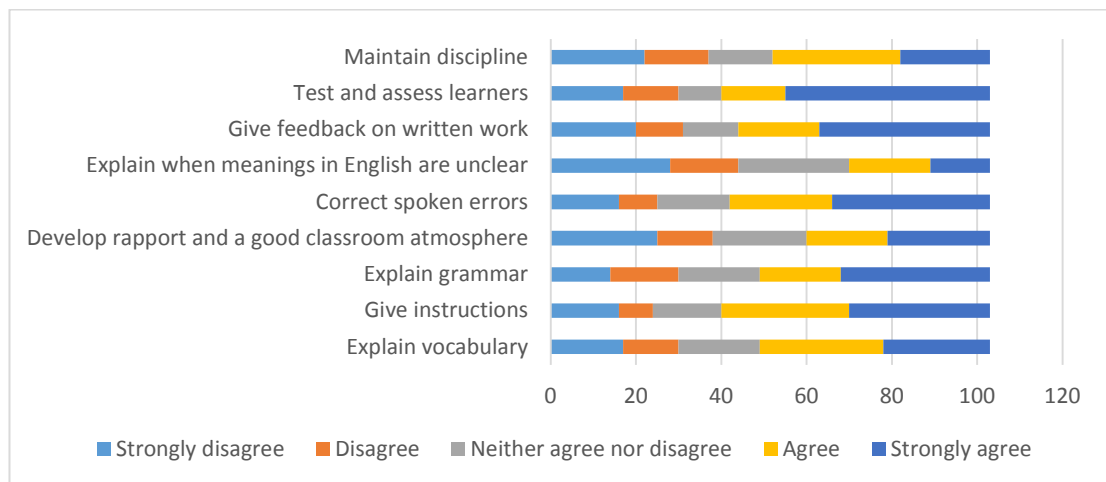| | | | | |
|---|---|---|---|---|
| | Std. Deviation | | 1.245 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | .076 | .238 |
| | Kurtosis | | -.881 | .472 |
| The government/education ministry expects classes to be taught only in English | Mean | | 3.08 | .139 |
| | 95% Confidence Interval for Mean | Lower Bound | 2.80 | |
| | | Upper Bound | 3.35 | |
| | 5% Trimmed Mean | | 3.09 | |
| | Median | | 3.00 | |
| | Variance | | 1.994 | |
| | Std. Deviation | | 1.412 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | .009 | .238 |
| | Kurtosis | | -1.291 | .472 |
| Teachers in my institution feel that classes should be taught only in English | Mean | | 2.62 | .134 |
| | 95% Confidence Interval for Mean | Lower Bound | 2.36 | |
| | | Upper Bound | 2.89 | |
| | 5% Trimmed Mean | | 2.58 | |
| | Median | | 2.00 | |
| | Variance | | 1.845 | |
| | Std. Deviation | | 1.358 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 3 | |
| | Skewness | | .361 | .238 |
| | Kurtosis | | -1.051 | .472 |
| The teaching materials used include own-language explanations of English | Mean | | 3.61 | .142 |
| | 95% Confidence Interval for Mean | Lower Bound | 3.33 | |
| | | Upper Bound | 3.89 | |
| | 5% Trimmed Mean | | 3.68 | |
| | Median | | 4.00 | |
| | Variance | | 2.083 | |
| | Std. Deviation | | 1.443 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 3 | |
| | Skewness | | -.507 | .238 |
| | Kurtosis | | -1.191 | .472 |
| The teaching | Mean | | 3.72 | .135 |

| materials used encourage learners to use their own language during classroom activities | 95% Confidence Interval for Mean | Lower Bound | 3.45 | |
|---|---|---|---|---|
| | | Upper Bound | 3.99 | |
| | 5% Trimmed Mean | | 3.80 | |
| | Median | | 4.00 | |
| | Variance | | 1.871 | |
| | Std. Deviation | | 1.368 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | -.576 | .238 |
| | Kurtosis | | -1.018 | .472 |
| My pre-service teacher training discouraged own-language use in class | Mean | | 2.46 | .131 |
| | 95% Confidence Interval for Mean | Lower Bound | 2.20 | |
| | | Upper Bound | 2.72 | |
| | 5% Trimmed Mean | | 2.40 | |
| | Median | | 2.00 | |
| | Variance | | 1.760 | |
| | Std. Deviation | | 1.327 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | .468 | .238 |
| | Kurtosis | | -.914 | .472 |
| It is common to find discussion of own-language use at professional conferences about ELT | Mean | | 2.96 | .129 |
| | 95% Confidence Interval for Mean | Lower Bound | 2.70 | |
| | | Upper Bound | 3.22 | |
| | 5% Trimmed Mean | | 2.96 | |
| | Median | | 3.00 | |
| | Variance | | 1.724 | |
| | Std. Deviation | | 1.313 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | .020 | .238 |
| | Kurtosis | | -1.050 | .472 |
| My in-service teacher training encouraged own-language use in class | Mean | | 3.86 | .119 |
| | 95% Confidence Interval for Mean | Lower Bound | 3.63 | |
| | | Upper Bound | 4.10 | |
| | 5% Trimmed Mean | | 3.96 | |
| | Median | | 4.00 | |
| | Variance | | 1.452 | |
| | Std. Deviation | | 1.205 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |

| | | | | |
|---|---|---|---|---|
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | -.762 | .238 |
| | Kurtosis | | -.422 | .472 |
| It is rare to find discussion of own-language use in the research and literature surrounding ELT | Mean | | 2.98 | .131 |
| | 95% Confidence Interval for Mean | Lower Bound | 2.72 | |
| | | Upper Bound | 3.24 | |
| | 5% Trimmed Mean | | 2.98 | |
| | Median | | 3.00 | |
| | Variance | | 1.764 | |
| | Std. Deviation | | 1.328 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 2 | |
| | Skewness | | -.041 | .238 |
| | Kurtosis | | -1.090 | .472 |
| There is renewed debate about own-language use within the language teaching literature | Mean | | 2.88 | .106 |
| | 95% Confidence Interval for Mean | Lower Bound | 2.67 | |
| | | Upper Bound | 3.09 | |
| | 5% Trimmed Mean | | 2.87 | |
| | Median | | 3.00 | |
| | Variance | | 1.163 | |
| | Std. Deviation | | 1.078 | |
| | Minimum | | 1 | |
| | Maximum | | 5 | |
| | Range | | 4 | |
| | Interquartile Range | | 1 | |
| | Skewness | | .284 | .238 |
| | Kurtosis | | -.176 | .472 |

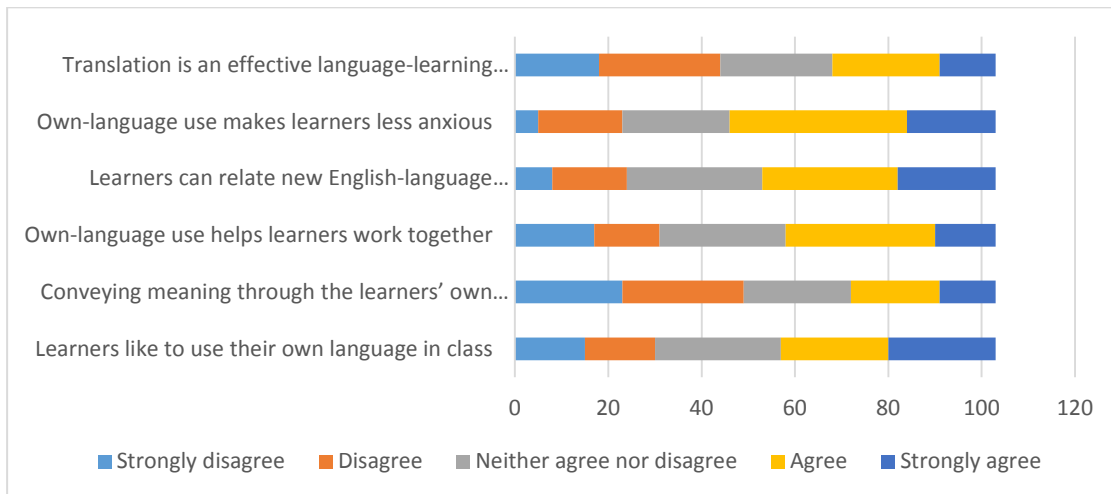**Figure 1.** Purposes of own language
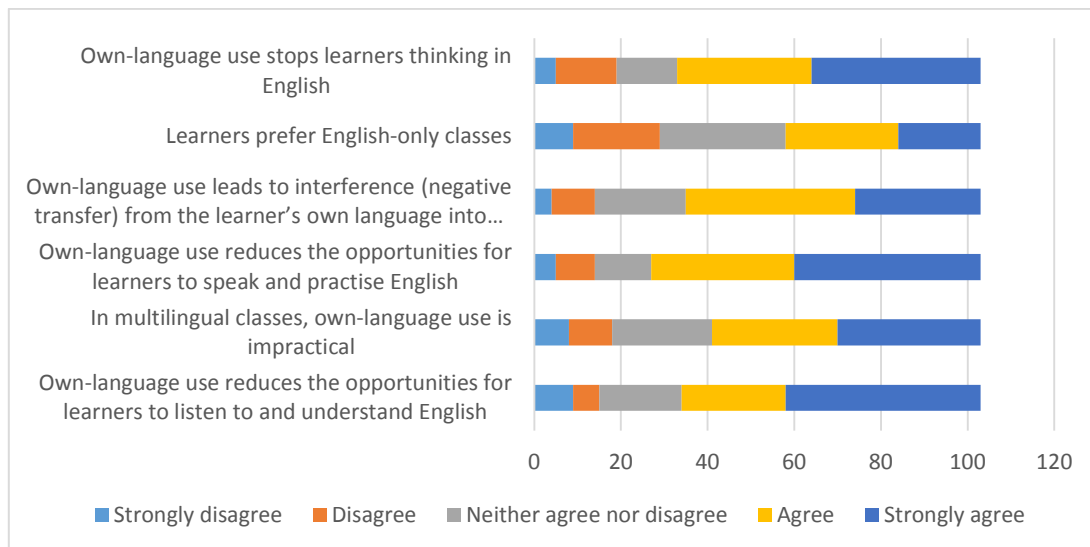


**Figure 2.** L1 practices
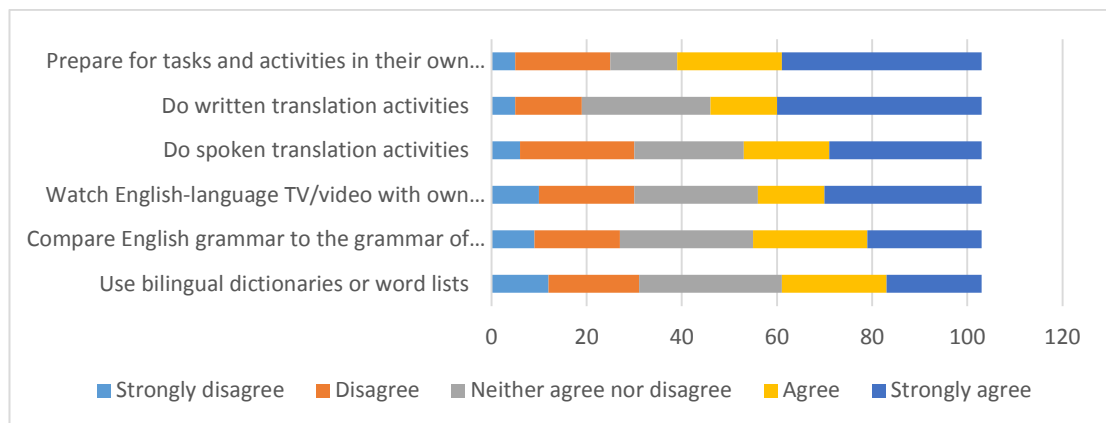


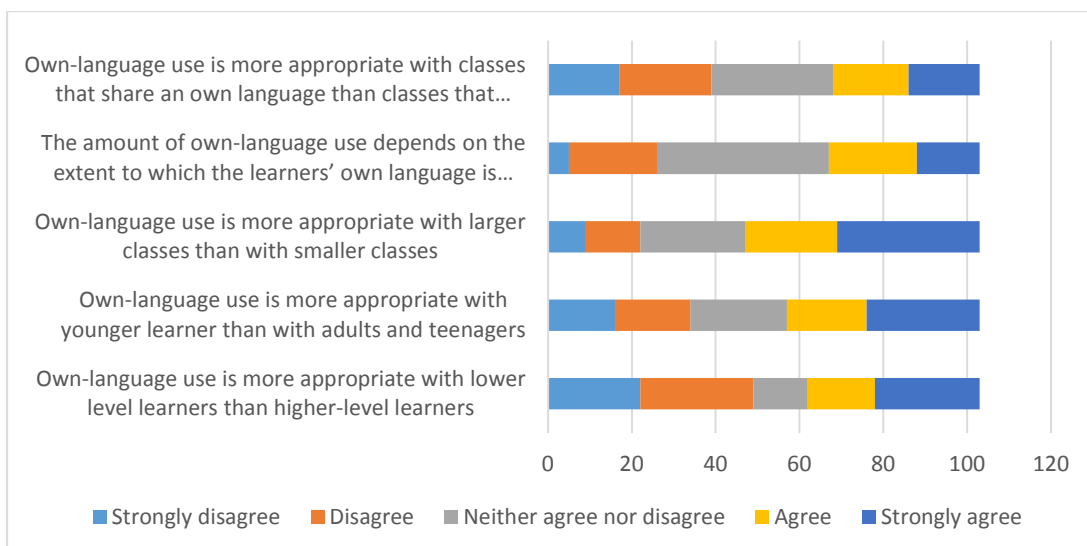**Figure 3.** Teachers' views of own language
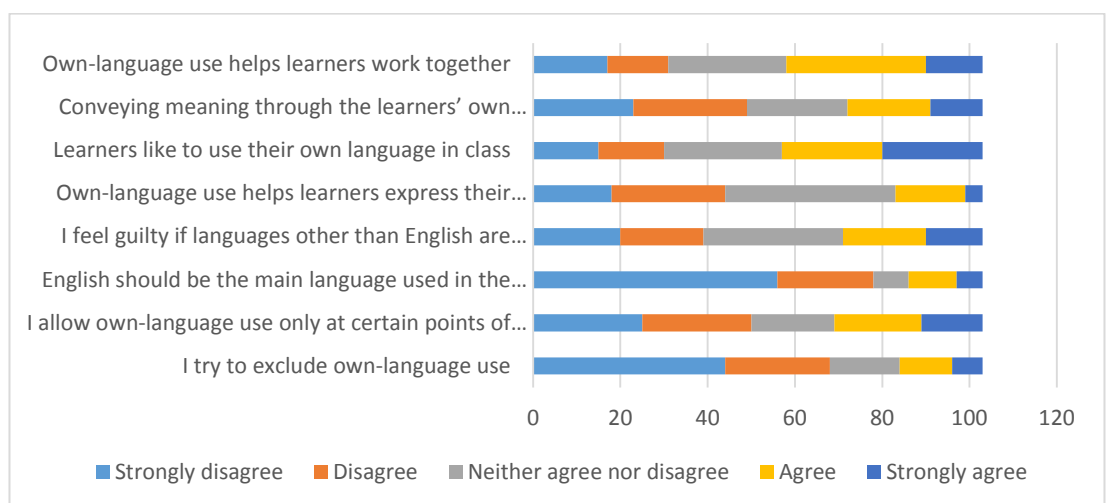
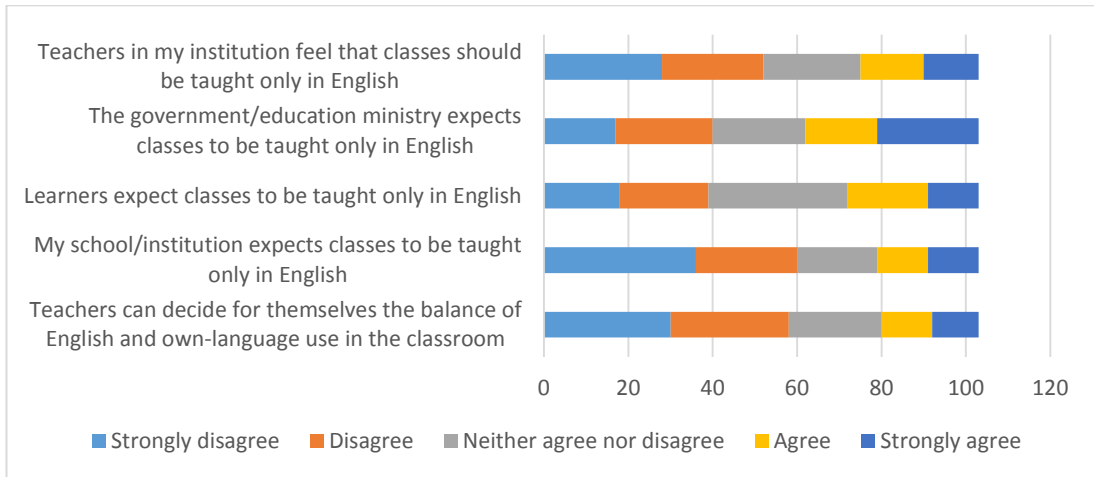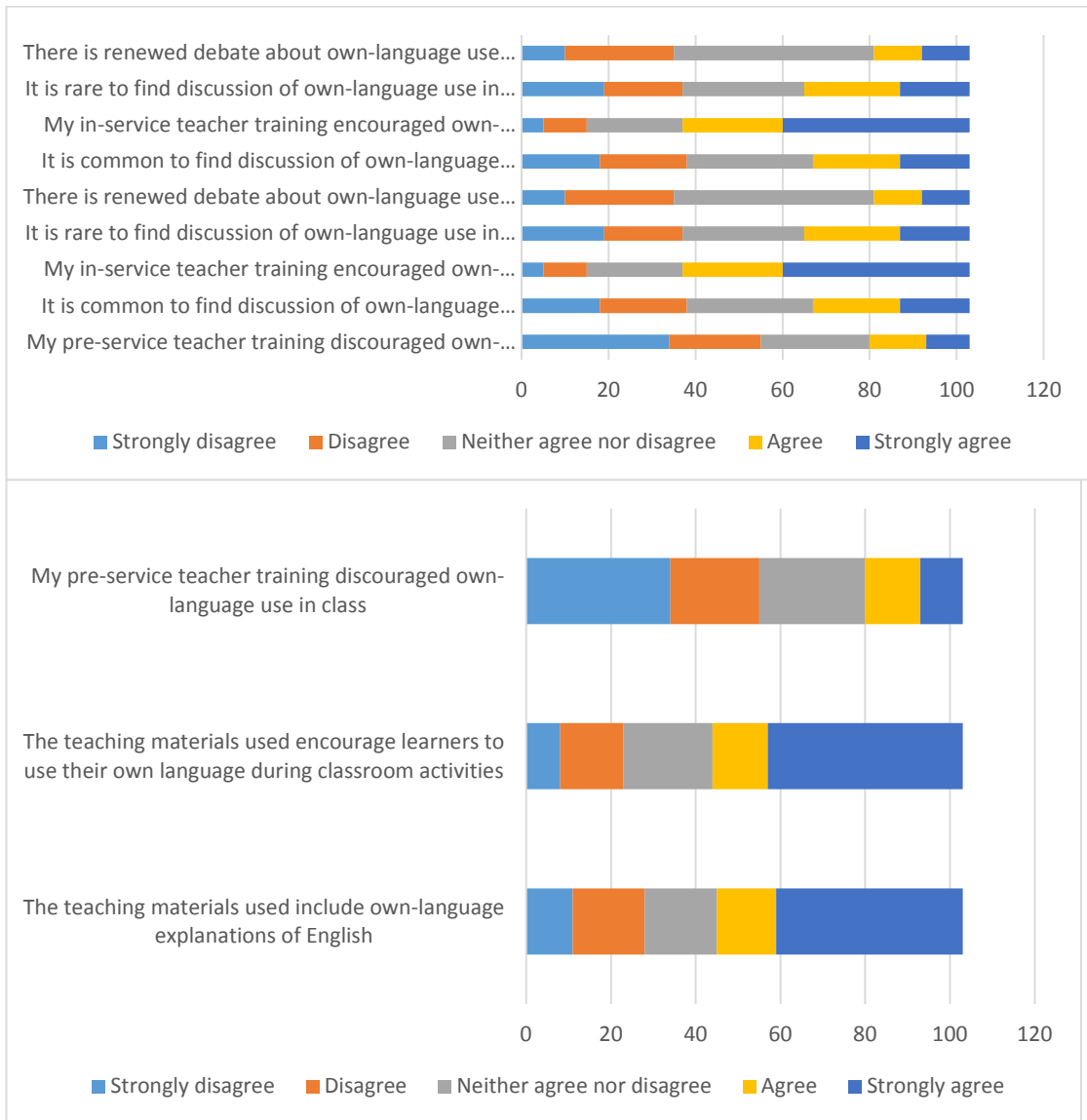**Figure 4.** Positive sides of L1



**Figure 5.** Negative sides of L1



**Figure 6.** L1 appropriateness

**Figure 7.** L1 use: Key stakeholders



**Figure 8.** Training and L1 use



**Figure 9.** ELT materials
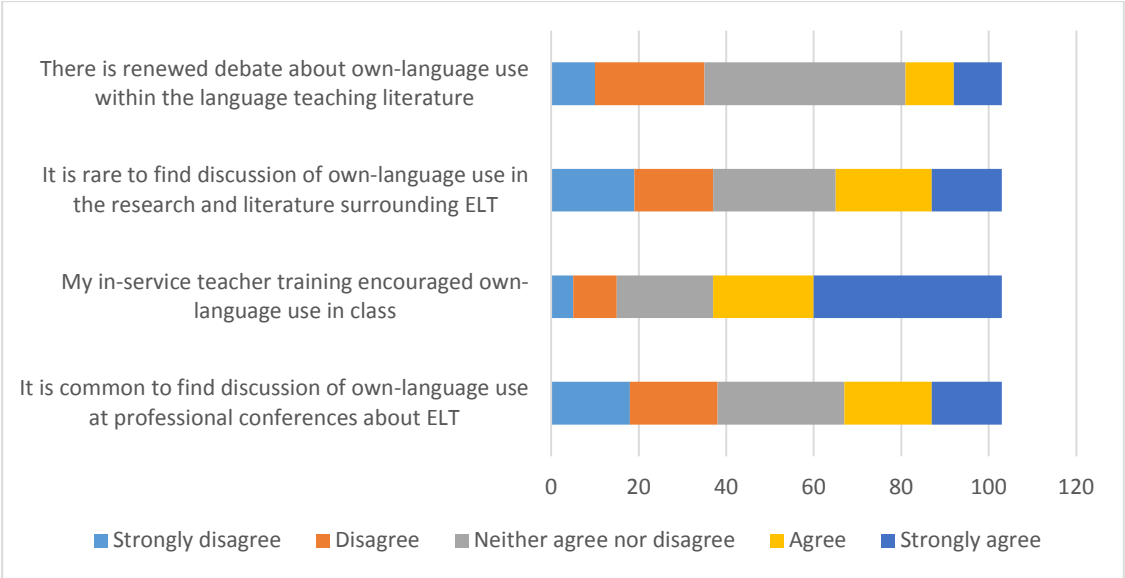
There is renewed debate about own-language use within the language teaching literature

It is rare to find discussion of own-language use in the research and literature surrounding ELT

My in-service teacher training encouraged own-language use in class

It is common to find discussion of own-language use at professional conferences about ELT

■ Strongly disagree ■ Disagree ■ Neither agree nor disagree ■ Agree ■ Strongly agree

## **Appendices 6**. Ethics Committee Approval

T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Müdürlüğü

Sayı : E-88083623-020-25788                           01.10.2021
Konu : Etik Onayı Hk.

Sayın MAHER ABOU ALBOURGOL

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# RESUME

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**Education:**

2011-2017 DAMASCUS University - B.A. - English Language and Literature Department

2020-2022 İstanbul Aydın University - M.A. - English Language Teaching Department

**Work Experience:**

2014-2017 Syrian Arab News Agency (SANA) - Journalist

2017-2022 English Time / Language School (Istanbul) - English Teacher

2022-…. –Istanbul Aydın University - English Preparatory School - Lecturer

**Languages:**

-Arabic: Native

-English: Proficient

-Turkish: Upper-Intermediate

-German: Intermediate

**Skills:**

-Communication, Teamwork, Problem Solving, Flexibility, Creativity

- Computer skills ( Microsoft Office ) and others