

REPUCLIC OF TURKEY
ÇAĞ UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

WHAT ARE THE STUDENTS' PERCEPTIONS ABOUT
ENGLISH LANGUAGE LEARNING

THESIS BY

Necattin SARCAN

SUPERVISOR

Assist. Prof. Dr. Erol KAHRAMAN

MASTER OF ARTS

MERSİN, DECEMBER 2014

REPUCLIC OF TURKEY

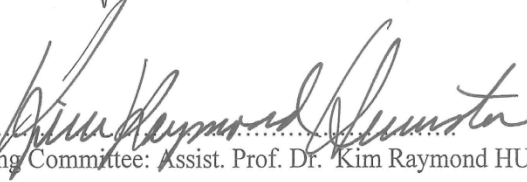
ÇAĞ UNIVERSITY

DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

We certify that thesis under the title of “WHAT ARE THE STUDENTS’ PERCEPTIONS ABOUT ENGLISH LANGUAGE LEARNING” is satisfactory for the award of the degree of **Master of Arts** in the Department **English Language Teaching**.



.....
Supervisor-Head of Examining Committee: Assist. Prof. Dr. Erol KAHRAMAN

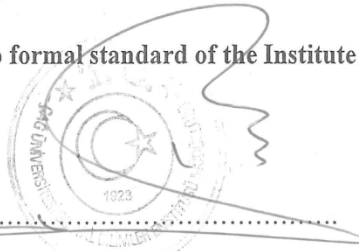


.....
Member of Examining Committee: Assist. Prof. Dr. Kim Raymond HUMISTON



.....
Member of Examining Committee: Assist. Prof. Dr. Hülya YUMRU

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



08/12/2014

Assist. Prof. Dr. Murat KOÇ
Director of Institute of Social Sciences

Note: The uncited of the reports, charts, figures and photographs in the thesis, whether original or quoted for mother sources is subject to the Law of Works of Arts and thought. NO:5846.

ACKNOWLEDGEMENTS

First of all and foremost, I would like to offer my gratitude to my supervisor, Assist. Prof. Dr. Erol KAHRAMAN. This work would not have been completed without his invaluable support and constructive feedback. He gave me the courage and strength that I needed during the hard times I went through.

I would like to offer my special thanks to Assist. Prof. Dr. Hülya YUMRU and Assist. Prof. Dr. Kim Raymond HUMISTON for being in the jury and allocating their precious time.

Advice given by Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ was of great value in organizing my work.

I would like to thank Mehmet Emin ERDEMOĞLU, my father-in-law, retired teacher of English language, for his assistance with proofreading of this study.

I would like to express my great appreciation to Dr. Işıl Günseli KAÇAR, Assoc. Prof. Dr. Çiler HATİPOĞLU, Prof. Dr. Gölge SEFEROĞLU, Prof. Dr. Kurt Wolf KÖNİG, Assoc. Prof. Dr. Nurten BİRLİK, Assoc. Prof. Dr. Çiğdem SAĞIN ŞİMŞEK and Assist. Prof. Dr. Perihan SAVAŞ. Their teachings, understanding and full support during my BA showed me the path to the success of completing this work.

I owe a debt of thanks to my mother Ubeyde SARCAN and my father Hacı SARCAN. They have been my source of energy. This work is in some manner a dedication to their effort they made over the years for growing me up to these days.

Finally, I want to express my deep sense of gratitude to my wife, K. Aydan SARCAN. She always encouraged me to finish my research. This work would have never been completed without her brilliant comments and suggestions.

08.12.2014

Necattin SARCAN

ÖZET

ÖĞRENCİLERİN İNGİLİZCE DİLİ ÖĞRENİMİ HAKKINDAKİ ALGILARI NELERDİR

Necattin SARCAN

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Yrd. Doç. Dr. Erol KAHRAMAN

Aralık 2014, 47 sayfa

Günümüzde, öğrencilerin ana dillerinin yabancı dil sınıflarında kullanılması tartışmasının yabancı dil öğretiminden ortaya çıktığı kabul edilmektedir. Uzun zamandan beri, bu konuda çelişkili görüşler bulunmaktadır. Tek dillilik yaklaşımı, hedef dilin iletişimde tek araç olması gerektiğini öne sürer. Diğer yandan, çift dillilik yaklaşımı, ana dilin uygun bir şekilde kullanılmasının yabancı dil ediniminde önemli bir rol oynayabileceğini savunur. Tüm bu yaklaşımlar göz önünde bulundurulduğunda, öğrencilerin konu hakkındaki görüşleri ne yöndedir?

Bu araştırma, yukarıda bahsedilen konuda, Muş Alparslan Üniversitesi Bilgisayar Mühendisliği Bölümü İngilizce Hazırlık Sınıfı öğrencileri açısından problemleri belirlemek ve bunlara çözümler bulmak amacıyla yürütülmüştür.

Bu çalışmada, yabancı dil sınıflarında, gerektiğinde, zamanın belli bir kısmının; öğrencilerin anlamadığı sofistike kavramların açıklanması, öğrencilerin belirli sorular sorması, belirli becerilerin pratiğinin yapılması, ana dil ve hedef dil arasındaki belirsizliklerin kaldırılması için kullanılabileceği tartışılmaktadır.

Anahtar Sözcükler: Anadil, Yabancı Dil Öğrenimi, Tek Dillilik, Çift Dillilik, İngiliz Dili

ABSTRACT

WHAT ARE THE STUDENTS' PERCEPTIONS ABOUT ENGLISH LANGUAGE LEARNING

Necattin SARCAN

Master of Arts Thesis, Department of English Language Teaching

Thesis Advisor: Assist. Prof. Dr. Erol KAHRAMAN

December 2014, 47 pages

Today, it is admitted that the discussion on using students' first language (L1) in the foreign language classes derive from the teaching of a second language (L2). There have always been contradicting views for a long time. The monolingual approach suggests that the target language should be the unique means of communication, implying that the prohibition of the L1 to be the best way of maximizing L2 acquisition. Meanwhile, the bilingual approach suggests that appropriate use of L1 can play a significant role in successful L2 acquisition. Keeping all these approaches in mind, what do the learners think about the issue?

To investigate, this paper is prepared to explore the problem and find solutions for beginner students in Computer Engineering Department English Preparatory Class at Muş Alparslan University.

In this paper, it is argued that in the foreign language classrooms as and when requires, certain amount of time can be allocated for the use of mother tongue to enable students ask certain questions, to clarify and verify what the sophisticated concepts in which the students are stuck in L2 and are unable to move further, to practice certain skills, to remove uncertainties between L1 and L2. In various stages of foreign language learning process, the use of native language in the language classrooms may be more appropriate and beneficial if it is controlled and referred when and/ or where necessary.

Key Words: Mother Tongue, Foreign Language Learning, Monolingualism, Bilingualism,
English Language

ABBREVIATIONS

MSU	: Muş Alparslan University
L1	: First Language
L2	: Second Language
SPSS	: Statistical Package for Social Sciences
ELT	: English Language Teaching

LIST OF TABLES

Table 1: Gender.....	11
Table 2: Age.....	11
Table 3: How often your teacher uses Turkish in English classrooms.....	12
Table 4: How often Turkish should be used in English classrooms.....	12
Table 5: I think using Turkish in English classroom makes courses more effective.....	13
Table 6: I think using Turkish in English classroom aids me for comprehension.....	14
Table 7: I think using Turkish in English classroom is less time consuming.....	14
Table 8: I think using Turkish in English classroom helps me feel more comfortable.....	15
Table 9: I think using Turkish in English classroom makes lesson more interactive.....	15
Table 10: I think using Turkish in English classrooms makes lesson funnier.....	16
Table 11: I think using Turkish in English classrooms help increase my attention to lesson.....	16
Table 12: I think using Turkish in English classrooms raise interaction between students and Teacher.....	17
Table 13: I think using Turkish in English classrooms can help raise motivation of students.....	17
Table 14: I think using Turkish in English classrooms change students' attitudes toward English courses positively.....	18
Table 15: I think Turkish should be used to explain complex grammar points.....	19
Table 16: I think Turkish should be used to define new vocabulary.....	20
Table 17: I think Turkish should be used to explain difficult concepts.....	20
Table 18: I think Turkish should be used to practice the use of new expressions or phrases.....	21
Table 19: I think Turkish should be used to help us feel comfortable and confident.....	21
Table 20: I think Turkish should be used to give instructions.....	22
Table 21: I think Turkish should be used to help us learn more effectively.....	22
Table 22: I think Turkish should be used to joke.....	23
Table 23: I think Turkish should be used to test.....	23
Table 24: I think Turkish should be used to check comprehension.....	24
Table 25: How you feel when Turkish used in English classroom.....	25

TABLE OF CONTENTS

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

CHAPTER I

1. INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Statement of Problem.....	1
1.3. Purpose of the Study.....	1
1.4. Significance of the Study.....	2
1.5. Research Questions.....	3
1.6. Limitations to the Study.....	3

CHAPTER II

2. LITERATURE REVIEW.....	4
2.1. A Brief History of the Issue: Using L1 in L2 classes	4
2.2. Some significant supporters of L1 usage in L2 classes	5

CHAPTER III

3. METHODOLOGY.....	8
3.1. Research Questions and Hypotheses	8
3.2. Participants.....	9
3.3. Data Collection Tools	9
3.4. Design and Procedure.....	10

CHAPTER IV

4. RESULTS	11
4.1. Questionnaires	11
4.1.1. Why Turkish should be used in English classrooms	13
4.1.2. When Turkish should be used in English classrooms.....	19
4.1.3. How you feel when Turkish used in English classroom	25
4.2. Interviews	26

CHAPTER V

5. DISCUSSION.....	28
---------------------------	-----------

CHAPTER VI

6. CONCLUSION	30
7. REFERENCES	31
8. APPENDICES.....	33
8.1. Appendix A: Native language usage in English classrooms.....	33
9. CURRICULUM VITAE.....	38

CHAPTER I

1. INTRODUCTION

1.1. Background of the Study

The common practice in language classrooms has been the rejection of learners' L1 as a negative force which will slow down their progress by interfering with L2 acquisition (Shimizu, 2006). Instructors have been advised to conduct their classes in the target language to minimize this negative effect (Krashen, 1982). According to the views of Cook (2001), L1 can be successfully used to maintain discipline or to provide instruction for certain activities. Even though there exist reasonable pedagogical implications for two opposite views; as of yet, from a scientific perspective, there is not much evidence available in support of the total banishment of the use of L1 (Shimizu, 2006).

1.2. Statement of Problem

A good number of teachers feel, partly based on their experiences as learners of a second language, that the mother tongue has an active and beneficial role to play in instructed second language acquisition/learning. And yet, there seems to be a generalized feeling of guilt that we are acting counter to the principles of good teaching when we use the learners' mother tongue as a tool to facilitate learning.

1.3. Purpose of the Study

As stated above, using the native language in English classes becomes more popular; however, many teachers are suspicious about its advantages, being considered whether it might slow down the acquisition. Also, there has been very little research done on what use of L1 is actually made in practice in the classroom and what the perceptions are of students, teachers and teacher educators on this subject. Researchers should give the issue its due. As Atkinson indicates "Although the mother tongue is not a suitable basis for a methodology, it has, at all levels, a variety of roles to play which are at present, consistently undervalued". (Atkinson, 1987, p247)

In this paper, the aim is to clarify the contradictory issue among the beginner students whose level is not so high to comprehend the teacher's L2 and follow the lesson properly: the usage of L1 in English Preparatory Class and its necessity of it about the comprehensibility and efficiency of lessons. This is more problematic issue for beginner learners rather than elementary or intermediate levels as there has been almost a consensus about the disadvantages of using L1. In the light of the researches done until now firstly, the literature on language teaching and the use of L1 will be reviewed; secondly, there will be an investigation conducted on MSU Computer Engineering Department English Preparatory Class beginner students' perspectives; thirdly, the rationale for the use of L1 will be discussed.

1.4. Significance of the Study

The amount of L1 use and how it is employed should vary with classroom environment. The L1 provides scaffolding that should be gradually dismantled as the students' progress. Not enough and affective filters may be raised, too much and progress is slowed. The L2 should be used as much as possible. Maximizing L2 use should be the goal in every classroom. The primary role of the students' L1 in the language classroom is lowering affective filters. This is done through comprehension, not only of the L2, but of the procedures that take place in the classroom. Regardless of the subject being studied, the classroom can be an intimidating place, even for adults. It can take some time to become accustomed to new surroundings, faces, classroom procedures, and educational approaches. Also, the exclusive use of an L2 in the class, and confusion and anxiety may soon follow.

What role, if any, should the students' mother tongue play in the language classroom? What is the language classroom? The language classroom is not one classroom, but many, encompassing both second and foreign language instruction, as well as a variety of levels from novice to near native proficiency. Given this, there are a variety of answers to just how much of a role the students' mother tongue should play. The primary goal of this paper is to find evidence to support the theory that L1 can facilitate the learning of an L2, at least in this particular situation and to demonstrate that the use of L1 in the classroom does not hinder learning.

1.5. Research Questions

- 1) What are the perspectives of the beginner students in MSU Computer Engineering Department English Preparatory Class about the intensity and frequency of L1 usage?
- 2) In which circumstances do they prefer using L1 in L2 classes?

1.6. Limitations to the Study

The sample covered the students at MSU Computer Engineering Department English Preparatory Class. MSU is in Muş in Eastern Anatolia Region of Turkey. There are approximately 9,000 students. The participants of the study have been all chosen from the English Preparatory Class. The sample did not cover other universities or colleges across the country.

CHAPTER II

2. LITERATURE REVIEW

2.1. A Brief History of the Issue: Using L1 in L2 classes

A look at the history of L1 use in the L2 classroom quickly reveals periodic but regular changes in how it is viewed. Historically bilingual teaching was the norm with students who are learning through translation. Language teaching was dominated by the use of translation as a teaching tool historically.

In the middle of 20th century, the innovative language teachers refused to consider translation as a valid procedure in teaching meaning (Atkinson, 1987). During this century, pressure to find new ways of teaching which will succeed in language learning introduced three methods that exclude L1 from the classroom. Hence, the exclusion of first language from the classroom was a tenet of the Direct Method, Audio-lingual Method and Communicative Language Teaching. The idea of bilingual education was seen as unnatural or inefficient (Pennycook, 1994).

Also, the significant influence on forwarding the argument that L1 should not be used in the classroom was Krashen (1982). He stated that there should be maximum exposure to target language because of the fact that learners had access to L1 in just in class; therefore all the lesson or as much as possible should be in L2. He also suggested that the input should be comprehensible to the learner; and it should appear in different forms, from authentic to simplify or to construct providing different means of access to the target language. To make input comprehensible for beginners, L1 use is generally necessary. Krashen also argues that quality bilingual education provides students with knowledge and literacy in their first language, which indirectly but powerfully aid them as they strive for English proficiency.

Many researchers including Krashen (1982) and Lightbown and Spada (1999) identify this Affective state as a key factor in successful language acquisition. Krashen (1982) in particular maintains this Affective filter hypothesis, arguing that when a learner is tense, anxious, bored, or angry, the affective filter, an imaginary barrier, goes up and blocks out the

available input. Hence, L1 can be a helpful tool in saving precious time for teachers and students as well as alleviating students' anxiety during limited class time. This study has shown that appropriate and judicious use of the L1 can be beneficial for students as well as teachers. Although it is not sufficient to indicate to teachers that L1 use has direct positive effects on learners' English acquisition, it does indicate that L1 use can assist them in learning English mainly for affective reasons.

During the past 15 years, however, monolingual orthodoxy has lost its appeal. Support for an English-only policy has been declining, and some researches and teachers have begun to advocate a more bilingual approach to teaching, which would incorporate the students' L1 as a learning tool. Some have even gone as far as saying the use of L1 in the classroom is necessary.

2.2. Some significant supporters of L1 usage in L2 classes

Shimizu (2006) conducted a research study with 98 Japanese university students who were learning English to investigate general ideas and opinions towards L1 usage in L2 classrooms. Shimizu, according to his finding, suggests that the fourth- year Japanese student feel anxiety about moving forward without fully understanding. They realize the importance of English exposure yet simultaneously place larger importance on accurate understanding. Also, he suggests "It is noteworthy that a greater number of participants in the study supported L1 use, offering that using the L1 affects learning positively within an acceptable range."

Carless (2004) did a research with English teachers in Hong Kong who were using Cantonese (L1) in their English class. His findings reflect teachers' perspective for first language usage in L2 classrooms. Some findings from Careless' (2004) study shows that some English teachers in Hong Kong use Cantonese (L1) in their English class because they think that students won't get the content of the lesson if they use just English; so they don't make much effort to speak it. They think it saves time. They use the L1 for three different reasons: for discipline, for supporting weaker students, and for grammar points difficult to explain in English. The researcher then suggests as a proposition for further consideration that is not the language level of the students for the maintenance of L2 use but the teacher's

experiences, beliefs and competencies may be a more significant factor impacting on language use.

Willis (1996) conducted a research in Turkish secondary schools with 12 years-olds in circumstances mother tongue was banned in group talk. His research is important for showing that how students feel in group work when mother tongue is banned. Willis (1996) observed that when the mother tongue was totally banned in group talk, the resulting interaction tended to be shorter, more stilted and less natural. Many weaker students gave up after a very short time. She claims that if learners realize that they are using the target language to communicate, they will still use their mother tongue on occasions, but they will use it in a way which is systematic, supportive and relevant to the task goals. Willis (1996) calls attention to the fact that the learners used their L1 as a communicative strategy to find out how to say words. She also discusses that L1 use in the classroom allows students to generate more opportunities for use of the target language, not fewer. Furthermore, Atkinson (1993) states, "For many learners (in particular adults and teenagers), occasional use of the L1 gives them the opportunity to show that they are intelligent and sophisticated people".

Mee-Ling made a research in 1996 with Cantonese elementary school students that reached important conclusion. Moreover, Ho (1992) kept a four-month diary of her own for two different English classes of the same school. Researcher insisted on using English only in class for a while allowing herself to speak Cantonese in class B whenever she felt necessary. Her findings changed her own ideas for not using L1. Mee-Ling (1996) reached the conclusion that the mother tongue is a tool for learning a foreign language. He believes that if L1 is used sensibly and appropriately, there does not seem to be any reasons to banish it simply for the sake of teaching English through English. Nor are there any reasons why the use of it should be restricted to a certain percentage since the need of every classroom is unique.

Ho (1990) started off research with a strong conviction that English lessons should be taught through English only. However, her attitude changed by the end of the experiment. Instead of feeling dislike and resistance, she felt a stronger tendency towards using Cantonese in English classes. She began to like and accept it.

Prodromou (2002) carried out research into the perceptions of 300 Greek students regarding L1 use in the monolingual classroom at three levels – beginner, intermediate and advanced. A relatively high percentage of beginner and intermediate students (between 53% and 66%) answered that both the teacher and the students ‘should use the mother tongue’, while only a minority of advanced learners supported those views

As noted above with the research studies being done before, L1 usage in L2 classes is not an issue that might be skipped or disregarded. Its existence affects the learning and acquisition in high levels. Also, in this subject, learners’ opinions have great value. For those reasons, in this paper, the learners’ ideas in English Preparatory Class at MSU about the subject are analyzed.

CHAPTER III

3. METHODOLOGY

3.1. Research Questions and Hypotheses

In this paper, the main target is to find out the preferences of the beginner students about using the native language in ELT classrooms. How and when they prefer using native language or that teacher should use L1 or not use at all is the main questions. This paper targets to get an answer for the following research question:

- *What are the perspectives of the beginner students in English Preparatory Class at MSU about the intensity and frequency of L1 usage and in which circumstances do they prefer using L1 in L2 classes?*

In this study, the expected hypotheses are lined below:

- Students may want their teachers to speak in native language while they are teaching grammar points.
- As they have difficulties in understanding the text because of vocabulary, they may need to be explained the new vocabulary items in Turkish.
- Students may wish to have English speaking tasks without any Turkish to improve their speaking skills.
- The reason that they wish some extend of native language may be increasing the comprehensibility level in the learning environment.
- They may feel uncomfortable and anxiety in only English speaking lessons when they cannot catch up the lesson.
- They may need to speak in their native language while asking questions or expressing themselves.

3.2. Participants

The participants of this research study are the beginner students in English Preparatory Class at MSU. Three different classes are used to confirm the results as class environments can change the results and decrease the reliability level. The questionnaire is applied to 50 beginner level students from these three classes.

In order to get information and collect data, using only questionnaires may be deficient for appropriate results. So, interviews are used to complete, correct and consider the questionnaire results. 10 beginner level students attend the interviews to get more clarified data.

As the target of this paper is to find out the results about using the native language in English Preparatory Class at MSU, the variables are not too many. There are 2 alternative for age ranges and two alternative genders (Male-Female).

The approximate time for the preparation, control and the application of research tools is 3 weeks.

3.3. Data Collection Tools

The first data collection tool is the questionnaire from Shimuzi's study. Questionnaire includes five parts. Part A is about how often teachers use Turkish in English classroom. There are four items and students are asked to choose best option among them. Part B is about how often Turkish should be used. There are four items which include frequency for Turkish usage and students are asked to choose the best item. Part C is about why Turkish should be used in English classrooms with 10 items and students are asked to choose how much they believe in the item. Part D is about when Turkish should be used in English classrooms. This part directs 10 expressions to students and wants them to choose the best option according to their reflection about the item. The last part is E and about how students feel when Turkish used in English classroom. The items are about how comfortable they feel and want students to choose the best option.

The questionnaire was piloted to understand possible errors and difficulties with 4 different beginner students, 2 male and 2 female. They were beginner level students at MSU Computer Engineering Department English Preparatory Class.

Participants of the pilot study found some of the items and words in questionnaire a bit difficult for their level and wanted to learn their Turkish meaning. For the rest, there aren't any problems about the questionnaire.

The second data collection tool is interview. Students are directed some questions about their feelings, their reasons for the necessity of Turkish usage in English classroom.

Two pilot interviews were conducted with two different beginner students. They said that they would feel more comfortable if interview was conducted in Turkish.

According to the feedback obtained from pilot study, questionnaires were conducted in English but the meanings of the words which students didn't know were explained. Moreover, interviews were conducted in Turkish to provide a comfortable atmosphere for participants.

3.4. Design and Procedure

The questionnaires were distributed to three different beginner classrooms during the lesson. They filled in questionnaires approximately in 10 minutes. They were free to answer questions and students who didn't want to participate to the research were not urged for this.

Ten volunteer students who had answered questionnaire and volunteered for the interview were chosen for the interview. Interviews were conducted in their free time, out of the classroom and in a comfortable environment. Each interview took approximately five minutes.

Questionnaires were analyzed with the help of SPSS and quantitative data analysis was used. Moreover, interviews were transcribed selectively and then content analysis was done.

CHAPTER IV

4. RESULTS

4.1. Questionnaires

In this section, the questionnaires which were conducted with 50 beginner students in English Preparatory Class at MSU are analyzed with the help of SPSS.

The participants of this research study are 22 females and 28 males. Range of females is 44% and males' range is 56% (See Table 1).

Table 1: Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid female	22	44.0	44.0	44.0
male	28	56.0	56.0	100.0
Total	50	100.0	100.0	

Among 50 beginner students, their age range is generally between 17-20 years old with 74% (37 participants). There are 12 participants with 24% who are between 20-24 years old and there is just one participant with 2% older than 24 years old (See Table 2).

Table 2: Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid between 17-20	37	74.0	74.0	74.0
between 20-24	12	24.0	24.0	98.0
23.00	1	2.0	2.0	100.0
Total	50	100.0	100.0	

In part A, participants chose the best option according to their teacher’s Turkish usage. Generally, participants’ teachers “almost never” (54%) and “sometimes” (34%) use Turkish in English classrooms. The number of participants who reported their teachers “never” use Turkish is 6 with 12% and there isn’t any student who reported his/her teachers “always” use Turkish in English classroom (See Table 3).

Table 3:

How often your teacher uses Turkish in English classrooms.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid sometimes	17	34.0	34.0	34.0
almost never	27	54.0	54.0	88.0
never	6	12.0	12.0	100.0
Total	50	100.0	100.0	

In part B, participants were asked what they thought about the usage of Turkish by the item “how often Turkish should be used in English classroom”. Just 5 participants with 5% are against the Turkish usage and they reported Turkish should “never” or “almost never” be used. However, 45 participants (90%) are supporters of Turkish usage and 60% of them states that Turkish should be used “only when it is necessary”. 30% of the participants wants Turkish to be used “frequently” (See Table 4).

Table 4:

How often Turkish should be used in English classrooms.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid never	3	6.0	6.0	6.0
almost never	2	4.0	4.0	10.0
frequently	15	30.0	30.0	40.0
only when it is necessary	30	60.0	60.0	100.0
Total	50	100.0	100.0	

4.1.1 Why Turkish should be used in English classrooms.

In this part, questions related with why Turkish should be used are directed to the participants.

The first item is “I think using Turkish in English classrooms makes courses more effective” and the participants are asked to choose the best option according to their agreement. 26 participants, 52% of them agrees with this item. Moreover, 14% of the participants reported that they strongly agree with this item. There are just 3 participants with 13% who disagree with this item and 1 participant with 2% who strongly disagrees with this item (See Table 5).

Table 5:

I think using Turkish in English classroom makes courses more effective.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	7	14.0	14.0	14.0
agree	26	52.0	52.0	66.0
undecided	13	26.0	26.0	92.0
disagree	3	6.0	6.0	98.0
strongly disagree	1	2.0	2.0	100.0
Total	50	100.0	100.0	

The second item is “I think using Turkish in English classroom aids me for comprehension”. 54% of the participants (27 persons) agree with this item also 3 participants with 6% percentage strongly agree with this item. There are 19 participants with 38% percentage who are undecided. Just 1 participant with 2% percentage is against this item (See Table 6).

Table 6:

I think using Turkish in English classroom aids me for comprehension

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	3	6.0	6.0	6.0
agree	27	54.0	54.0	60.0
undecided	19	38.0	38.0	98.0
disagree	1	2.0	2.0	100.0
Total	50	100.0	100.0	

The third item is “I think using Turkish in English classroom is less time consuming.” 25 participants with 50% agree with this idea and also 5 participants (10%) strongly agree with this item. However, an important number of participants (16 persons, 32%) are undecided for this item. There are just 3 participants with 6% percentage who disagree with this item (See Table 7).

Table 7:

I think using Turkish in English classroom is less time consuming.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	5	10.0	10.2	10.2
agree	25	50.0	51.0	61.2
undecided	16	32.0	32.7	93.9
disagree	3	6.0	6.1	100.0
Total	49	98.0	100.0	
Missing System	1	2.0		
Total	50	100.0		

In part B, the fourth item is “I think using Turkish in English classroom helps me feel more comfortable.” 56% of the participants agrees with this expression and also 18% of them strongly agrees. There are 4 participants with 8% percentage who do not agree with this item. Moreover, there are 9 participants (18%) who are undecided (See Table 8).

Table 8:

I think using Turkish in English classroom helps me feel more comfortable.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	9	18.0	18.0	18.0
agree	28	56.0	56.0	74.0
undecided	9	18.0	18.0	92.0
disagree	4	8.0	8.0	100.0
Total	50	100.0	100.0	

The fifth item of Part B is “I think using Turkish in English courses makes lesson more interactive”. 56% of the participants agrees with this item and 10% of the participants strongly agrees with this item. However, there are 10 undecided participants (20%) and 7 participants (14%) do not agree with this expression (See Table 9).

Table 9:

I think using Turkish in English classroom makes lesson more interactive

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	5	10.0	10.0	10.0
agree	28	56.0	56.0	66.0
undecided	10	20.0	20.0	86.0
disagree	7	14.0	14.0	100.0
Total	50	100.0	100.0	

The sixth item is about why Turkish should be used and it is “I think using Turkish in English classrooms makes lesson funnier”. Answers of this item are balanced. Almost half of the participants agree with this item and the rest is undecided. While 23 participants (46%) agree with this item, 20 participants (40%) are undecided. However, there are 6 participants with 12% percentage disagree with this item (See Table 10).

Table 10:

I think using Turkish in English classrooms makes lesson funnier.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	1	2.0	2.0	2.0
agree	23	46.0	46.0	48.0
undecided	20	40.0	40.0	88.0
disagree	6	12.0	12.0	100.0
Total	50	100.0	100.0	

49 participants answered the seventh item of Part B and 28 participants (56%) agree with the expression “I think using Turkish in English courses help me increase my attention to lesson.” Two of the participants strongly agree with this item. However, 3 participants (6%) do not agree with it. Moreover, 16 participants (32%) are undecided for this item (See Table 11).

Table 11:

I think using Turkish in English classrooms help increase my attention to lesson.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	2	4.0	4.1	4.1
agree	28	56.0	57.1	61.2
undecided	16	32.0	32.7	93.9
disagree	3	6.0	6.1	100.0
Total	49	98.0	100.0	
Missing System	1	2.0		
Total	50	100.0		

The eighth item of Part B is “I think using Turkish in English courses raise interaction between students and teacher.” 28 participants (56%) agree with this item and 3 of them strongly agree with it .However, there are 15 undecided participants (30%) and 3 participants (6%) do not agree with it (See Table 12).

Table 12:

I think using Turkish in English classrooms raise interaction between students and teacher.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	3	6.0	6.1	6.1
	agree	28	56.0	57.1	63.3
	undecided	15	30.0	30.6	93.9
	disagree	3	6.0	6.1	100.0
	Total	49	98.0	100.0	
Missing	System	1	2.0		
Total		50	100.0		

The ninth item of Part B is “I think using Turkish in English courses can help raise motivation of students.” 60% of participants agree with this item and 8% of 50 participants strongly agree with it. 4 participants (8%) disagree with this item and 11 participants (22%) are undecided for this item (See Table 13).

Table 13:

I think using Turkish in English classrooms can help raise motivation of students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	4	8.0	8.2	8.2
	agree	30	60.0	61.2	69.4
	undecided	11	22.0	22.4	91.8
	disagree	4	8.0	8.2	100.0
	Total	49	98.0	100.0	
Missing	System	1	2.0		
Total		50	100.0		

The last item of Part B is “I think using Turkish in English courses change students' attitudes toward English courses positively”. 24 (48%) participants agree with this item and 14 of them (28%) strongly agree. There are 3 participants (6%) who do not agree with this item and 1 of them strongly disagrees. Moreover, there are 9 participants (18%) who are undecided (See Table 14).

Table 14:

I think using Turkish in English classrooms change students' attitudes toward English courses positively.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	14	28.0	28.0	28.0
agree	24	48.0	48.0	76.0
undecided	9	18.0	18.0	94.0
disagree	2	4.0	4.0	98.0
strongly disagree	1	2.0	2.0	100.0
Total	50	100.0	100.0	

4.1.2 When Turkish should be used in English classrooms.

In Part D, 10 items related with when Turkish should be used directed to 50 participants through questionnaire. Participants were asked to mark the best expression among strongly agree and strongly disagree.

The first item of this part is “I think Turkish should be used to explain complex grammar points.” 52% of participants (26 persons) agree with this item. 21 participants (42%) strongly agree with it. However, there is just 1 participant who disagrees with this item and 2 participants (4%) are undecided (See Table 15).

Table 15:

I think Turkish should be used to explain complex grammar points.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	21	42.0	42.0	42.0
agree	26	52.0	52.0	94.0
undecided	2	4.0	4.0	98.0
disagree	1	2.0	2.0	100.0
Total	50	100.0	100.0	

The second item of this part is “I think Turkish should be used to define new vocabulary”. 56% of the participants agree with this item and 18 participants (36%) strongly agree with it. There is just 1 participant who does not agree with this item. Moreover, 6% of the participants are undecided for this item (See Table 16).

Table 16:

I think Turkish should be used to define new vocabulary.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	18	36.0	36.0	36.0
	agree	28	56.0	56.0	92.0
	undecided	3	6.0	6.0	98.0
	disagree	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

The third item of this part is “I think Turkish should be used to explain difficult concepts”. 56% of the participants agree with this item and 8 participants (16%) strongly agree with it while 1 participant disagrees with this item. 26% of the participants is undecided for it (See Table 17).

Table 17:

I think Turkish should be used to explain difficult concepts.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	8	16.0	16.0	16.0
	agree	28	56.0	56.0	72.0
	undecided	13	26.0	26.0	98.0
	disagree	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

The fourth item of this part is “I think Turkish should be used to practice the use of new expressions or phrases”. A great number of the participants (25 persons) are undecided for this item with 50% percentage. 14 participants (28%) agree with this item and 7 participants (14%) disagree with it (See Table 18).

Table 18:

I think Turkish should be used to practice the use of new expressions or phrases.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	4	8.0	8.0	8.0
agree	14	28.0	28.0	36.0
undecided	25	50.0	50.0	86.0
disagree	7	14.0	14.0	100.0
Total	50	100.0	100.0	

The fifth item is “I think Turkish should be used to help us feel comfortable and confident”. 74% of the participants agree with this item and 14% of them strongly agree with it. There are 3 participants with 6% percentage who disagree with this item (See Table 19).

Table 19:

I think Turkish should be used to help us feel comfortable and confident.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	7	14.0	14.0	14.0
agree	30	60.0	60.0	74.0
undecided	10	20.0	20.0	94.0
disagree	3	6.0	6.0	100.0
Total	50	100.0	100.0	

The sixth item is “I think Turkish should be used to give instructions”. The number of participants who agrees with this item is equal to the number of the participants who are undecided. Percentages of both of them are 32%. However, there are 18 participants (36%) who disagree with this item (See Table 20).

Table 20:

I think Turkish should be used to give instructions.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	2	4.0	4.0	4.0
agree	14	28.0	28.0	32.0
undecided	16	32.0	32.0	64.0
disagree	18	36.0	36.0	100.0
Total	50	100.0	100.0	

The seventh item is I think Turkish should be used to help us learn more effectively. 46% of the participants agree with this item and 5 of the participants (10%) strongly agree. There are 18 undecided participants (36%) and 4 participants (8%) disagree with this item (See Table 21).

Table 21:

I think Turkish should be used to help us learn more effectively.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	5	10.0	10.0	10.0
agree	23	46.0	46.0	56.0
undecided	18	36.0	36.0	92.0
disagree	4	8.0	8.0	100.0
Total	50	100.0	100.0	

The eighth item in this part is “I think Turkish should be used to joke.” 28% of the participants agree with this item and a huge number of them (54%) strongly agree. There are just 2 participants who do not agree with this item. Furthermore, 7 participants (14%) are undecided for this item (See Table 22).

Table 22:

I think Turkish should be used to joke.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	27	54.0	54.0	54.0
agree	14	28.0	28.0	82.0
undecided	7	14.0	14.0	96.0
disagree	2	4.0	4.0	100.0
Total	50	100.0	100.0	

The ninth item of Part D is “I think Turkish should be used to test.” 58% of the participants disagree with this item and 12% of them strongly disagree. Just 8% of the participants agree with this item. 22% of them are undecided for this item (See Table 23).

Table 23:

I think Turkish should be used to test.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	2	4.0	4.0	4.0
agree	2	4.0	4.0	8.0
undecided	11	22.0	22.0	30.0
disagree	29	58.0	58.0	88.0
strongly disagree	6	12.0	12.0	100.0
Total	50	100.0	100.0	

The last item of this part of questionnaire is “I think Turkish should be used to check comprehension.”46% of the participants agree with this item also 4% of the participants strongly agree with this item. 40% of them are undecided. 8% of the participants disagree also 2% of the participants strongly disagree with this item (See Table 24).

Table 24:

I think Turkish should be used to check comprehension.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	2	4.0	4.0	4.0
agree	23	46.0	46.0	50.0
undecided	20	40.0	40.0	90.0
disagree	4	8.0	8.0	98.0
strongly disagree	1	2.0	2.0	100.0
Total	50	100.0	100.0	

4.1.3 How you feel when Turkish used in English classroom.

In Part E, the participants were directed an item about how they feel when Turkish is used in English classroom. The participants chose the best expression which was appropriate for them.

A huge number of the participants feel “very comfortable and happy” and “comfortable” when Turkish is used in English classrooms. Their percentage is totally 78% and 16% of these 39 participants feel “very comfortable and happy”. 7 participants do not feel anything positive or negative and just 4 participants among 50 participants feel uncomfortable and unhappy when Turkish is used in English classrooms (See Table 25).

Table 25:

How you feel when Turkish used in English classroom.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very comfortable and happy	8	16.0	16.0	16.0
comfortable	31	62.0	62.0	78.0
don't feel anything positive or negative	7	14.0	14.0	92.0
uncomfortable and unhappy	4	8.0	8.0	100.0
Total	50	100.0	100.0	

4.2. Interviews

After the data which is collected from the questionnaires applied to 50 participants, the need for qualitative data gave importance to make the results certain and to improve the reliability of the research. 10 participants are interviewed in order to learn more about opinions of the students in English Preparatory Class about L1 usage in L2 classes. The questions that were used in the interview are below:

Interview Questions:

- 1) Derslerde Türkçe konuşulması sizce gerekli mi? Neden?
(Is it necessary to speak in Turkish in language lessons? Why?)
- 2) Gereksizse- Türkçe konuşulmasını tercih etmemenizin sebepleri neler?
Anlayamadığınız bir konu olduğunda ne yapıyorsunuz?
(if unnecessary- Why do you prefer not using Turkish? What do you do when you have some comprehension problems?)
- 3) Gerekliyse- Hangi durumlarda ve ne sıklıkla Türkçe konuşulmasını istersiniz? Derste Türkçe konuşulmasının İngilizce gelişiminize bir zararı olacağını düşünmüyor musunuz?
(If necessary- In which circumstances and how frequent do you wish Turkish to be spoken? Don't you think that using Turkish in classroom harms your improvement of English?)
- 4) İngilizce konuşulurken kendinizi nasıl hissediyorsunuz? Türkçe konuşulurken kendinizi nasıl hissediyorsunuz?
(How do you feel when English is spoken in lessons? How do you feel when Turkish is spoken in lessons?)

For the first question, 9 out of 10 of the volunteer participants said that speaking Turkish in English classroom was necessary. The ones who said it was necessary thought the native language should be used to maintain comprehension, it was time consuming and not useful to speak in English for difficult stages of the lesson like grammar. 9 of them especially underlined the problems with grammar while speaking English. One participant said that it was unnecessary to speak in Turkish. She claimed that she had lots of problems but it was inevitable to acquire the language.

The participant who thought that using Turkish was unnecessary considers herself as a baby, she says: “Mesela bir bebek doğduğunda dil bilmez; ancak belli bir süre sonra konuşulanları anlamaya başlar. Bence en kolay ve doğal dil öğrenimi bu.” (For instance, a baby does not know a language when it is born; but, it begins to understand the sayings of others in time. I think the easiest and most natural way of acquiring a language is this.) She says when a comprehension problem occurs in an English-spoken lesson; she tries to be patient and tries to ask her questions in English.

All of the participants who find Turkish necessary in English lessons said that Turkish should not be used all the time. 7 participants out of 9 said teachers should use Turkish while teaching grammar points and when unknown words were too much to block comprehension. 2 out of 9 claimed that Turkish should be used when wanted; no one should be pushed to use English in a classroom in Turkey. None of them thinks that using Turkish harms their improvement on English, they support it will be fundamental.

In English-spoken classroom, they all say that they do not feel as comfortable as a Turkish-spoken classroom. One of the participants says: “Kendimi garip bir şey yapıyormuş gibi hissediyorum, sonuçta hepimiz Türküz ve bu durum beni geriyor.” (I feel as if I was doing something weird, all in all we are all Turkish and this makes me tense.) Another participant said that he felt always unnatural while speaking English to his Turkish friends and Turkish teacher. While speaking Turkish, they say, they feel safe and secure.

CHAPTER V

5. DISCUSSION

This study has shown that appropriate and judicious use of L1 can be beneficial for beginner students. Although it is not sufficient to indicate to teachers that L1 use has direct positive effects on learners' L2 acquisition, it does indicate that L1 use can assist them in learning the target language mainly for different reasons. This is not to overstate the role of the L1 or advocate greater use of L1 in the language classrooms, but rather clarify some misconceptions that have troubled foreign language teachers for years, such as whether they should use the mother tongue when there is a need for it and whether the often-mentioned principle of no native language in the classroom is justifiable.

The reason of the negative effects of L1 is over- using it. Cook states that overuse of the L1 shouldn't be encouraged in the classroom (Cook, 2001). R. Miles (2004) advocates the view that much of the attempt to discredit the Monolingual Approach has focused on three points: it is impractical, native teachers are not necessarily the best teachers, and exposure alone is not sufficient for learning. He thinks that monolingual teaching can also create tension and a barrier between students and teachers, and there are many occasions when it is inappropriate or impossible. Hence he suggests that when something in a lesson is not being understood, and is then clarified through the use of L1, that barrier and tension can be reduced or removed. Rather, according to Shimizu (2006), there is no argument between teachers and students for maximizing L1 use in the classroom in language classroom contexts where students can be exposed to L2 on a daily basis only during limited class time. In fact, a large number of students referred to L1 use as the very last resource (Shimizu, 2006), commenting, "I would like teachers to use Japanese (L1) only in the event that we are still lost after several explanation attempts in simpler English (L2)." Butzkamm (2005) suggests that instructors should consider that the use of L1 may be beneficial for certain linguistic or communicative functions. The L1 use "...may also enable less proficient learners to sustain interactions with or even to access the higher level knowledge for more experienced learners" Butzkamm (2005).

In this study, the results are far to be unfavorable to the students in English Preparatory Class at MSU. The results show that the teachers in English classrooms generally use the native language of the students for some special occasions at least. There are 6

students out of 50 who report that their teachers never use Turkish in the classroom and no student says that their teachers use always Turkish in English classroom. If their opinions are considered in B Part of the questionnaire, 90% of them is supporter of using Turkish in English lessons which is a striking majority of the participants. As 60% of them is in favor of using Turkish “only when necessary.” and 30% of them is in favor of using Turkish “frequently”, the percentages cannot be overrated. According to these data collected from the questionnaires, this study show, in the English Preparatory Class at MSU, using of Turkish and the frequency of using Turkish should be considered again.

The new era shows great differences on the teaching strategies and approaches. Nowadays, learner-centered teaching approaches have been becoming popular even in the state schools and in rural areas. The new era necessitates scientific improvements to develop. States which normally support Aristotelian type of teaching/learning couldn't resist the changing world. For these reasons, learners' opinions have become more of an issue. With these results, the teaching approaches of the English Preparatory Class at MSU should be considered again and teachers and administrators should try to change the content of the lessons according to learners.

CHAPTER VI

6. CONCLUSION

In conclusion, ideally, teachers and students can agree on the purposes of L1 use and explore the most effective ways to employ it by discussing them together. This should, in turn, motivate students, facilitate their learning, and lead to successful English acquisition in the long run.

In English Preparatory Classes at MSU, 90% of the participants of the questionnaire agree upon using L1 in English classrooms, at least for the reasons of necessity like grammar teaching or vocabulary. However, some participants reported that some teachers never use Turkish in English classrooms.

The majority of the participants state that using L1 makes courses effective and it aids their comprehension. For learner-centered education and effective teaching, in English Preparatory Classes at MSU, Turkish usage in English classrooms and its frequency should be brought up for discussion. Teachers who never use Turkish even for the comprehension of the learners should be informed about their learners' need. There is no teacher who uses Turkish all the time; there are not any problems on this item as none of the learners wish their teachers always use L1. They are conscious of the importance of practice.

Considering the data which is collected from the questionnaires and the interviews which support the results of the data, it can be concluded that the best option to find a solution of the problem can be using L1 in certain occasions to increase the comprehensibility level and thus to decrease the anxiety levels of the students.

7. REFERENCES

Atkinson D (1993). *Teaching Monolingual Classes Harlow: Pearson English Language Teaching*

Atkinson, D. (1987). *The Mother Tongue in the Classroom: A Neglected Resource?* ELT Journal, 41/4, 241-247

Butzkamm, W. (2005). *The role of the mother tongue in FL classrooms: death of a dogma.* Language Learning Journal, 28, 29-39

Carless, D. (2004). *A contextualized examination of target language use in the elementary foreign language classroom.* Australian review of Applied Linguistics, 27(1), 104-119.

Cook, V. (2001), *Using the first language in classroom,* Canadian Modern Language Review, 57, 402-423

Ho, B. (1990). *A diary study of teaching EFL through English and Chinese to early secondary school students in remedial English classrooms.* Chinese University of Hong Kong.

Krashen, S. (1982) '*Principles and practice in second language acquisition*'. New York: Pergamon Press.

Lai, M.-L. (1996). *Using the L1 sensibly in English language classrooms.* Journal of Primary Education, 6(1/2), 91-99.

Lightbown, P. M. and Spada, N. (1999). *How Languages are Learned.* (2nd edn.) Oxford: Oxford University Press.

Miles, R. (2004). *Evaluating the Use of L1 in the English language Classroom*. School of Humanities. Centre for English Language Studies Department of English. University of Birmingham

Prodromou L (2002). *The Role of the Mother Tongue in the Classroom*. *IATEFL ISSUES April-May* pp.6-8

Shimizu, M. (2006) *Monolingual or Bilingual Policy in the Classroom: Pedagogical implications of L1 use in the Japanese EFL classroom*. *Maebashi Kyoai Gakuen College Ronsyu*, 6, 75-89.

Willis, Jane. (1996) *A Framework for Task-Based Learning*. New York: Longman,

8. APPENDICES

8.1. Appendix A: Native language usage in English classrooms

Dear English learner;

You are cordially invited to be part of this research study on the native language usage in English classrooms. The purpose of this study is to find out what extend and under which circumstances native language should be used. I would be very grateful if you could kindly help me by responding to this questionnaire. I would like to assure you that this information will be highly confidential and will be used only for academic purposes. I will never share your answers about your personal information, opinion and experiences, recorded interviews with anyone else.

Thank you very much for your collaboration.

Necattin SARCAN
Muş Alparslan University
Instructor of English Language

Part A: This part is about how often your teacher uses Turkish in English classrooms.

Choose the best option 1-4 by your responses with (X) in the appropriate box

1. My teacher **always** uses Turkish in English courses.
2. My teacher **sometimes** uses Turkish in English courses.
3. My teacher **almost never** uses Turkish in English courses.
4. My teacher **never** uses Turkish in English courses.

Part B: This part is about how often Turkish should be used.

Choose the best option 1-4 by your responses with (X) in the appropriate box

1. I think Turkish should be **never** used in English classroom.
2. I think Turkish should be **almost never** used in English classroom.
3. I think Turkish should be **frequently** used in English classroom.
4. I think Turkish should be used in English classroom **only when it is necessary**.

Part C: This part is about why Turkish should be used in English classrooms.

Answer the Question 1-10 by your responses with (X) in the appropriate box

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	I think using Turkish in English classroom makes courses more effective.					
2	I think using Turkish in English classroom aids me for comprehension.					
3	I think using Turkish in English classroom is less time consuming.					
4	I think using Turkish in English classroom helps me feel more comfortable.					
5	I think using Turkish in English courses makes lesson funnier.					
6	I think using Turkish in English courses makes lesson more interactive.					
7	I think using Turkish in English courses can attend me course much more.					
8	I think using Turkish in English courses raise interaction between students and teacher.					
9	I think using Turkish in English courses can help raise motivation of students.					
10	I think using Turkish in English courses change students' attitudes toward English courses positively.					

Part D: This part is about when Turkish should be used in English classrooms

Answer the Question 1-10 by your responses with (X) in the appropriate box

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	I think Turkish should be used to explain complex grammar points.					
2	I think Turkish should be used to define new vocabulary.					
3	I think Turkish should be used to explain difficult concepts.					
4	I think Turkish should be used to practice the use of new expressions or phrases.					
5	I think Turkish should be used to help us feel comfortable and confident.					
6	I think Turkish should be used to give instructions.					
7	I think Turkish should be used to help us learn more effectively.					
8	I think Turkish should be used to joke.					
9	I think Turkish should be used to test.					
10	I think Turkish should be used to check comprehension.					

Part E: This part is about how you feel when Turkish used in English classroom.

Choose the best option 1-4 by your responses with (X) in the appropriate box

1. I feel **very comfortable and happy** when Turkish is used in English classroom.
2. I feel **comfortable** when Turkish is used in English classroom.
3. I don't feel **anything positive or negative**.
4. I feel **uncomfortable and unhappy** when Turkish is used in English classroom.

Gender: Female Male

Nationality: _____

Age: Between 17-20 between 20- 24 between 24-30

Would you like to be an interviewee in this research study? (Please put a tick (X) next to the response that applies to you)

Yes No

If you would like to be an interviewee in this research study, please provide your contact information below:

E-mail...

Mobile phone...

If you would like to be informed about the results of this questionnaire, please provide contact information below:

E-mail...

Mobile ph

9. CURRICULUM VITAE

PERSONAL DETAILS

Name	Necattin SARCAN
Date of Birth	01.04.1985
Place of Birth	Muş
Address	Kültür Mah. Lale 3 Sitesi No:12 Merkez/ MUŞ
Telephone	+90 506 615 03 75
E-mail	bemvats@hotmail.com

ACADEMIC

<u>Degree</u>	<u>Date</u>	<u>Department</u>	<u>Institution</u>
M.A.	December, 2014	ELT	Çağ University, Mersin
B.A.	July, 2011	ELT	METU, Ankara

EMPLOYMENT

<u>Date</u>	<u>Place</u>	<u>Duty</u>
2012-	Muş Alparslan University	Instructor
2011- 2012	Cantat Co. Ltd.	Marketing Consultant