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**USING L1 AS AN INSTRUCTIONAL STRATEGY WITH PREP SCHOOL**

**STUDENTS: A DESCRIPTIVE STUDY**

**M.A. THESIS**

**Onur ŞAHİN**

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**HAZIRLIK SINIFI ÖĞRENCİLERİNE YABANCI DİL ÖĞRETİMİNDE ANADİLİN  
BİR ÖĞRETİM STRATEJİSİ OLARAK KULLANIMI : BETİMSSEL BİR ÇALIŞMA**

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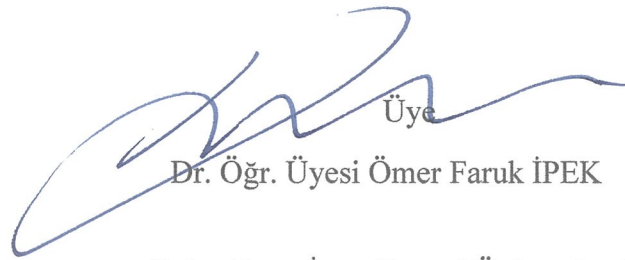
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## **Abstract**

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### **USING L1 AS AN INSTRUCTIONAL STUDY WITH PREP SCHOOL STUDENTS: A DESCRIPTIVE STUDY**

The present study aimed to investigate the attitudes and beliefs of the foreign language preparatory school instructors at a large state-run university in Northwestern Turkey about their use of Turkish when teaching grammar, as well as determine for which purposes, at what stages of the classes and to what extent instructors adopt L1. It also aimed to describe students' attitudes and beliefs about their instructors' use of L1 during these classes.

The research was carried out during the first term of 2018/2019 academic year. The participants were 40 EFL prep school instructors, and 100 students from the same school who were administered the quantitative data collection instruments. In addition, 10 instructors were included in the qualitative data collection process. Data were collected through three main instruments: (1) five-point Likert-type scale for instructors and students respectively, (2) semi-

structured interview, and (3) observation checklist. Quantitative data were analysed by descriptive statistics while qualitative data were analysed via content analysis process.

The findings indicated that university EFL instructors mostly make personalized decisions about the way and amount of the use of L1 in grammar classes based on the needs and reactions of the students, and university EFL instructors' beliefs may be affected by their pedagogical training and official policies of the institutions. It was also found that both the instructors and students had positive views towards the use of L1 provided that it is utilized merely in necessary circumstances. The findings obtained from the observation checklist also supported those positive views reported by both sides of the issue.

As it was carried out to investigate university EFL instructors' in particular, and students' attitudes towards the use of L1 in grammar classes and the areas where it is utilized with the justifications lying behind, the study provided some implications for educators, teacher educators, educational authorities and educational researchers concerning the systematic integration of L1 into foreign language teaching process.

*Keywords:* English as a foreign language, English language teaching, grammar teaching, principled use of L1, university students.

## Özet

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### **HAZIRLIK SINIFI ÖĞRENCİLERİNE YABANCI DİL ÖĞRETİMİNDE ANADİLİN BİR ÖĞRETİM STRATEJİSİ OLARAK KULLANIMI : BETİMSSEL BİR ÇALIŞMA**

Bu çalışma Türkiye'deki üniversitelerde hazırlık sınıflarında çalışan öğretmenlerin, Türkçe'yi dilbilgisi derslerinde kullanmalarıyla ilgili tutum ve yaklaşımlarını araştırmak ve bunun yanında anadili hangi amaçlarla, dersin hangi aşamalarında ve ne oranda kullandıklarını tespit etmektir. Çalışma aynı zamanda, üniversitelerin hazırlık sınıflarında öğrenim gören öğrencilerin, öğretmenlerin Türkçe'yi kullanımlarına yönelik tavır ve yaklaşımlarını da içermektedir.

Araştırma, 2018-2019 Eğitim Öğretim Yılı birinci döneminde Bursa'da bir devlet üniversitesinin hazırlık biriminde gerçekleştirilmiştir. Araştırmada, toplam 40 hazırlık sınıfı öğretmeni ve bu sınıflarda temel düzeyde öğrenim gören 100 öğrenci nicel veri toplama ölçeklerine cevap vererek katkıda bulunmuştur. Ayrıca, 10 öğretmen nitel veri toplama sürecinde yer almıştır. Veriler 3 temel ölçek vasıtasıyla toplanmıştır: (1) Öğretmenler ve öğrenciler için ayrı ayrı tasarlanmış Beşli Likert ölçeği, (2) yarı yapılandırılmış mülakat ve (3) gözlem formu.

Nitel veriler frekans, yüzdeler, ortalama deęerler ve standart sapmaları ieren betimsel istatistik yoluyla analiz edilmiřtir. Nitel veriler ise ierik analizi yntemiyle incelenmiřtir.

Betimleyici istatistik analiz sonuları, alıřmaya katılan İngilizce eęitmenlerinin ğrencilerin tepki ve ihtiyalarına baęlı olarak dilbilgisi derslerinde ana dil kullanımının řekli ve yoęunluęuyla ilgili oęunlukla kiřisel karar verdiklerini ve bu kararları verme srecinde pedagojik eęitimlerinin ve alıřtıkları kurumun genel yaklařımının etkili olduęunu ortaya ıkar mıřtır. alıřmada ayrıca eęitmenlerin sadece gerekli durumlarda kullanıldıęı srece anadil kullanımına olumlu yaklařtıkları tespit edilmiřtir.

zellikle niversitelerin hazırlık sınıfında grev yapan eęitmenlerin ve ğrenim gren ğrencilerin dilbilgisi derslerinde anadilin kullanımına ynelik tutum ve dřncelerini ve anadilin kullanıldıęı ařamaları, altında yatan sebeplerle birlikte arařtırmaya ynelik olduęu iin, bu alıřma anadilin yabancı dil ğretimine sistematik bir řekilde dahil edilmesiyle ilgili eęiticilere, eęitim srecindeki yetkililere ve eęitim arařtırmacılarına bazı bulgular saęlamıřtır.

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## **List of Abbreviations**

**L1:** First language

**L2:** Second language

**ELT:** English Language Teaching

**GT:** Grammar Translation

**RQ 1:** Research Question 1

**RQ 2:** Research Question 2

**RQ 3:** Research Question 3

**RQ 4:** Research Question 4

## **Chapter I**

### **Introduction**

This chapter includes information about the background to the study on the use of L1 by teachers (learners' own language) in foreign language classrooms. Purpose of the study, its significance and limitations, statement of the problem, definition of certain terms as well as research questions are also presented in this chapter.

#### **1.1. Background to the Study**

Whether L1 should be used in L2 (target language) learning process or not has long been a controversial issue which seems likely to go on in the years ahead (Thompson & Harrison, 2014). While some studies (e.g. Crawford, 2004; Pica, 2000; Turnbull, 2001) discuss about the merits of the use of L2 only by teachers considering its role in terms of providing input, others (e.g. Cook, 2001; Mirza & Mahmud, & Jabbar, 2012; Thompson & Harrison, 2014) maintain that avoiding L1 may bring about discomfort and frustration among learners, and therefore excluding L1 may not be appropriate for many classroom tasks. Namely, one stream of researchers (Pan & Pan, 2010; Macaro & Mutton, 2002; Swain, 2000) come up with the idea that use of L1 by teachers may have a critical role in terms of diminishing learners' anxiety in the classroom by assisting in creating a comfortable learning atmosphere. On the other hand, there exists a large body of research claiming that adherence to L2 use by teachers may be of great importance with respect to its role in providing input for learners (e.g. Crawford, 2004; Pica, 2000; Turnbull, 2001). According to Cook (2001), the controversy about whether L1 should be used in L2 teaching or not seems hard to settle, which makes room for further studies to be conducted based on various language contexts.

#### **1.2. Statement of the Problem**

Due to the gap between what is mentioned in literature and what happens in classrooms, the use of L1 by language teachers and learners themselves in ELT classrooms has not lost its currency (Thompson & Harrison, 2014). In line with this current picture, Levine (2003)

postulates that there are probably few teachers without a personalized approach to the use of L1 in L2 teaching process. According to him, teachers' individualized approaches may be affected by a variety of factors such as their pedagogical training, professional experience as well as official policies of institutions. Nevertheless, teachers' intuitions play the primary role in this process (Hall & Cook, 2012).

Questions about to what extent L1 should be used by teachers along with how much they should allow learners to use it are closely related to classroom practices (Bruen & Kelly, 2014). Although diverse views about the topic have been based on certain findings and solid evidence (e.g. Cook, 2001; Edstrom, 2006; Mirza et al., 2012). Hall and Cook (2012) maintain that teachers find themselves in a position to follow their own paths and rely on their own beliefs about L1 use in the area of foreign language teaching and learning just as it is the same case for institutions as well. However, Edstrom (2006) underlines the importance of teacher's principled use of L1 rather than using it randomly and defines this policy by discussing teachers' position to make informed decisions about when and why L1 might be used. Similarly, Turnbull and Arnett (2002) highlight the beneficial effects of principled L1 use while warning that overuse of it may deprive students of the opportunity to use L2 effectively as suggested by Turnbull (2001) as well.

Even though many studies have been conducted on the use of L1 by teachers so far, (e.g. Cook, 2001; Crawford, 2004; Mirza & Mahmud, & Jabbar, 2012; Thompson & Harrison, 2014) there has been little research including learners' attitudes towards the topic as well. This study handles the issue of university preparatory school EFL instructors' utilizing L1 in ELT classes in grammar teaching specifically, based on the views obtained from both instructors and learners as well as by means of the observations carried out with various groups. The focus of the study is on the use of L1 by instructors and learners' views towards in grammar teaching since it is claimed by a large body of literature (e.g. Cook, 2001; Levine,

2003; Pan & Pan, 2010) that one of the drives which lead teachers to use L1 is its facilitating role in conveying grammatical structures, those which may be demanding in particular.

### **1.3. Purpose of the Study**

The current study attempts to determine the attitudes and beliefs of the teachers who are teaching learners in elementary level of classes in preparatory schools at universities in Turkey about their use of Turkish, which is most of the learners' own language, in teaching grammar. It also focuses on learners' attitudes and beliefs about teachers' use of Turkish as well. The study is based on observations to find out why, for which purposes, at what stages of grammar classes and to what extent teachers adopt L1 as well as learners' reactions to this way of teaching. Teachers' reports about their use of L1 has also been compared with the findings obtained from the observations carried out in various grammar classes.

### **1.4. Research Questions**

The present study seeks to find answers to the research questions that follow:

1. In what situations do university preparatory school EFL instructors report using L1 while they are teaching grammar in elementary classes?
2. What are the justifications for university preparatory school EFL instructors to use L1 while teaching grammar in elementary classes?
3. What are the beliefs and attitudes reported by university preparatory school EFL instructors towards their use of L1 while teaching grammar in elementary classes?
4. What are students' beliefs and attitudes towards the use of L1 by university preparatory school EFL instructors in grammar lessons in elementary classes?

### **1.5. Significance of the Study**

Most of the teachers engaged in teaching foreign languages are in dilemma about whether to use L1 or not (Bruen & Kelly, 2014). They may also have hesitations to decide how much it is going to be used if they prefer to do so as well as at which stages of classes L1 should be

applied (Patel & Jain, 2008). The dilemma could be extended with further issues. Considering all the uncertainties teachers may have in language teaching process, this study is significant in that it attempts to shed light on in which situations university EFL instructors are employing L1 and which beliefs drive them to do so. The scope of the study is not confined to teachers' perspective alone. Moreover, it focuses on learners' views about the issue as well and the data obtained by means of a questionnaire including quantitative data is accompanied by both interviews and observation process as the qualitative aspect of the study. In this respect, the study may be argued to have a great contribution to those involved in language teaching and learning process covering all those issues addressed.

### **1.6. Limitations of the Study**

The study was conducted with 40 instructorss who are engaged in grammar teaching in elementary classes in a state university in Bursa and 100 learners being involved in the same classes in the same university. For the sake of contributing to the validity of the study, the number of the participants, that of both instructors and learners, could have been increased and the participants could have been selected from various universities regardless of their locations. In that case, it could have been determined whether there are any differences between the results obtained from the data from different preparation schools at universities. This point could be stated as the limitation of the current study.

## Chapter II

### Literature Review

In this chapter, the researcher presents an overall picture of L1 use in ELT methodology, provides a survey on related theories lying behind L1 use in foreign language classrooms, and discusses teachers' attitudes towards the use of L1 in ELT classes together with reasons behind their use of L1. In addition, L1 use in ELT methodology, code switching with its advantages and drawbacks as well as views against and in favour of teachers' use of L1 are also included in this chapter. Finally, the researcher elaborates on learners' views towards teachers' code switching, translation in ELT classes, and L1 use in grammar teaching in order to gain a comprehensive insight into the topic.

#### 2.1. Historical Background of L1 Use in ELT Methodology

The use of L1 in language teaching has been a controversial issue in the course of foreign language teaching and has alternatively gained and lost popularity based on the principles of various approaches and methods applied in ELT (English language teaching) over the course of history (Bruen & Kelly, 2014).

The debate on the use of L1 dates back to the late nineteenth century when teaching foreign languages as an area was heavily under the influence of the Grammar-Translation (GT) method which was based on the literary works in Greek and Latin Languages. At the heart of this method was the premise that language learners elaborated on grammatical structures and rules and practiced these rules by focusing on mechanical drills and translating sentences by being adhered to the assumption that the process of teaching a foreign language should be carried out through using L1 (Hall & Cook, 2012). That is why, all the classes were conducted basically via L1, and the focus was on learners' ability to read literature and overall intellectual development. According to adherers of the method, teachers following the process had a serious attitude towards language teaching which was compatible with communities that



valued teachers' and learners' conventional functions in foreign language learning environment, and the advantage of the method was that it was relatively easy to conduct language classes, particularly with larger groups of students (Adamson, 2004). Naturally, little attention was paid to other skills like speaking and listening or communicative activities, and this stance was the basis for criticisms directed at this method.

Among ELT methodologists, GT was opposed and criticized for focusing merely on accuracy and being authoritarian as well as ignoring active use of L2 (Hall & Cook, 2012). One of the counter views against GT was that it was possible to avoid using L1 entirely, and this view regarded L1 as an obstructor against teaching L2 (Edstrom, 2006). Accordingly, the counter claims were against the use of not merely teachers' but learners' use of L1 as well. Displeasure with this method and its tenets led to the emergence of The Reform Movement that highlighted the importance of authentic language, and that movement paved the way for the development of the Direct Method (DM) that took the place of GT method. This alternative method spread across Europe in the early 1900s and continues to have an impact on language teaching pedagogy even today. (Bruen & Kelly, 2014). According to the principles of the DM, the conditions of a child acquiring the native language were to be set by the teacher, and this necessitated a time duration to be spent in a natural setting which was dominated by pure use of L2 without putting a focus on translations between L1 and L2 (Edstrom, 2006; Widdowson, 2003). Indeed, a great deal of the literature about teaching foreign languages was influenced by the tenets of the DM and suggested that L1 use in language teaching should be avoided in order that language teaching could be carried out entirely by means of L2 (Bruen & Kelly, 2014).

By the same token, audio-lingual method which was based on behaviorist theory suggested that students could be trained by means of a system of reinforcement and learning a foreign language was a sort of habit formation and teachers as well as students' use of L1 were regarded as barriers which

interfered with the new habit formation. As a result, L1 use by both teachers and students were not allowed since that policy was thought to cause interference (Mart, 2013).

Particularly important at the point discussed above was the appearance of the communicative method that put the emphasis on the meaning over the structure of the language. In addition, the use of real communication via L2 was valued instead of benefiting from L1. In fact, this method regarded authentic communication through L2 as the requisite for improvement. As a result of this viewpoint, the goal of language teaching shifted from the traditional aim of improving learners' skills in translating texts and comprehension of literary works to that of developing their abilities to be able to express themselves in foreign language contexts and become proficient users of L2. Subsequently, task based and content driven teaching became the key elements which valued real life tasks so as to boost learners' involvement in the use of L2 (Hall & Cook, 2012).

The advantages of L2 use in foreign language atmosphere were accepted, however, a number of studies (e.g. Cook, 2001; Macaro, 2005; Mirza et al., 2012; Thompson & Harrison, 2014) attempted to challenge that viewpoint by suggesting that there was not sufficient amount of empirical evidence indicating a relationship between the extensive usage of L2 and productive way of learning languages. In fact, it was proposed in the light of emerging evidence that using L1 may be a useful path to follow in learning L2, particularly in the process of vocabulary acquisition since use of the L1 was claimed to diminish the cognitive burden on the working memory of lower level of learners in particular and provide learners in general with additional endorsement in terms of cognitive capacity (Macaro, 2005). Moreover, the utilization of L1 in L2 classrooms was asserted to develop learners' metalinguistic competence along with language awareness (Cook, 2010).

In addition, competence in L1 was argued to provide a favorable impact on acquiring L2, and conversely, L2 proficiency was claimed to foster the progress in L1 considering that skills which are gained in one language could be conveyed to another one (Cook, 2001).

Namely, a strong basis built in L1 was assumed to promote the transition by serving as a means to L2 via fostering learners to improve their level in L2, as a result of which they may follow instructions in both L1 and L2 and accomplish their goals with respect to literacy alongside fluency in both L1 and L2. According to Cummins (2007) this, in turn, may contribute to lifelong learning in both languages.

Furthermore, use of L1 was claimed to be a contributing factor to promoting the interaction in L2 from the socio-cultural point of view, and it was asserted that L1 use could be a tool by means of which the learner may find a way to complete the tasks assigned (Tian & Macaro, 2012). Above all, it was asserted that the stages of L1 acquisition and those of L2 learning are not similar and that it is not possible to emulate the circumstances in which L1 is acquired as a consequence (Cook, 2010).

Another stance was based on the idea that L1 use should be confined to brief switches for mainly content words while using L2 as the dominant language (Tian & Macaro, 2012). It was also suggested that teacher's code-switching which was defined by Nunan and Carter (2001, p. 275) as "a phenomenon of switching from one language to another in the same discourse" could be more useful than entirely being adhered to L2 by supplying definitions and paraphrases, however, it could not be claimed that teachers should switch to L1 continuously so as to facilitate learners' understanding of the meaning (Tian & Macaro, 2012).

## **2.2. L1 Use in ELT Methodology**

It was put forward by Cook (2001) that teachers' use of L1 has a considerable role in the process of teaching L2. However, Celik (2008) states that L2 should function as the primary medium of instruction, and the use of L1 should serve a purpose rather than being in a random process and it should not be an excuse for teachers to compensate for their deficiencies. He also states that learners' L1 and their cultural background need to be

respected by teachers and valued to display a humanistic point of view towards L2 teaching since L1 plays a vital role in terms of establishing learners' identity.

In line with this stance, Schweers (1999) suggests that learners may develop a sort of resistance to L2 learning and its related community provided that their own culture and L1 are not recognized as valuable tools by teachers. He also points out that recognition of L1 by teachers may be an effective means of expressing learners' own culture, and doing so teachers may find a way of eliminating learners' negative attitudes towards L2 and foster their motivation as well as receptivity. According to Kayaoglu (2012), systematic use and acceptable utilization of L1 may have serious benefits in terms of linguistic and social aspects of language teaching. He argues that the conscious and systematic integration of L1 into language teaching process may bring about a wide range of benefits including academic and affective domains. For instance, L1 may be used at specific stages of classes such as eliciting a certain language point to be taught, assessing learners' comprehension level, giving instructions, and explaining a demanding grammatical point.

The principled and conscious use of L1 by teachers in relation with L2 may be suggested for various pedagogical purposes like providing scaffolding for tasks, making transitions from L1 to L2 use as well as carrying out negotiations of meaning with learners (Pan & Pan, 2010). They also state that input alone is not adequate for success in language acquisition and asserts that interaction between L1 and L2 plays a significant role in order that input could become knowledge, and this interaction may pave the way for learners to negotiate the meaning of the input and produce the output. In addition, Meiring and Norman (2002) state that making comparisons and contrasts between L1 and L2 forms and meanings may present learners an advantage as it helps achieve an informed awareness of the language learning process and enables them to diminish potential L1 interference.

In line with this, Sariçoban (2010) maintains that by means of contrastive analysis, teachers could anticipate to find out the most demanding areas which lead to interference or

language transfer. He also makes the point that lower level of learners in terms of proficiency usually have troubles with verbalizing and expressing their feelings and ideas in a confident way, thus they should be given a space to use L1 in order to understand L2. By the same token, Cole (1998) underlines the usefulness of L1 at beginning and lower proficiency levels of learners. According to him, L1 may be utilized for introducing the main differences between L1 and L2 given that learners may have little or no knowledge of L2 and the major grammatical features of it which they are supposed to be aware of. Likewise, Cummins (2007) states that languages interact with and are dependent on one another in the cognition of language learners who can be considered bilingual language user. Therefore, learning happens to be more effective provided that teachers direct students' attention to the similarities as well as differences between their languages.

Eldridge (1996) maintains that diminishing the amount of L1 use in the classroom does not necessarily enhance the quality and quantity of L2 use. With respect to conveying the meaning of unfamiliar vocabulary items, learners' previous L1 learning experience may be helpful since it could be employed to enhance their understanding of L2 (Pan & Pan, 2010). Concerning teachers' use of L1 in vocabulary teaching, Burden (2000) also asserts that some learners may be expecting teachers to use L1 since they may have a tendency to build connections between specific vocabulary items, structures, and concepts in L2 and their counterparts in L1 as an effective strategy in language learning process although they may anticipate teachers to use L2 exclusively in communication tasks. Kayaoglu (2012) asserts that the decision about how much L1 should be used as well as at which stages of classes it should be employed is an issue which is closely related to sociological, linguistic, pedagogic, and psychological aspects of language teaching. He also makes the point that this decision is essentially related to the purpose of the program and the teacher as well as the underlying function of the language point being taught.

The role of L1 in developing intercultural competence and its importance in terms of multilingualism in the 21<sup>st</sup> century is another and significant aspect of the issue. Sevilla (2018) states that L1 exchange between learners from different cultures and nationalities could be beneficial for developing teamwork, learner autonomy, and linguistic along with communicative competence. In addition, Gynne and Bagga-Gupta (2013) maintain that educational settings where multilingual exchange is achieved may enable researchers to study various aspects of language use in everyday life in schools and examine languages in terms of literacy usage.

Taking all the points discussed above into consideration, it may be concluded that various views have been suggested about the integration of L1 into foreign language teaching owing to the merits it may provide, and these merits could range from linguistic factors to affective issues which may have a serious role in enhancing the foreign language teaching and learning process considerably (Cummins, 2007).

### **2.3. Theorising L1 Use in the Foreign Language Classroom**

Theorists of learning based on the perspective of socio-cultural aspects propose that learning occurs in the best way when it is built on the knowledge which already exists (Vygotsky, 1978 cited in Hall & Cook, 2012) whereas tenets of integrated bilingualism which basically require knowledge of multiple languages to be compounded in learners' cognition instead of being kept apart arise from cognitive approaches to L2 learning (Cook, 2001). Therefore, process of L2 learning may turn into being more effective as long as teachers draw learners' attention to the similar and different point between L1 and L2 given that languages are claimed to interact and be dependent on each other in the mental world of learners as bilingual language users (Cummins, 2007).

The arguments in favor of use of L1 are based on its role in transfer of meaning to learners, maintaining discipline in the classroom as well as planning, organizing, and managing the activities in the classroom along with building rapport between teachers and

learners (Cook, 2001; Kim & Elder 2005). Pan and Pan (2010) also suggest that L1 is an essential means of obtaining meaning out of text, calling back relevant language from memory, discovering and extending content, guiding learners' action through the task, and maintaining communication. Paker and Karaağaç (2015) point out that it may be time saving and easier to give instructions by means of learners' L1.

L1 may also be employed for social purposes like conveying personal concerns and sympathy (Kim & Elder, 2008). Learners in monolingual classrooms often have background knowledge in L1 which may be beneficial for them in terms of learning L2. Therefore, a teacher may have a chance to make use of learners' L1 learning experience to enhance their performance in L2 (Cole, 1998). The use of L1 even goes beyond language learning area, and it is associated with teachers' position to employ it so as to accept learners as individuals and express respect along with concern, and to create a positive affective atmosphere for learning (Edstrom, 2006).

As another angle of the issue, deliberate use of L1 by teachers may bring psychological advantages as well since language learners are assumed to identify better with a teacher who uses L1 and who recognizes its value by benefiting from it rather than excluding it from learning environment (Çelik, 2008; Schweers, 1999).

Macaro (1997) directs attention to three different positions concerning the use of L1 that teachers may adopt in the classroom. In the case of the first one, the classroom is regarded as a virtual reality which reflects learners or migrants immersed in a position to learn L2, however, Macaro (1997) suspects that this situation is applicable. As for the second position, the aim is determined as maximal use of L2 and in this position the use of L1 by teachers may lead to a feeling of guilt among them. The last position as he calls it as "the optimal position" refers to L1 use as a valuable concept at certain points of a lesson and values it holding the view that L1 use may present advantages to learners and learning process beyond sticking merely to L2. He also makes the point that this position of teachers compels them to make

informed and principled judgments and states that it is not easy to define it certainly or to make generalizations about this position across various contexts, classrooms and groups of learners.

According to Cook (2001), more participation and meaningful communication may occur in classes, and these could be sustained longer by means of principled use of L1. Hence, the allowance of L1 judiciously may end up with an increased willingness among learners to communicate orally and express their ideas in discussions. However, Çelik (2008) advises that L1 use be selective and for specific purposes rather than be for the sake of following an easy way to avoid communication problems in language classes. He further suggests that certain uses of L1 during activities such as speaking, listening, and pronunciation should be avoided since its use in such contexts may be both impractical and harmful for the communicative focus of L2 learning environment.

#### **2.4. Teachers' Attitudes towards the Use of L1 in ELT Classes**

According to Macaro (1997), teachers may tend to feel guilty when they use L1 in classes, however, Hall and Cook (2012) found out that most teachers do not have such a sense of guilt stemming from the use of L1 in language classes. Macaro (1997) also stresses most bilingual teachers' belief that L2 should be the primary means of interaction in the classroom. According to him, it is not probable to claim that a majority of teachers favor excluding L1 altogether from ELT classes. Teachers are often in favor of using L1 as possible as they can on condition that its use does not impede L2 learning process (Oflaz, 2009). According to him, teachers should be flexible concerning its employment, however, such flexibility should not lead to any habit formation on the part of learners.

On the other hand, Hall and Cook (2012) assert that teachers' attitudes and beliefs could show disparity taking their cultural backgrounds and the educational context in which they are employed into consideration. They also state that teachers who have more experience report a relatively more positive stance towards L1 use, and they attribute this to the probable



impact of L2 based discourses' which are included in pre-service teacher training fading away as they implement efficient practice taking their own classroom realities and experiences into account.

According to Kayaoglu (2012), teachers are aware of possible benefits of L1 use, and he puts forward the idea that teachers become more prone to use L1 in a systematic way in their career as they become more experienced. Macaro (2005) directs attention to teachers' consensus on the idea that L2 should be the main language applied in the classroom and their tendency not to exclude L1 entirely by permitting its use taking its amount and at what point of the lesson it should be used into consideration. In addition, he asserts that most teachers compromise on the appropriateness of L1 use for lower-level proficiency of learners compared to higher-level ones, but they do not believe that learners' age, class size or their L1 background have an effect on the amount of L1 use in class environment. Moreover, Oflaz (2009) states that the use of L1 when addressing lower proficiency level of learners may be necessary considering that it is the sole resource learners count on since they have not mastered L2 yet. As a natural consequence of this, he suggests, it would be unrealistic to anticipate them to participate merely by means of L2 from the very beginning stages of language learning process.

It appears that teachers' attitudes and beliefs could change and be influenced by a number of factors ranging from their cultural backgrounds and teaching experience to the educational context in which they are involved.

## **2.5. Reasons behind Teachers' Use of L1**

Hall and Cook (2012) state that teachers may prefer to use L1 in order to clarify possible ambiguities in terms of meanings in L2 and to teach vocabulary items as well as grammatical points when they consider L1 use becomes necessary. In addition, they put forward that L1 by teachers may be utilized for the purpose of establishing rapport and a positive classroom environment. Teachers may also apply L1 in certain cases like explaining

concepts which may be demanding, checking learners' comprehension of a specific topic, boosting their confidence, explaining the rationale which lie behind language learning activities, error analysis, or clarification of vocabulary items (Prodromou, 2000). Similarly, Edstrom (2006) maintains that teachers utilize L1 for grammar instruction, classroom management, and to make up for a lack of comprehension. He also makes the point that teachers' preference to use L1 is an indication of various factors, one of them being the difficulty of a grammar point, or, in more specific terms, the hardship of turning the grammar point into being a comprehensible one by means of L2. Kim & Elder (2005) make the point that teachers often jump to L1 owing to a lack of strategies to compensate for troubles in communication by means of L2 or finite awareness of their own code-switching practices. According to Thompson and Harrison (2014), there are some factors that may have an effect on teachers' decisions to use L1 or not in addition to how much of it will be applied in classes such as learners' proficiency level, teachers' native language, their pedagogical training, previous experience in teaching and learning besides their pedagogical beliefs.

## **2.6. Code Switching**

Belazi, Rubin, and Toribio (1994) define code switching as making shifts between two or more languages in a language learning environment, and it is applied when speakers and those they address share more than one language. Coste (1997) also defines code-switching as the process of alternation of two distinct languages at various levels including those at the lexical, phrase, clause, or sentence level.

In the light of the definitions presented above, it could be stated that code-switching includes more than one language and speakers make jumps among languages while they are speaking either consciously or unconsciously (Tien, 2004). Teachers' employment of code switching does not always occur consciously, which may be an indicator that the teacher may not be aware of the functions and outcomes of the code-switching process all the time (Coste, 1997). On the other hand, Eldridge (1996) maintains that code switching may not be accepted

as a random action, rather, it is a deliberate activity although it may be treated as an automatic and unconscious action in some cases.

Whether code switching is performed consciously or not, it inevitably serves some fundamental functions which may be useful in language learning classes (Sert, 2005). The reason why code switching is used may be attributed to its facilitating the communication or being appropriate in the linguistic and cultural setting. Code switching is a commonly adapted strategy which may contribute to an effective communication. It may be utilized for self expression and is a means of modifying language for the benefit of personal intentions as well as build close interpersonal relations among individuals in a bilingual community (Tien, 2004).

According to Eldrifge (1996), it is hard to claim that a relationship exists between learners' level of success in L2 and teachers' employment of code-switching. In fact, he proposes that high proficiency level of learners apply code switching as regularly as other learners. Apparently, there is no such assumption that high level of competence in L2 may not be an indicator that the learner will switch to L2 less frequently (Eldrifge, 1996).

Code switching could be categorized into three groups based on its functions. The first one is called "code switching for curriculum access" which could be used for conveying meaning of lexical items or sentences, teaching grammar, and addressing topics related to culture. The second category is referred as "code switching for classroom management" which may include organizing tasks, maintaining discipline, and building rapport with learners. The third category of code switching is called as "code switching for interpersonal relations. This last category may include the affective atmosphere of the classroom like telling jokes and chatting with learners (Edstrom, 2006; Ferguson, 2003; Macaro, 2001; Tien, 2004; Turnbull & Arnett, 2002).

In the process of code switching, the teacher may attempt to modify his/her language according to the topic which is being discussed, and this is usually monitored in grammar

teaching. The teacher, in this case, makes shifts to L1 in order to focus on particular grammatical points which are under focus at that moment. In fact, the teacher intends to direct learners' attention to the new knowledge by doing so (Edstrom, 2006).

Code switching may also have affective functions which serve for expression of emotions. In this respect, code switching is used by the teacher in order to encourage cooperation and close relations with learners. From this angle, code switching could be argued to contribute to creating a supportive language atmosphere in the classroom (Turnbull & Arnett, 2002).

Teachers may also use code switching in order to transfer the necessary knowledge for learners to clarify any possible ambiguity. Namely, they may employ code switching so as to clarify meaning, and by doing so, place focus on L2 content to achieve effective comprehension (Edstrom, 2006).

Sert (2005) claims that teachers' preference to repeat the instruction by means of L1 may lead to some undesired behaviors among learners. For instance, a learner who is certain that the instruction in L2 will be accompanied by L1 translation or explanation may tend to lose his / her interest in paying attention to the previous instruction given by means of L2, and this behavior may have undesired consequences in terms of academic achievement considering that learners will be less exposed to L2 discourse.

Learners may rely on teachers' code switching so as to complete a task, which may be regarded as a way of negotiating meaning, and this strategy may be effective in that it may help make up for a possible lack of linguistic knowledge. On the other hand, teachers should not be inclined to do code switching all the time as it may run the risk of becoming an unavoidable habit which is likely to interfere with L2 learning process (Edstrom, 2006). According to Kayaoglu (2012), it may be a wise stance to employ code switching when the teacher feels it is necessary to do so. He further states that teachers, with their own pedagogic beliefs and values as well as justifications, should analyze their own context critically and make not only

conscious but also realistic decisions about switching to L1 instead of blindly sticking to assumptions. In line with this, Eldridge (1996) states that teachers' avoidance of code switching may have an adverse impact on learners' motivation and confidence, and therefore impede their development. On the other hand, he also maintains that such an act may also contribute to learners' linguistic development.

Code switching may play a vital role in reducing the anxiety level of learners in listening classes, as well. Since it may be a demanding task for teachers to provide contextual clues in L2 given that those clues will probably be as new as the language which learners will be exposed to in the listening text, the teacher's use of code switching may facilitate the process, and it may be a means of supporting learners affectively (Kayaoglu, 2012).

According to Macaro (2005), it may be hard for learners who lack teachers' code switching to develop important communication strategies considering that many conversations will occur between speakers who somewhat share the same two languages, and this is a common case in today's world with the increase in globalization of work locations. That is why, he suggests, code switching should be an indispensable part of L2 learning process, and it should be one of the components in the process of curriculum development, as well.

Bilingual teachers apply code switching on the grounds that it may be easier or more convenient for the sake of communication with learners. However, code switching in the classroom is argued to be associated with the grammar-translation method which is currently thought to be unfashionable although its use has not been excluded from ELT classes (Macaro, 2005). A bilingual teacher's code switching is also believed to diminish the amount of L2 exposure which the learner needs in language learning process. In addition, code switching may be considered as a sign of out-of-task behavior during collaborative activities, and this may lead to disruptive behaviors among learners. Furthermore, code switching by individual learners may also be regarded as the sign of their lack of ability to think as much as possible in L2

(Edstrom, 2006). In line with this, Cook (2002) highlights the issue with respect to multilingual classrooms and states that teachers' code switching in classes which consist of learners not sharing a common native language may lead to troubles since some of them will probably be neglected in some way. Therefore, he proposes that learners should share a common L1 so that code switching could be employed effectively during instruction by the teacher.

Many teachers believe that it is unlikely to create conditions by excluding the use of L1 totally. That is why, teachers may be in a position to apply code switching to support less competent learners since those learners may find it challenging to infer meaning out of L2 utterances, and as a result they may become frustrated easily. Namely, teachers may switch to L1 with a purpose to facilitate comprehension (Macaro, 2005). According to Kayaoğlu (2012), teachers often have a positive stance towards incorporating L1 into their classes holding the view that switching to L1 facilitates their way of teaching, especially that of grammar and vocabulary to lower proficiency level of learners, giving instructions which are comprehensible as well as creating a positive and supportive learning atmosphere. By the same token, Lo (2015) claims that teachers may switch to L1 in order to supply translation equivalents for abstract L2 terms or provide examples from learners' real lives so as to discuss on demanding concepts. In addition, teachers' decisions about which language to utilize in the classroom not merely affect the amount of input received by learners but may have an impact on the language learners choose to use in the classroom as well (Thompson & Harrison, 2014).

The factors that drive teachers to apply code switching are not merely confined to the comprehension issue. Teachers may also utilize code switching for building rapport with learners, providing procedural instructions for implementing an activity, controlling learners' behaviors which may sometimes become disruptive, checking their understanding of a teaching point with an intention to accelerate the process of language teaching thereby getting

rid of time pressures and teaching grammar in an explicit way. Taking all those issues into account, code switching may be accepted as a useful communication strategy (Macaro, 2005).

According to Greggio and Gil (2007), code switching may have a significant role in terms of facilitating interaction not solely among learners but between teachers and learners as well. They also assert that teachers may employ code switching so as to attract learners' attention as well as sustain the structure of the class activities planned priorly and that teachers may use code switching as well to give advice to learners when they notice that they are having troubles with a specific part of the lesson. Similarly, Lo (2015) makes the claim that code switching may be employed by teachers while addressing learners with lower level of learners and discussing classroom activities. It may also foster those learners who do not count on their L2 proficiency to communicate their ideas, and lack of confidence in terms of using L2 may also encourage teachers and learners to switch to L1. According to Tien (2004), teachers may elicit learners' responses more easily if they switch to L1 upon noticing that they will not be able to obtain any reaction from learners via L2.

Code switching may also be employed by teachers to elicit target vocabulary in L2 and grammatical points under focus as well as create a humorous effect among learners (Greggio & Gil, 2007). While making explanations in grammar classes, teachers may prompt learners to think in L1 so as to make their understanding of target L2 grammatical structures under analysis easier. Furthermore, teachers may also use code switching while teaching pronunciation. At this point, they may switch between L1 and L2 in order to attract learners' attention to the correct pronunciation of target sounds and vocabulary in L2 (Greggio & Gil, 2007). By the same token, Tien (2004) states that the reason why teachers apply code switching lies behind their desire to clarify target vocabulary and useful expressions, rules and structures related to L2, communicate classroom tasks and encourage learners to use L2.

Taking the possible benefits which code switching may provide, it could be asserted that teachers may make use of this strategy in a number of ways based on the context and profile of the learners they address (Greggio & Gil, 2007).

Learners mostly opt to use L1 rather than L2 since they are prone to count on their background language knowledge to understand the logic and organizational principles lying behind L2 (Gabrielatos, 2001). As a matter of fact, learners may become frustrated when they have troubles to make sense of teachers' L2 input and seek for the exact meaning of words as well as phrases. This scenario may usually be due to the consequences of not being able to comprehend a classroom task (Macaro, 2005). According to Oflaz (2009), some learners do not hesitate to employ L1 in the classroom and they accept it as an incentive for foreign language learning process as they see teachers' use of L1 as a motivating factor for them when they do not know what else to do. Moreover, keeping away from the teacher's choice to apply code switching resembles taking away learners' preference to utilize a bilingual dictionary since benefiting from a bilingual dictionary in the case of a reading comprehension task is a way of lightening the mental load by diminishing the number of unfamiliar vocabulary items as suggested by Macaro (2005).

On the other hand, there are some learners who feel comfortable with the teacher's avoidance of code switching on the grounds that they will learn more in the long term on condition that the teacher keeps away from code switching much as they are aware of its facilitating effect in terms of comprehension. In fact, there is no solid evidence indicating faster learners' feeling more comfortable with the teacher's exclusion of L2. It appears that this issue is related to individual preferences. While some opt for the teacher's making immediate and explicit connections between L1 and L2, others do not view this as a necessary code of behavior Cook (2002).

Pan and Pan (2010) maintain that the main drives which lead learners to prefer teachers' code switching may be related to its diminishing impact on the constraints on working



memory, helping learners follow the meaning of a text more easily, providing the opportunity to reinforce meaning maintained in long term memory, supporting the processing of the input in a more familiar terms as a result of which anxiety level could be reduced and clarifying the roles of certain lexical items as regards their syntactic functions. They also add that many learners believe L1 to be a fundamental tool in learning process because they hold the belief that they may interact with peers and teachers better through L1 and use of L1 may help L2 learners in the production of a social and cognitive space in which effective work can be achieved towards improving their learning. In line with this stance, Sariçoban (2010) emphasizes code switching by finding it useful to make switches to L1 in order to make sure that learners can grasp a demanding grammar point or an unfamiliar vocabulary item.

As another aspect of the issue, Macaro (2001) claims that teachers' use of L2 does not contribute to learners' effectiveness in L2 use and that teachers' occasional as well as short switches to L1 are not likely to boost learners' use of L1 which may be regarded as L1 interference.

## **2.7. Translation**

Translation, which is a way of applying L1, may develop learners' skills in a variety of aspects such as comprehension, reading strategies, learning lexical items and cultural background knowledge. Also, learners may use translation both as a compensation strategy with their limited knowledge in L2 and a cognitive learning strategy to understand, recall, and produce utterances in L2 (Hsieh, 2000). Moreover, Prince (1996) makes the point that teachers value teaching vocabulary through contextual clues and regard this as a desirable strategy while learners often withstand it and accept translation as being more useful in terms of learning new vocabulary items by constructing connections between the new words and their equivalents in L2. Use of L1 for translation may not merely help learners make sense of the new information they are exposed to, but encourage them not to let unfamiliar vocabulary items and expressions discourage them as well (Celik, 2008).

As for teachers use of L1 for translation, they may aim at checking learners' understanding of a certain teaching point and preventing any possible misconceptions by means of translation. Furthermore, teachers' application of L1 for translation purposes may be extremely useful in that it may provide a fast shortcut for teaching an abstract concept or a demanding utterance which would otherwise be time consuming for the teacher to clarify. There may even be times when it may not be guaranteed that teachers' explanation via L2 could be understood correctly and adequately. Taking these points into account, translation could be regarded as an invaluable instrument and a precious skill for language teachers and learners (Meiring & Norman, 2002).

Translation has undertaken a variety of roles according to diverse language teaching methods, and it has been viewed from different angles. While a party of language educators have regarded it as a critical way to ensure learners' comprehension and a significant writing exercise, others have opted to ban it entirely or discourage translation in language classes (Hsieh, 2000). Furthermore, Liao (2006) states that learners may have different perspectives towards translation based on their proficiency levels. According to him, higher proficiency level of learners are inclined to express negative ideas about translation and favor less use of it by teachers due to its possible risks of causing interference of L1 with L2, preventing their ability to think in L2, making them inclined to assume that there is always a one-to-one correspondence between L1 and L2. As a result, those learners feel that they should avoid translation as they make an improvement in learning L2. On the other hand, Celik (2008) suggests that lower level of learners tend to have more positive views about translation as a learning strategy. However, it was forbidden and excluded from classroom activities under certain teaching methods such as Direct and Audio-Lingual Method. In line with this point of view, educators favoring communicative approach have argued that learners could achieve a control of L2 in the same way as native speakers do by thinking in that language rather than translate or make jumps between L1 and L2 (Liao, 2006).

## 2.8. Views in favor of L1 Use

There has been a dispute over the use of L2 and L1 in the process of teaching and learning foreign languages in recent years, and this has ended up with the emergence of a large body of literature (Hall & Cook, 2012; Lo, 2015; Thompson & Harrison, 2014). In spite of the focus in the literature on the vital role of L2 use, a new interest in the role of the learners' L1 has appeared concerning the language teaching process. Macaro (2005), for instance, claims that learners' L1 may function as the language of thought for all learners except for those with higher proficiency level and therefore it may enhance associations and diminish the constraints of memory. In addition, he claims that avoiding L1 may lead to extensive use of modification in terms of input such as repetitions, slower pace of speaking, replacing more advanced level of vocabulary items with relatively basic ones, and simplifying sentence structures. He also states that this in turn could result in undesired effects in any kind of interaction, causing the discourse to become less authentic, diminishing the diversity in lexical items, and putting barriers against exposure to complex sentence structures. According to Pan and Pan (2010), L1 may be used from beginner to lower-intermediate level of learners on a declining scale, and they state that lower level of learners, particularly those who have reached maturity, could benefit from instructions and the explanation of grammar usage. Learners' use of L1 may also pave the ways to efficient collaborative dialogues among each other (Swain, 2000).

Turnbull (2001) approaches the issue from another angle and maintains that maximizing the use of L2 is of great importance for the sake of providing input for learners, however, he alerts that this should not give the impression that it is detrimental for teachers to use L1. On the other hand, it is not possible to define universally the appropriate amount of L1 use by teachers since it is highly dependent on learners' proficiency levels and specific purposes of courses being taught (Pan & Pan, 2010). Findings obtained from a number of studies have suggested that the use of L1 may endorse learners' comprehension of the L2 and its use and

small amounts of L1 use may pave the way to more comprehensible input as well as production in L2 (Turnbull, 2009). Likewise, Macaro and Mutton (2002) assert that teachers may have the opportunity to carry out many language and pedagogical tasks through L1 without having time constraints. In addition, the improvement in L1 is argued to contribute to the advancement in L2 and judicious amount of L1 use by the teacher may promote production in L2 (Swain & Lapkin, 2000).

Swain and Lapkin (2000) also emphasize the employment of L1 as a means of helping learners to become aware of the requirements as well as content of a task to be completed in the classroom environment in addition to elaborating on language forms, use of lexical items along with overall organization and collaboration among learners. They refer to the significance of L1 use in terms of task completion and they attribute the success of bilingual education programs in the acquisition of cognitively demanding academic tasks to their leaving room for the permission and maintenance of L1 in the process of L2 learning. In a similar vein, Klapper (1998) highlights the role of L1 and argues that excluding it from language classes may lead to stressful situations and adverse affective reactions which may be a barrier against an effective way of L2 learning.

Cook (2001) mentions about the merits of L1 use focusing on teachers' opportunities to utilize it in an effort to facilitate the process of conveying meaning and focusing on grammatical points besides conducting classroom activities and sustaining discipline as well as establishing rapport with learners. According to him, use of L1 by teachers may also help testing process by preventing ambiguities in terms of instructions. In addition, L1 may be employed by teachers with a purpose to facilitate learners' understanding of grammatical structures and provide feedback. If L1 is employed well and presented to learners communicatively, it may be an effective tool that will develop the proficiency level of learners (Pan & Pan, 2010). Swain and Lapkin (2000) maintain that L1 may serve as a means to help learners be aware of requirements and content of class tasks, focus their attention on

language forms, vocabulary usage, overall organization of activities, and to establish the tone and nature of their cooperation. Without their L1 use, the task presented to them may not be completed effectively, or may not be accomplished at all. As a result, they point out that insistence on no use of L1 in implementing tasks that are both linguistically and cognitively demanding means that teachers may fall into a position to deny the usage of a critical cognitive tool. Macaro (2001) also maintains that L1 may be applied for retaining control over learners, namely, for the sake of keeping discipline in classes.

On the other hand, there may be certain benefits of teachers' use of L1 from learners' perspective as well. Hall and Cook (2012) bring up the issue of learners' need of participating in language tasks bilingually and according to them, they may be in a position to favor L1 use as a means to preserving their own linguistic as well as cultural identity while using L2. In addition, they maintain that mastery of L1 and awareness of its similarities along with differences in relation to L2 is by all means present in the frame of monolingual teaching.

As another aspect of the issue, Crawford (2004) underlines the importance of cultural factors and addresses teachers' regarding L1 as the most suitable medium in order to make comparisons between cultures. Furthermore, Anton and Dicamilla (1998) refer to the employment of L1 in terms of its usefulness for learning L2 in that it may not only assist in the process but completion of a task as well. They also favor the use of L1 on account of its potential to promote the formation of a cognitive and social area in which learners may have the opportunity to provide support for one another throughout a specific task and highlight the potential of L1 use to contribute to the production of a higher level of language content. Likewise, Cohen and Brooks-Carson (2001) discuss about learners' opportunities to come up with more ideas and achieve a greater quantity of clear thinking in L1 in writing classes. Moreover, they suggest that L1 may have a crucial role in the initiation and facilitation of interaction between learners. They also add that learners may adopt L1 as a means of

expressing themselves in a better way during interactions among themselves and with the teacher, and L1 may assist in the process of negotiating form and meaning.

Liao (2006) maintains that learners employ L1 as a strategy to enhance their capacity to memorize vocabulary and sentence structures. He further claims that they adopt L1 as an affective strategy for diminishing anxiety related to their learning experiences and boosting their motivation to learn L2. According to him, learners also make use of L1 as a social strategy to help them cooperate with others, which may in turn foster them to achieve learning outcomes, and they may have a positive reaction to teacher's L1 use for the reason that it may develop their understanding of classes and help maintain their motivation for learning L2. In addition, Edstrom (2006) argues that use of L1 upon completion of a task by learners successfully may be preferred to convey them that they have achieved good work since the use of L1 may reinforce teachers' praise and give the impression that the praise is a real one.

L1 use by teachers may also have a facilitating role in terms of classroom interaction, and teachers may switch to L1 for academic and managerial purposes or to implement social interactions with their learners. (Sali, 2014). By the same token, L1 use may help embark on and maintain verbal interaction, hence, its utilization in classroom activities, especially in group or pair work, may be useful (Yildiz & Yesilyurt, 2016). According to Scott and Fuente (2008), exclusive use of L2 may lead to the occurrence of a barrier against learning since it will probably boost cognitive demands required in classroom tasks, especially those related to form-focused tasks. Furthermore, it may diminish cognitive load, contribute to sustaining interaction, and facilitate language development.

The perspectives presented above indicate that teachers' use of L1 is claimed to be useful and bring advantages to teachers in a foreign language teaching process. It seems under the light of the views discussed above that L1 use may be beneficial not solely for teachers but learners as well (Swain & Lapkin, 2000).

## 2.9. Views against the Use of L1

A number of studies (e.g. Crawford, 2004; Pica, 2000; Turnbull, 2001) have presented findings indicating the advantages of avoiding L1 based on its drawbacks and brought up the advantages of adhering to L2. Crawford (2004), for instance, holds that teachers' ideas and beliefs about the purpose of a program may be a key point in determining their attitudes towards language use and therefore teachers who regard proficiency as an ultimate outcome in a specific program are remarkably more inclined to favor the use of L2 rather than L1. Also, Turnbull (2001) states that a close relation exists between accomplishment in L2 and teachers' adherence to it, which may help come up with a theoretical rationale for L2 use in classes. Similarly, Sariçoban (2010) highlights the importance of teachers' application of L2 instead of L1 as possible as they could in real-life contexts and situations in the classroom environment on the grounds that using L2 in the maximum level in the classroom endorses not merely learners' proficiency but their achievement level as well. He also directs attention to excessive use of L1 which may interfere with the process of L2 learning because they may be from different language families and the differences in between may impede the process. Therefore, he proposes the offer for banning L1 from classes or at least keeping it at the minimum level if it is possible for the sake of maximizing the L2 input. He also makes the point that learners with the habit of hearing their teacher employ L1 are prone to avoid using L2, and as a result they may not be able to benefit totally from precious L2 input provided by the teacher. According to him, teachers fall into a situation to deprive their learners of the valuable L2 input provided that they are excessively dependent on L1, and in that case he claims, learners will be able to learn to the extent that they are exposed to the L2 input whereby they will have more communicative competence since it is commonly assumed that the use of L1 in class may bring about cognitive setbacks (Pica, 2000).

By the same token, it is suggested by Edstrom (2006) that L1 should not be used excessively by teachers since this may become a habit among learners which, in the long run,

may end up with learners' over dependence on it. Namely, overuse of L1 may leave learners with a preference to rely on it continuously, which is a case not desired by teachers (Oflaz, 2009). Edstrom (2006) also makes the point that L1 use may be regarded as a barrier against forming an efficient learning environment as it may lower learners' concentration and cause learning process to be under-challenging. While he accepts the role of L1 use by teachers with respect to providing comfort as a positive outcome, he alerts that persistent L1 use by teachers may turn into being laziness among learners if this comfort among them becomes excessive. In other words, comfort which is initially an advantage of L1 use may end up with a drawback in language learning process. Turnbull (2001) expresses based on his findings that teachers may fall in a position to use L1 consistently and more frequently than allowed by policies which are in place putting a limit on the amount of L1 use by teachers. He further makes the point that teachers' employment of L1 upon noticing learners' lack of comprehension may imply their insufficient experience or lack of strategies to paraphrase or modify their speech in accordance with learners' level.

Crawford (2004) also draws attention to the importance of L2 and states that teachers' employment of L2 is vital since it supplies learners with input presented by teachers' scaffolding. He urges that teachers must themselves be models by using L2 and create real life situations in the classroom environment if learners are expected to become competent language users. According to him, L2 use has substantial value since it conveys the message that languages may be different but should not be scared and that learners can understand L2, which becomes fun when they manage to do this. However, Macaro (2001) makes the point that there is a long a long way ahead for being able to claim that increased use of L2 by teachers brings about high performance among learners in L2. Indeed, he adds that it is hardly possible to indicate a direct cause- effect relation between leaving out L1 and an effective way of learning.



Another study carried out by Liao (2006) focuses on learners' excessive dependence on L1 which may slow down their comprehension as well as production in L2. Excessive use of L1 may prevent learners from the opportunity to apply L2, and L2 as the target language may be a motivating factor for learners who can feel its benefits and reach immediate achievement (Turnbull, 2009). Pica (2000) also maintains that teachers' use of learners' L1 may diminish the amount and quality of L2 exposure which learners are confronted remarkably along with their opportunity to employ the language on their own and receive feedback on that use of the language. In addition, teachers' use of L2 may maximize learners' experience of language learning process and that use may be evidence for teachers' confidence in learners' ability to learn (Crawford, 2004). Likewise, employment of L1 may not be justified since it is argued to be mostly inappropriate for speaking and creative activities as well as games unless the instructions bring about frustration among learners. The same case is also true for the listening stage. L1 should be avoided unless the activity entails complex instructions or the class includes unfamiliar content in terms of cultural knowledge that is crucial for comprehension. Moreover, L1 is inappropriate in drills based on pronunciation teaching except for introducing abstract vocabulary (Cole, 1998).

According to Kim and Elder (2005), teachers may tend to employ L2 for correcting learners' errors, modelling, and scaffolding. Given that these functions of L2 do not usually entail long and demanding utterances and taking how much of teachers' talk is devoted to these functions into account, it may be logical to assert that the input provided by teachers is finite not solely with respect to quantity but input quality as well. They also state that teachers usually prefer to use L2 if they are focusing on an activity which does not necessitate demanding instructions.

Taking the concerns about the use of L1 in ELT classes into consideration, it could be suggested that teachers should make informed decisions about how and how much to use it

since constant use of L1 may lead to setbacks in foreign language learning process (Patel & Jain, 2008).

### **2.10. L1 Activities in ELT Classes**

L1 activities may be applied by teachers while carrying out a number of functions. Yildiz and Yesilyurt (2016) list the major areas where L1 activities could be useful. They maintain that L1 activities could be adapted while explaining new words, checking for learners' understanding a topic, teaching grammatical points, giving instructions about class activities and tasks, and joking with learners. In terms of teaching grammar, Levine (2003) also favors the use of L1 believing that it may be more effective via L1 and he argues that teachers' use of L1 may facilitate learners' understanding of course policies, test regulations, and assignments as well. By the same token, Mirza et al. (2012) propose that teachers may conduct L1 activities in order to present new vocabulary items as well as give instructions.

Yildiz and Yesilyurt (2016) make the point that teachers' provision of L1 definitions while teaching new vocabulary may help them with clarification of the meaning particularly in the case of teaching words with multiple meanings. They also state that teachers' presenting a grammar point via L1 may help learners to internalize the rules by means of making comparisons between two languages.

As for another L1 activity, teachers' preference for giving instructions by means of L1 may help save time and be an incentive for more involvement in class tasks (Mirza et al., 2012). In addition, teachers may joke with learners through L1 since this may make learners feel relaxed and conduct more enjoyable activities. According to Liao (2006), learners' sense of humor may be different from that of native speakers of L2 and teachers' joking via L2 may enhance interaction between teachers and learners. He also makes the point that sometimes learners may not be able to understand jokes in L2, which is why teachers' joking in L1 may be effective in this regard.

Yildiz and Yesilyurt (2016) also focus on teachers' providing feedback via L1 and claim that it may be more effective since some learners' levels may not be sufficient for understanding teachers' feedback given via L2 and that learners may express themselves more comfortably in class discussions.

It could be stated based on the points discussed above that various L1 activities may be conducted by teachers in order to enhance the teaching and learning process, and it is the teacher's decision to determine the appropriate amount and time to make use of L1 (Patel & Jain, 2008).

### **2.11. L1 Use in Grammar Teaching**

Kayaoglu (2012) maintains that grammar teaching, at early stages in particular, may require teachers to integrate L1 into their classes in case some complex and demanding points may not be entirely grasped by learners, and this in turn may result in the occurrence of psychological barriers to language learning. Therefore, he claims that the use of L1 in the process of teaching grammar is indispensable.

On the other hand, teachers are often reluctant to include the L1 in language classrooms due to its close relation with the grammar translation method (Tsagari & Floros, 2013). According to Cook (2001), the use of L1 could be an effective tool in terms of grammar teaching since lower level of learners often have little L2 linguistic competence, therefore L1 may help build a shortcut for making associations between L1 and L2 knowledge in learners' minds. He also suggests that the use of L1 may provide learners with an effective way of analyzing and understanding the structure of L2. In addition, learners may benefit from the contrastive analysis between L1 and L2 in order to raise their awareness of the main differences between the two languages and avoid examples of word-by-word translations (Pan & Pan, 2010). However, Cook (2001) points out that consistent use of L1 may cause learners to assume that each word and structure in L2 has an L1 counterpart while this is not the case in reality.

Sali (2014) states that the most extensively identified function of L1 is to explain L2 grammar so as to achieve instant learner comprehension. Levine (2003) also puts forward that L1 may be used particularly while teaching complex grammatical points, discussing on course policies as well as class assignments and maintains that it will be more effective to focus on grammatical structures by employing L1 as it may open more rooms for learning.

On the other hand, Thompson and Harrison (2014) assert that learners usually code switch for the purpose of discussing grammatical points merely when teachers embark on the discussion in via L1. They also make the point that learners may not be familiar with grammatical concepts in L1 and, therefore, teaching grammar may be as easily achieved in L2.

The use of L1 by teachers has been argued to provide certain benefits such as endorsing learners with possible ambiguities in terms of meaning, making comparisons between L1 and L2 grammar, enhancing the feedback process as well as establishing rapport with learners (Cook, 2001; Hall & Cook, 2012; Macaro, 2001). On the other hand, opposing views have also been expressed, and teachers' excessive use of L1 has been claimed to run the risk of interference with the process of L2 learning, avoidance of using L2 as a result of being exposed to L1, being deprived of L2 input provided by teachers, overdependence on L1 and resulting in obstacles against communicative development in L2 (Edstrom, 2006; Liao, 2006; Pica, 2000; Sarıçoban, 2010; Yildiz & Yesilyurt, 2016). Considering those views about the use of L1, it may be observed that usage or avoidance of L1 may have both merits and drawbacks. Therefore, it may be hard to claim that there is a direct cause- effect relation between leaving out or using L1 and an effective way of teaching grammar (Macaro, 2001).

## **Chapter III**

### **Methodology**

In this chapter, information is given about the research design, participants, data collection tools, and data collection procedures. In addition, each research question directing the study was analysed respectively. The researcher, starting from the first research question, attempted to analyse the related data and provided details about the findings.

#### **3.1. Research Questions**

Current study has attempted to find answers to the following research questions:

1. In what situations do university preparatory school EFL instructors report using L1 while they are teaching grammar in elementary classes?
2. What are the justifications for university preparatory school EFL instructors to use L1 while teaching grammar in elementary classes?
3. What are the beliefs and attitudes reported by university preparatory school EFL instructors towards their use of L1 while teaching grammar in elementary classes?
4. What are students' beliefs and attitudes towards the use of L1 by university preparatory school EFL instructors in grammar lessons in elementary classes?

Each of the research questions stated above has directed the study and data collection as well as data analysis have been conducted under the guidance of those research questions.

#### **3.2. Research Design**

A mixed method research design was conducted with a view to gaining a profound insight into teachers' use of L1 as a principled instructional strategy in grammar teaching to university preparatory school students. Creswell and Clark (2017) define mixed methods research design as a way of collecting, analyzing, and combining quantitative and qualitative research designs in one single study. Also, they assume that a mixed method research design may help the researcher have a better insight into the research topic than either of the methods

by itself. The procedures, they add, may be time-consuming in that it may necessitate extensive data collection and analysis. Thus, the process may require merging, integrating, linking, or embedding both quantitative and qualitative data.

As for the role of the researcher, he acted as a non-participant agent through the study in order to avoid possible researcher bias and attempted to collect data from external participants. The researcher also avoided collecting data from his own students for the same purpose.

### **3.3. Participants**

The study was conducted with 40 teachers (female=35; male=5) while collecting quantitative data who are engaged in grammar teaching in elementary classes in a state university in Bursa. 10 of the participants (8 females and 2 males) included in the study were also interviewed, and these interviewed teachers' classes were observed based on the observation checklist prepared by the researcher. In addition, five groups of participants totalling 100 (female=59; male=41) students were included in the study from the same university in order to collect data based on students' perspective on the issue. The participants' ages ranged between 18 and 36; 90% of the participants were within the age group of 18-22, while 10% were within the range of 23-27. The students were registered on a variety of undergraduate programs, including Engineering, Economics and Administrative Sciences, Veterinary Science and Vocational Schools.

Both groups of participants were chosen based on convenience sampling strategy that may be defined as a sort of sampling in which the participants are readily accessible due to their locations, readiness at any time, and their enthusiasm to contribute to the study (Etikan, Musa, & Alkassim, 2016). Prior to the implementation process of the study, the participants were informed about the aim of the study, and their consent was requested by means of a consent form including their signatures.

### 3.4. Data Collection Tools

**3.4.1. Quantitative data collection tools.** Quantitative data relating to RQ1, 2 and 3 were collected from the instructors by means of the five-point Likert-type questionnaire (Appendix A) developed by Hall and Cook (2012).

The same scale was adapted and used to gather data from the student group in order to answer RQ4 (Appendix B). For instance, the item in the original scale, “How frequently do you use the learners’ own language to teach vocabulary” was adapted as “How frequently do your teachers use your own language to teach vocabulary” in order to approach the issue from learners’ perspective.

**3.4.1.1. The scale administered to the instructors.** The scale aimed for teachers was in the form of a five point Likert Scale items, and the scale ranged from “strongly disagree” (1) to “strongly agree” (5) as well as from “never” (1) to “always” (5). While the initial part of the questionnaire aimed to gather information about their professional context, the other parts were intended to find out teachers’ approach to L1 use as a principled instructional strategy including their views towards L1 use, the areas where L1 use may be needed, description of the learners they are teaching as well as the approach of the institutes they are working for towards L1 use in foreign language classes. Each subsection of the scale was intended to provide data for the related research questions. Cronbach alpha coefficient was calculated for the Likert Questionnaire prepared for the instructors based on the guidelines proposed by George and Mallery (2016), and it was found out that the questionnaire was reliable ( $\alpha = 0.727$ ).

**3.4.1.2. The scale administered to the students.** The scale aimed for students was in the form of a five-point Likert-type scale with values ranging from “never” (1) to “always” (5), and it included various subsections, as well. The questionnaire aimed to collect data under the light of RQ4, and it included demographic information such as their gender and age group along with the items to determine students’ overall views into teachers’ use of L1 in grammar

classes. Cronbach alpha coefficient was calculated for the Likert Questionnaire, and it was determined that the scale was reliable ( $\alpha = 0.852$ ) according to the guidelines proposed by George and Mallery (2016).

All the items in the scale were translated into the students' native language so that they could fully understand each of the items included in the questionnaire. In order to account for linguistic reliability, a lecturer from a state university in Bursa as an expert in the students' own language was requested to check the appropriateness, clarity, and accuracy of the items so that the students could easily understand and correctly respond to each item.

**3.4.2. Qualitative data collection instruments.** The researcher conducted semi-structured interviews with ten teachers, and the participants' responses were recorded for the sake of facilitating the transcription process. The participants' consents were taken in advance, and they were informed about the recording procedure prior to the interview.

The researcher also observed ten interviewed teachers' grammar classes by means of an observation checklist in order to compare the responses reported through the interviews which were conducted with the classroom applications by teachers related to their use of L1 in grammar classes for elementary level of learners. The semi-structured interview (Appendix C) and the observation checklist (Appendix B) which was prepared in accordance with the reported responses gained from the interviews were used as the qualitative data collection means so as to have a profound insight into the issue.

**3.4.2.1. The semi-structured interview with the instructors.** The first question in the interview, "What are your beliefs and attitudes towards the use of L1 by instructors while teaching grammar in elementary classes at preparatory schools?" was formulated in order to provide more comprehensive data for RQ1, "What are the beliefs and attitudes reported by university preparatory school EFL instructors towards their use of L1 while teaching grammar in elementary classes?"



As for the second question in the interview, “What types of L1 activities do you use while teaching grammar?”, the researcher intended to enforce the data obtained through RQ1 “In what situations do university preparatory school EFL instructors report using L1 while they are teaching grammar in elementary classes?” At this point, the researcher aimed to gain more profound insight into the areas in which L1 could be used by teachers and what sort of activities may be conducted in relation with the use of L1 by teachers in grammar classes for elementary level of students.

The third question in the interview, “What factors lead you to use L1 while teaching grammar in elementary classes?” was formulated to consolidate the data obtained by means of RQ2, “What are the justifications for university preparatory school EFL instructors to use L1 while teaching grammar in elementary classes?” The quantitative data gained through the Likert Scale were supported with the responses given to this third question in the interview.

The fourth question in the interview, “At what stage(s) of grammar classes do you use L1? What is the reason behind this?” aimed to provide more support form RQ1, “In what situations do university preparatory school EFL instructors report using L1 while they are teaching grammar in elementary classes?”. The aim was, similarly, to compare the responses obtained with those gained through the Likert scale.

The fifth question in the interview, “How do learners react to your use of L1 while teaching grammar? was intended to explore students’ perspective of the issue and intended to enforce the data obtained under the guidance of RQ4, “What are students’ beliefs and attitudes towards the use of L1 by university preparatory school EFL instructors in grammar lessons in elementary classes?”. The researcher, by doing so, aimed to have a more comprehensive insight into the issue with respect to students’ standpoint.

Table 1 below summarizes the matching of each research question and interview question items:

Table 1

*RQ1: "The matching of each research question with interview question items"*

<u>Research Questions</u>	<u>Interview Question Items</u>
In what situations do university preparatory school EFL instructors report using L1 while they are teaching grammar in elementary classes?	At what stage(s) of grammar classes do you use L1? What is the reason behind this?  What types of L1 activities do you use while teaching grammar?  What types of L1 activities do you use while teaching grammar?
What are the justifications for university preparatory school EFL instructors to use L1 while teaching grammar in elementary classes?	What factors lead you to use L1 while teaching grammar in elementary classes?
What are the beliefs and attitudes reported by university preparatory school EFL instructors towards their use of L1 while teaching grammar in elementary classes?	What are your beliefs and attitudes towards the use of L1 by teachers while teaching grammar in elementary classes at preparatory schools?
What are students' beliefs and attitudes towards the use of L1 by university preparatory school EFL instructors in grammar lessons in elementary classes?	How do learners react to your use of L1 while teaching grammar?

**3.4.2.2. The lesson observation checklist.** The researcher observed ten interviewed teachers' grammar classes by means of an observation checklist (Appendix D) in order to compare the responses reported through the interviews which were conducted with the classroom applications by teachers related to their use of L1 in grammar classes for elementary level of learners. The observations carried out aimed to determine the areas where, how often and for which purposes L1 was used by teachers in the classes.

### **3.5. Data Collection Procedure**

Both quantitative and qualitative data collection instruments were used to collect data in order to answer the research questions. These instruments are described in detail in the following sub-sections.

**3.5.1. Quantitative data collection procedure.** Quantitative data were collected during the first term of 2018/2019 academic year. All of the participants were assured about the confidentiality of the data they were supposed to provide. The participants were also informed that the findings of the study could be shared at the end of the process to those who were curious about the results.

**3.5.2. Qualitative data collection procedure.** The interviews were conducted with 10 participants chosen randomly from those who also contributed to the quantitative data collection process, and the participants were interviewed individually. The interviews were conducted in the researcher's office in a state university in Bursa during the fall semester of the 2018-2019 academic year. Each interview lasted approximately five minutes. The responses obtained were audio recorded through a smart phone, and they were transcribed subsequently for the sake of facilitating data analysis.

Following the interviews, the researcher conducted observations of the ten interviewed teachers' grammar classes by using an observation checklist in the same week. The teachers were informed about the observation process priorly, and each observation period lasted approximately one class hour (40 minutes). The classes observed included presentation of a new grammar, practice, and revision parts. The researcher observed both the teachers' use of L1 and the learners' reaction to this principled strategy.

The data collected under the guidance of the interview questions were compared with those obtained through the observation process in order to check whether the reported answers were actually implemented during classroom practices. This way of data collection process

aimed to present valid data concerning teachers' use of L1 in grammar classes and students' overall attitudes towards the issue.

Expert opinions were gathered through the contributions of four lecturers from a state university in Bursa. They were requested to check the qualitative data collection means so as to ensure that the scales served for the aim of the study.

### **3.6. Data Analysis Procedures**

**3.6.1. Quantitative data analysis procedures.** The data which were obtained by means of the questionnaires were analysed through IBM SPSS Statistics 23. Specifically, descriptive statistics such as range, mean, and standard deviation were calculated for the demographic information of the participants and for the scales in order to answer RQs 1-4.

**3.6.2. Qualitative data analysis procedures.** The researcher implemented a content analysis process by determining the common and repeated responses in the form of codes and themes which were categorized and used for interpretation. Creswell (2005) defines the process as categorizing and labeling collected data with a view to forming descriptions and general themes. He also suggests that determining themes and codes out of transcribed data may help the researcher make sense out of the data texted comprehensively and data analysis may become more systematic in this way.

### **3.7. Ethical Considerations**

Prior to both quantitative and qualitative data collection processes, all of the participants were informed about the confidentiality of the data they provided. It was reminded that participation in the research was based on will, therefore, their consent was taken through a form prepared by the researcher (Appendix E). Moreover, the data collection instruments and procedures were approved by the Ethical Board of the university involved in the study (Appendix F). The researcher also requested the official permission of the school where the study was applied (Appendix G).

## Chapter IV

### Results

In this section, the results obtained through the quantitative data were analysed by means of SPSS Statistics 23, those gained from qualitative data through content analysis, and the results gained through the observation process were presented under the guidance of each RQ respectively. The researcher demonstrated the results gained through the quantitative analysis in the form of tables presenting the number of participants, lowest and highest scores for each item included in the Likert Scale, mean scores, and standard deviations. Subsequently, the results were presented through content analysis based on each RQ including related themes and codes which were illustrated in the form of tables. As the final stage, under the guidance of the RQs, the results obtained through the observation process were reported and compared with the responses gained through the interviews conducted in order to obtain qualitative data.

#### 4.1. Quantitative Data Analysis for RQ1

RQ1, “In what situations do university preparatory school EFL instructors report using L1 while they are teaching grammar in elementary classes?”, aimed to identify in what situations university EFL instructors report using L1 in grammar classes for elementary level of students. Table 2 below shows the data obtained from the questionnaire for teachers, and the findings suggest that the participants utilize L1 in grammar classes for various purposes. It could be stated based on the findings that the frequency of use of L1 by teachers is in moderate levels considering the means ranging from 1.75 with testing and assessing learners to 3.35 as regards explaining when meanings are unclear.

Table 2

*RQ1: "In what situations do university preparatory school EFL instructors report using L1 while they are teaching grammar in elementary classes?"*

	<u>N</u>	<u>Lowest</u> <u>Score</u>	<u>Highest</u> <u>Score</u>	<u>M</u>	<u>SD</u>
Teaching Vocabulary	40	1.00	5.00	2.80	1.11
Giving instructions	40	1.00	5.00	2.60	1.15
Explaining grammar	40	1.00	5.00	2.97	1.18
Developing rapport and a good classroom atmosphere	40	1.00	5.00	2.95	1.06
Correcting spoken errors	40	1.00	5.00	2.57	1.23
Explaining when meanings in English are unclear	40	1.00	5.00	3.35	1.25
Giving feedback on written work	40	1.00	5.00	2.85	1.21
Testing and assessing learners	40	1.00	5.00	1.75	1.23
Maintaining discipline	40	1.00	5.00	3.00	.96

As observed in Table 2, the most common use of L1 by teachers in grammar classes is concerning clarification of the meaning ( $M=3.35$ ). It is seen that L1 is utilized by teachers in order to cope with ambiguities about any grammar point.

The second most common use of L1 is for maintaining discipline ( $M=3.00$ ). The use of L1 by teachers for managing classes with respect to coping with discipline problems is quite common among the participants considering the average score as stated above.

The results obtained from the quantitative data as indicated in Table 2 also show that the third most common use of L1 by teachers in grammar classes is concerning the explanation of

grammatical points, namely, presentation and related explanation (2.97). The participants state that use of L1 may be needed when explaining a new grammar topic.

Developing rapport and a good classroom atmosphere is another area for which teachers may use L1. According to Table 2, the participants may employ L1 in order to have close relations with students and enhance the classroom atmosphere (2.95).

As the next use of L1 in terms of frequency of application, the participants may benefit from it when they are giving feedback to students on written work (2.85) as displayed in Table 2. The idea behind the use of L1 at this point is that elementary level of students may understand the feedback better when it is provided by means of L1.

Teaching vocabulary in grammar classes may also be carried out by means of L1 although the frequency rate of the application may not be argued to be high (2,80). The participants state that they could employ L1 when there is an abstract vocabulary item or when they believe that teaching a new item in grammar classes through L1 may save time.

The participants also report that L1 may be employed while giving instructions to students, however, it may not be argued that teachers mostly prefer L1 for this purpose (2.57). The mean score demonstrated (2.57) makes it clear that teachers may employ L1 while giving instructions from time to time but not usually or always.

The participants also report that L1 may be employed when correcting errors made while speaking, namely, oral performances, however, the frequency of L1 application in correcting spoken errors is not as high as those mentioned above (2.57). At this point, it appears that there is a tendency among teachers to apply L2 more for the sake of promoting L2 use among learners.

The last and the least reported use of L1 by teachers in grammar classes is about testing and assessing learners (1.75). It appears that the frequency of L1 use in this area is less than the others stated above.

## 4.2. Qualitative Data Analysis for RQ1

Qualitative data obtained under the light of the first RQ, “in what situations do *university preparatory school EFL instructors* report using L1 while they are teaching grammar in elementary classes?” indicate that teachers may use L1 for various purposes. The reported responses were gained through the interview question, “At what stage(s) of grammar classes do you use L1? What is the reason behind this?” to provide data for the RQ being discussed. A sample response to this question was “I totally believe that ideas, beliefs, attitudes have changed according to students, and I believe that as a teacher you can go forth and back between L1 and L2, however, teachers should also compare English and Turkish grammar, but that does not mean they should always speak English. They can choose a student from the class for word by word translation. There is always one student in my classes I use as a translator so that students could know there is no way to persuade me to speak Turkish. The following table (Table 3) indicates the details about this aspect of the research.

Table 3

*RQ1: “In what situations do university preparatory school EFL instructors report using L1 while they are teaching grammar in elementary classes?”*

<u>Interview Question</u>	<u>Theme</u>	<u>Code</u>
At what stage(s) of grammar classes do you use L1? What is the reason behind this?	the stages to use L1	presentation of the teaching point
		maintaining discipline
		clarity
		revision of previous topics
		during practice
		rule explanation
		warm up stage
		feedback
		giving feedback



Table 3 suggests the participants' assertion that learners may understand better when they are taught a new demanding topic through L1. In addition, teachers may employ L1 as a way of keeping discipline to deal with disruptive behaviour. The participants assert that use of L1 may be applicable while making a revision of previous topics. Furthermore, L1 use by teachers may be a valuable tool during warm-up stages and rule explanation process. As the final area, giving feedback is indicated in the chart for which teachers report that they may use L1 in grammar classes.

Table 4 below shows the data obtained through the interview to elaborate on the same research question to determine the L1 activities teachers may apply in grammar classes.

Table 4

*RQ1: "In what situations do university preparatory school EFL instructors report using L1 while they are teaching grammar in elementary classes?"*

<u>Interview Question</u>	<u>Theme</u>	<u>Code</u>
		translation using a student as a word by word translator codeswitching
What types of L1 activities do you use while teaching grammar?	L1 activities	comparison between L1 and L2 trying to make students feel like primary school students telling jokes in Turkish connecting jokes with rules asking questions like "Do you know what we call this subject in Turkish?" making students aware that word by word translation is impossible only teaching in L1

As a response to the second question in the interview which was formulated to provide more in-depth data for the first research question again, it was seen that the participants regard translation as the most common L1 activity and state that teacher's employment of L1 for translation is an effective strategy to teach any grammatical point. One of the participants discussed about the practice of using one student as a translator so that as the teacher he could act as a native speaker not using L1 at all while the other participants asserted that they employed code switching as an L1 activity rather than entirely turning to teaching a grammar point by means of L1 since they hold the belief that sticking to L1 may become a habitual activity which may impede the process of developing students' communicative performance in L2. As a common response, the participants asserted that they may utilize L1 grammar for the sake of making comparisons with L2 grammar when they feel doing so may facilitate grasping any grammatical point in L2. One of the participants maintained that use of L1 may give students the feeling that they are like primary school students who can benefit from L1 at any time they need. In addition, the participants regard L1 as a means of telling jokes in order to attract attention as well as prevent tedium in classes. In fact, the participants stated that they may build associations between jokes and grammatical rules from time to time with a view to facilitating learning. Moreover, the participants interviewed maintained that they may employ L1 by asking questions like "*Do you know what we call this subject in English?*" so as to make associations between L1 and L2 and believe that this could be beneficial for making the teaching point more meaningful and easier to comprehend. Furthermore, some of the participants feel that using L1 may be an effective tool to make students aware that word by word translation is not always possible between L1 and L2. They suggest that this awareness may help students start thinking in L2 rather than attempting to make word by word translation at any grammatical topic they are taught. Finally, teaching L2 grammar via sticking to L1 solely is not regarded by the participants as an effective strategy considering that it may turn out to be a habitual activity among learners.

The classes observed confirmed the standpoint reported through the interviews, and it was observed that the teachers benefited from L1 when they presented a new topic to the students. The most common areas where L1 was used during the observed classes were warm up stage, presentation of the teaching point, making clarifications when there was obscurity in the students' mind, revision of previous topics, and dealing with disruptive behaviours.

All the data combined, it was found out that most of the teachers may use L1 as a principled strategy in grammar classes for elementary level of students in preparatory classes at universities for various purposes and in different stages of classes with various frequencies.

#### **4.3. Quantitative Data Analysis for RQ2**

RQ2, "What are the justifications for university preparatory school EFL instructors to use L1 while teaching grammar in elementary classes?" attempted to identify the factors behind teachers' use of L1 as a principled strategy in grammar classes for elementary level of students in preparatory classes at universities. The justifications reported by the instructors ranged from learners' positive attitudes towards the use of L1 to the effectiveness of Table 5 shows the data obtained from the questionnaire for teachers, and the findings suggest that the participants report a variety of reasons for using L1 in grammar classes. Based on the findings, it may be stated that the most common reason for the use of L1 by teachers is the belief that teachers' L1 use makes learners less anxious. In other words, students' anxiety level decreases thanks to teachers' L1 use. On the other hand, the findings suggest that the least common factor reported for the use of L1 by teachers is the stance that translation is an effective language-learning strategy for many learners.

Table 5

*RQ2: “What are the justifications for university preparatory school EFL instructors to use L1 while teaching grammar in elementary classes?”*

	<u>N</u>	<u>Lowest</u> <u>Score</u>	<u>Highest</u> <u>Score</u>	<u>M</u>	<u>SD</u>
Learners like to use their own language in class	40	2.00	5.00	3.85	0.89
Conveying meaning through the learners’ own language is useful because it saves time	40	1.00	5.00	3.40	1.03
L1 use helps learners work together	40	1.00	5.00	3.47	1.06
Learners can relate new English-language knowledge to their own language knowledge	40	2.00	5.00	3.52	0.67
L1 use makes learners less anxious	40	3.00	5.00	3.90	0.74
Translation is an effective language-learning strategy for many learners	40	1.00	5.00	3.10	1.25

Table 5 makes it clear that the most commonly reported reason lying behind the use of L1 by teachers in grammar classes is related to the belief among teachers is that its use may contribute to decreasing learners’ anxiety level ( $M=3.90$ ). Taking this stance into consideration, it may be asserted that L1 is utilized by teachers so as to deal with troubles stemming from high anxiety among learners.

As regards the second most commonly reported factor behind the use of L1, the participants maintain that learners like to use their own language in class (3.85). Teachers report that their use of L1 is welcomed by students, and this may be an appropriate reason for using L1 in grammar classes.

The next factor reported by teachers for their use of L1 in grammar classes is the point that learners can construct relations between new L2 forms and those in L1 (3.52). It appears that learners tend to build links between L1 and L2 in order to promote the learning process, and this is accepted as a factor by teachers for using L1.

Another reason reported by teachers concerning the use of L1 in grammar classes is the standpoint that L1 may help work together (3.47). That is to say, L1 use may be a useful tool to promote cooperation among learners.

Additionally, it seems that there is a view among teachers that conveying meaning through L1 may be useful because it may save time (3.40). At this point, L1 use may be regarded as a shortcut, and teachers may spend more time when they attempt to teach through L2.

As it is seen in Table 5, there is a moderate level of agreement among teachers (3.10) that translation may be regarded as an effective language-learning strategy for many learners. Some of the teachers expressed that translation as a strategy should not dominate classes, and it should be kept at a moderate level or used when it is needed.

#### **4.4. Qualitative Data Analysis for RQ2**

Table 6 that follows indicates the results obtained through the qualitative data collection process under the guidance of the same research question. Similarly, it is seen that teachers reported various reasons lying behind their use of L1 in grammar classes for elementary level of students. As a sample response, one participant reported: “This is elementary, so the book is in English. Of course, I do not support the idea of using a grammar book with Turkish explanations, but the students’ level is one factor. I think even in intermediate classes we can use L1 to make clarifications. The style of the book may also be a factor. If you, as a teacher, are using a book presenting grammar in context, maybe I do not want to use L1 because everything is in context, so I can give the structure or the form so let students work on their own. And also the pacing, we may need a lot of time to teach in English. L1 could be a

shortcut, and you may save a lot of time. L1 use could be timesaving, for example, when teaching “if clauses.”

Table 6

*RQ2: “What are the justifications for university preparatory school EFL instructors to use L1 while teaching grammar in elementary classes?”*

<u>Interview Question</u>	<u>Theme</u>	<u>Code</u>
What factors lead you to use L1 while teaching grammar in elementary classes?”	to make clarifications	reminding students of the rules in L1 translation insufficient grammatical knowledge in L1 grammar L1 use for teaching complex topics no L1 equivalence of the teaching point instruction of new structures possible confusions rule explanation the need to make a match with L1
	comparison between L1 and L2	making an assistant student write the translated versions typing translated versions via the keyboard difficulty level of the teaching point to make warnings about critical issues learners' insufficient knowledge in L1 making students aware of L1 counterpart of the point
	the subject to teach	no need to use L1 for easy topics the existence of L1 counterpart difficulty level of the activity the existence of an authentic context the existence of abstract and concrete terms
	students' profile	motivation of students insistence of learners to or not to use L1 knowledge of L1 grammar the need for clarifications and comprehension checks low background knowledge in L2 sharing the same L1 with students

As it is indicated in table 6 and discussed previously, the qualitative data also confirm that the participants highlight the role of L1 in making clarifications about any grammatical point, the demanding or abstract ones in particular, as a leading factor for their use of L1. In

order to clarify any obscurity, the participants state that they may utilize L1 while reminding learners of the rules related to the teaching point so that learners may have the chance to compare them with those in L1. In relation with this issue, translation is regarded as an effective strategy to clarify any ambiguity about a grammatical point. In addition, the participants express that learners' insufficient grammatical background knowledge in L1 may lead them to use L1 so that they may benefit from possible similarities in between. At this point, L1 use by teachers is regarded as a valuable tool particularly for teaching complex or demanding topics. In fact, learners' poor level in L2 is claimed to play a significant role that leads teachers to use L1. The participants highlight the effectiveness of L1 use while teaching topics without equivalents in L1 since many learners may feel the need to find L1 equivalents for any grammatical point they are taught. In other words, many learners are prone to find a match with L1 when they are taught a new structure. Other than the factors mentioned above, L1 use by teachers is also claimed to be a useful strategy for coping with possible confusions resulting from learners' insufficient level in L2.

On the other hand, the subject to teach is also argued by the participants to play a significant role as a factor for L1 use by teachers. The participants maintain that they may not feel the need to use L1 for easy topics or those for which learners may readily find L1 equivalents. In addition, the participants assert that the existence of a meaningful and authentic context may help learners grasp the function of a new structure being taught whereby L1 use may not be a necessity for teachers. As a matter of fact, the participants state that abstract topics may require teachers to use L1 while concrete ones or those presented with an authentic context may be taught by means of L2 instead of switching to or totally relying on L1.

As the final factor for the use of L1 by teachers in grammar classes, the participants underline the importance of learners' profile. They argue that learners with a higher level of motivation may not need teachers' L1 use since they are enthusiastic about trying to utilize

any L2 clue or the context provided around the new structure being taught. According to the participants interviewed, some learners may insist on teachers' L1 use while others who are more motivated may anticipate or request teachers to stick to L2. At this point, learners' background knowledge in L1 is also claimed to play a considerable role since its presence may facilitate grasping the function of new structures, especially those with L1 equivalents.

The participants also maintain that learners' insufficient level in L1 grammar and L2 background knowledge may lead teachers to make clarifications or comprehension checks on a regular basis or frequently. Thus, teachers may need to use L1 to make sure that the structure being taught has been grasped correctly. As another aspect of the issue, the participants discuss about the benefit of sharing the same L1 as learners since this common point may provide teachers with the opportunity to make comparisons and contrasts between L1 and L2 grammar rules. The participants assert that their use of L1 may stem from learners' tendency to match L2 rules with their L1 counterparts as well.

As for the participants who were observed, it was determined that L1 serves mostly for clarifying demanding points, and teachers may benefit from L1 when it is needed for clarity in learners' mind. It was monitored that L1 was sometimes used to explain rules or introduce the topic, particularly those which seemed challenging. Some of the participants argued that L1 use may be timesaving in presenting a new grammar topic, probably because of this standpoint, they benefitted from L1 for the purpose of using time effectively.

Furthermore, L1 was sometimes used as a way to communicate with the students. It was employed in order to encourage participation and praise the students. Also, some of the teachers observed utilised L1 so as to warn the students who were indifferent or talking among themselves, namely, as a way to treat disruptive behaviours. These were the most common areas where L1 was used during the classes observed.



#### 4.5. Quantitative Data Analysis for RQ3

RQ3, “What are the beliefs and attitudes reported by university preparatory school EFL instructors towards their use of L1 while teaching grammar in elementary classes?” was intended to find out teachers’ general attitudes towards the use of L1 as a principled strategy in grammar classes. Overall, it may be asserted that there is an agreement among teachers that L2 should be the main language in classes while L1 could also be utilised in certain cases. The results obtained from the quantitative and qualitative data are shown below respectively.

Table 7

*RQ3: “What are the beliefs and attitudes reported by university preparatory school EFL instructors towards their use of L1 while teaching grammar in elementary classes?”*

	<u>N</u>	<u>Lowest</u> <u>Score</u>	<u>Highest</u> <u>Score</u>	<u>M</u>	<u>SD</u>
I try to exclude L1 use	40	2.00	5.00	3.70	0.91
I allow L1 use only at certain points of a lesson	40	1.00	5.00	3.52	1.08
English should be the main language used in the classroom	40	3.00	5.00	4.15	0.73
I feel guilty if languages other than English are used in the classroom	40	1.00	5.00	2.70	1.20
L1 helps learners express their cultural and linguistic identity more easily	40	1.00	5.00	3.25	.98

Table 7 makes it clear that teachers favour the use of L2 as the dominant language in classes (4.15). The idea at this point is that L2 should be the means of communication, and it should be adhered at the maximum level. However, there are areas where L1 may also be applied according to the data obtained. While there is a view indicating that teachers should exclude L1 from classes (3.70), the stance that it could be allowed at certain points of classes

also attracts attention (3.52). There is also a moderate level of agreement (3.25) among teachers that L1 may be a useful tool for facilitating learners' expressing their cultural and linguistic identity. From this perspective, L1 could be regarded as a means whereby students can be more self-confident when they are in a position to express themselves. On the other hand, it may not be claimed strongly that teachers feel guilty because of using a language in classes other than L2 (2.70).

#### **4.6. Qualitative Data Analysis for RQ3**

Table 8 on the next page indicates the results obtained through the qualitative data collection process under the guidance of the same research question. Similarly, it is seen that teachers reported various beliefs about their use of L1 in grammar classes for elementary level of students. A sample response obtained was "Especially for elementary classes in grammar courses, I agree that we need to use L1. First of all, most of our students are not aware of their native language, especially grammar rules. I usually remind those rules in Turkish, then I try to explain the grammar rules in English. I think it is more useful especially in grammar classes."

Table 8

*RQ3: “What are the beliefs and attitudes reported by university preparatory school EFL instructors towards their use of L1 while teaching grammar in elementary classes?”*

<u>Interview Question</u>	<u>Theme</u>	<u>Code</u>
What are your beliefs and attitudes towards the use of L1 by teachers while teaching grammar in elementary classes at preparatory schools?	Positive attitude	motivating
		students may get to the point easily
		students can take their prejudice out of the class
		feeling the necessity to use L1
		L1 must not dominate classes, but it could be used
	strategic use	students want the teacher to use L1
		preference to use L1
		use of L1 when needed
		no excessive use of L1
		the risk of becoming habitual
frequent use of L1	avoidance	
	the risk to become a habitual activity	
	use of L1 as a shortcut	
		for the sake of saving time

As it is observed in the analysis, L1 use could be thought as motivating for students, and it may enable students to understand a new topic easily. Furthermore, some students may have psychological barriers they bring to classes, and at this point teachers can utilize L1 as a strategy to cope with negative feelings. Sometimes, the findings suggest, students may ask teachers to use L1 for clarifications and teachers may prefer to benefit from it in order to cope

with ambiguities. Taking all these points into consideration, it may be assumed that there is a positive attitude among teachers towards the use of L1 as a strategy grammar classes in elementary level.

As another aspect of the issue, table 8 suggests that teachers may balance the use of L1 in order that it cannot become a habit among students. In other words, L1 should be used when it is needed which is why the use of L1 should not be excessive. On the other hand, it was determined that some teachers may use L1 in grammar classes frequently for the sake of saving time since they hold the belief that its use could be a shortcut to the point being taught.

The classes observed subsequent to the interviews showed that most of the teachers had a positive view towards using L1, and used it for developing rapport with students. Indeed, they attempted to tell jokes and associate rules, if possible, with jokes in L1 for the sake of facilitating the teaching process. There was a struggle not to overuse L1 because of the concerns mentioned above, therefore, the teachers used L1 when they needed it. Rather than using full sentences, they merely utilized phrases in L1. This was a step towards minimizing the use of L1 as a teacher. The purpose was sometimes to remind assignments and warn disruptive students as well as attract attention.

When all the points discussed above considered, it may be concluded that teachers usually have a positive attitude towards using L1 in grammar classes unless it is excessively used in which case it may run the risk of becoming a habitual activity among students, and this may impede students' overall in their communicative development.

#### **4.7. Quantitative Data Analysis for RQ4**

RQ4, "What are students' beliefs and attitudes towards the use of L1 by university preparatory school EFL instructors in grammar lessons in elementary classes?" was formulated to approach the issue with respect to students' angle, and merely quantitative data were analysed since the main focus of the research was directed to teachers' use of L1. The items were structured so that they could reflect the students' perspective about teachers' use of L1

as a strategy in grammar classes. The results are presented under four separate tables each of which approaches the issue from different angles.

Table 9 below shows the results of the quantitative data analysis in terms of students' views about teachers' use of L1 in grammar classes.

Table 9

*RQ4: "What are students' beliefs and attitudes towards the use of L1 by university preparatory school EFL instructors in grammar lessons in elementary classes?"*

	<u>N</u>	<u>Lowest</u> <u>Score</u>	<u>Highest</u> <u>Score</u>	<u>M</u>	<u>SD</u>
Teachers use L1 to teach vocabulary	100	1.00	5.00	3.14	0.95
Teachers use L1 to give instructions	100	1.00	5.00	3.25	0.93
Teachers use L1 to teach a new grammar point	100	1.00	5.00	3.70	1.02
Teachers use L1 to create a positive atmosphere and develop rapport with students	100	1.00	5.00	3.55	1.06
Teachers use L1 to correct spoken errors	100	1.00	5.00	3.35	1.02
Teachers use L1 to clarify the meaning	100	1.00	5.00	3.69	0.98
Teachers use L1 to provide feedback for written work	100	1.00	5.00	3.29	1.08
Teachers use L1 to assess students' performance	100	1.00	5.00	3.37	1.16
Teachers use L1 to maintain discipline	100	1.00	5.00	3.45	1.09

Based on the results obtained, the students report that teachers mostly use L1 to teach a new grammar topic (3.70) and clarify the meaning when there are ambiguities (3.69). It appears that L1 is used by teachers for these two purposes mostly from students' perspective.

As the next most common uses of L1 by teachers according to students are teachers' application of L1 to create a positive atmosphere and develop rapport with them (3.55). Teachers, based on this finding, tend to employ L1 with a view to building positive relations with students. The other common uses of L1 by teachers with respect to frequency rates are for the purpose of maintaining discipline (3.45), assessing students' performance (3.37), correcting students' spoken errors (3.35) and written work (3.29) respectively. As the least common uses of L1 by teachers in grammar classes, it is seen that they make use of L1 when giving instructions (3.25) and teaching vocabulary (3.14). It is clearly seen from students' perspective that L1 is used by teachers for a variety of purposes changing from teaching a new topic being the most common one to teaching vocabulary in grammar classes.

Table 10 shows students' preferences about teachers' use of L1 in grammar classes.

Table 10

*RQ4: "What are students' beliefs and attitudes towards the use of L1 by university preparatory school EFL instructors in grammar lessons in elementary classes?"*

	<u>N</u>	<u>Lowest</u> <u>Score</u>	<u>Highest</u> <u>Score</u>	<u>M</u>	<u>SD</u>
I prefer teachers to use L1 at certain points of classes	100	1.00	5.00	3.66	1.17
The main language to be used in classes should be L2	100	1.00	5.00	3.69	1.08
I feel myself bad when teachers use a language other than L2	100	1.00	5.00	1.99	1.13

It is observed that students usually favour the use of L2 as the main language used in classes (3.69). On the other hand, there is also a view among the students that L1 could be used by teachers at certain points of classes (3.66). Although it is not as strongly agreed, the

idea that teachers should not use L1 in grammar classes also worth paying attention (3.20). As the last point in the table, it is clearly seen that students do not have a sort of negative feeling stemming from teachers' use of L1 (1.99). Overall, it can be assumed that teachers' use of L1 is not regarded as a negative strategy by the students.

The next table (Table 11) shows students' attitudes towards the use of L1 in classroom atmosphere.

Table 11

*RQ4: "What are students' beliefs and attitudes towards the use of L1 by university preparatory school EFL instructors in grammar lessons in elementary classes?"*

	<u>N</u>	<u>Lowest</u> <u>Score</u>	<u>Highest</u> <u>Score</u>	<u>M</u>	<u>SD</u>
Students enjoy using L1 in classes	100	1.00	5.00	3.14	0.95
Teachers can save time while teaching in L1	100	1.00	5.00	3.25	0.93
Use of L1 helps students work together	100	1.00	5.00	3.70	1.02
Students can associate a new topic in L2 with L1 easily	100	1.00	5.00	3.55	1.06
Teachers' use of L1 lowers students' anxiety level	100	1.00	5.00	3.35	1.02
Translation is an effective language learning strategy for most students	100	1.00	5.00	3.69	0.98

Table 11 suggests that students most agree on the use of L1 by teachers with respect to its contribution to cooperation among them (3.70). It appears that L1 may help students work together. Another view among students regarding teachers' use of L1 is that translation is an effective language learning strategy for them (3.69). In addition, the standpoint that students

can associate a new topic in L2 with L1 easily has also gained acceptance among them (3.55). On the other hand, the benefit of teachers' use of L1 in terms of diminishing students' anxiety level is not strongly accepted among students (3.35). It appears that L1 use by teachers may help lower students' anxiety from time to time but not in all cases. As the last two views expressed by students, teachers may save time while using L1 (3.25) and teachers' use of L1 may be welcomed by students (3.14). It appears that students have a moderate level of agreement on these aspects of the issue taking the mean scores into account. In the same way, it could be stated that students value the contribution of L1 to saving time and enjoying the learning process, but these benefits may not be claimed to apply in all cases.

Overall, it may be claimed that teachers' use of L1 is generally thought to be beneficial for the students, however, it may be hard to state that it is always the case. The students have a favourable view towards the instructors' principled use of L1 since this policy may help the instructors save time while presenting a new topic or contributing to the students' cooperation during classroom tasks. In addition, the students favour the instructors' use of L1 because of its role in lowering their anxiety which may be a barrier against development in L2. Finally, the students report positive beliefs about translation and view it as an effective language learning strategy. These findings suggest that the students overall have a favourable point of view towards the instructors' use of L1 and may benefit from this policy considering its role in terms of the possible merits reported and detailed above, however, teachers need to make informed decisions about how and when to benefit from L1.



The last table (Table 12) shows the possible areas in which students may use L1.

Table 12

*RQ4: “What are students’ beliefs and attitudes towards the use of L1 by university preparatory school EFL instructors in grammar lessons in elementary classes?”*

	<u>N</u>	<u>Lowest</u> <u>Score</u>	<u>Highest</u> <u>Score</u>	<u>M</u>	<u>SD</u>
Students use L1 while using bilingual dictionaries or studying word lists	100	1.00	5.00	3.61	0.95
Students use L1 while making comparisons between L1 and L2 grammar	100	1.00	5.00	3.52	0.93
Students use L1 while following subtitles in L1 on TV channels and videos	100	1.00	5.00	3.36	1.02
Students use L1 while doing oral translation activities	100	1.00	5.00	3.53	1.06
Students use L1 while doing written translation activities	100	1.00	5.00	3.53	1.02
Students use L1 while making preparations for a task in L2	100	1.00	5.00	3.36	1.02

Table 12 suggests that the most common use of L1 among students is about using bilingual dictionaries or studying word lists (3.61). Another common use of L1 among students is for the purpose of doing written and oral translation activities. The uses of L1 by teachers for these purposes have the mean score of 3.53 equally. Additionally, students may use L1 while making comparisons between L1 and L2 grammar points (3.52) as well. This shows that students may benefit from the similarities between the languages. Finally, students may benefit from teachers’ use of L1 while following subtitles in L1 on TV channels and

videos (3.52) as well as making preparations for a task in L2 (3.52). The results, overall, demonstrate that students may benefit from teachers' application of L1 for different purposes.

Considering all the data obtained through the study, it could be observed that there are a wide variety of uses of L1 both by teachers and learners and teachers, as the main figures highlighted in this study, may have justifications behind to or not to use L1 in grammar classes offered to elementary level of learners in preparatory schools at universities.

## Chapter V

### Discussion

This chapter provides the findings of the study in relation with each of the RQs, and relevant findings are compared with those discussed in previous studies. The researcher presents an overall picture about the results with possible reasons mentioned in previous studies related to the issue.

#### **5.1. Situations in Which University Preparatory School EFL Instructors Use L1 in Elementary Grammar Classes**

It has been found under the guidance of RQ1 “In what situations do university preparatory school EFL instructors report using L1 while they are teaching grammar in elementary classes?” that L1 may be employed by teachers in grammar classes for various functions. To start with, the instructors use L1 with the aim of handling obscurities about a new grammar point. In fact, it was determined that teachers may make shifts to L1 with an aim to focus on particular grammatical points under discussion. In relation with this finding, Pan & Pan (2010) found out previously that learners’ background L1 knowledge and learning experiences may be supportive as they could enrich their understanding of L2 input. It could be suggested based on this finding that teachers’ use of L1 may help learners enrich their performance in L2 as suggested by Cole (1998). The finding is also in line with several other studies (e.g. Cook, 2001; Edstrom, 2006; Hall & Cook, 2012) as they also claimed that teachers may make use of L1 for the purpose of clarifying possible meaning-based obscurities in L2 and during the stage of conveying meaning as well as focusing on grammatical points. They went on to state that teachers may apply L1 while explaining relatively challenging points, checking learners’ comprehension level of a certain topic and clarifying vocabulary items.

Another finding obtained from the data presented is that teachers may use L1 as a tool to handle discipline problems in the classroom. This finding is congruent with the findings of some other studies (e.g. Cook, 2001; Macaro, 2001). Based on this finding and the previous ones, it could be maintained that teachers' use of L1 could be effective in terms of planning, organizing, and managing classroom activities in addition to building rapport with learners as proposed by several other researchers (e.g. Cook, 2001; Hall & Cook, 2012).

The study has also indicated that L1 could be utilized by teachers while providing feedback to learners on written products. This could be because of the belief that learners may understand teachers' feedback better when it is given in L1, and they may express themselves more comfortably during written feedback process. The finding is similar to those obtained by previous studies (e.g. Kim & Elder; 2005 Yildiz & Yesilyurt, 2016). Considering the consistent results obtained, it could be suggested that teachers' use of L1 could be beneficial when they are providing written feedback to elementary level of learners.

In a previous study, Greggio and Gil (2007) found out that teachers may apply code switching for the purpose of eliciting target vocabulary in L2. By the same token, some other researchers (e.g. Mirza et al., 2012; Yildiz & Yesilyurt, 2016) determined that L1 could be utilized by teachers so as to present new words and Belazi et al. (1994) referred to code switching on account of its role in clarifying target vocabulary. Furthermore, Burden (2000) maintained that some learners may anticipate teachers to employ L1 because they may be prone to construct connections between specific vocabulary items, structures, and concepts between L1 and L2. Also, Hsieh (2000) maintained that teachers give importance to teaching vocabulary by means of contextual clues despite some learners' resistance to this stance and acceptance of translation as being more effective with regards to learning new words by building meaningful connections with their equivalents in L1. In line with these findings, this study has made it clear that the process of teaching vocabulary in grammar classes could also be implemented by means of L1 for the purpose of presenting abstract vocabulary in

particular when teachers believe that doing so could save time or seen as a short cut to make the meaning clear.

In a study conducted by Cook (2001), it was maintained that teachers' use of L1 may be useful with regards to testing process by preventing obscurities with instructions. However, in this study, the researcher did not find a very common use of L1 by teachers with respect to testing and assessing learners' performance. This could be because of the reason that most teachers may favour L2 while preparing instructions for exams they administer in grammar classes for elementary level of learners in preparatory classes at universities.

As another finding, the study has showed that L1 may be employed by teachers in grammar classes when correcting errors during oral performances although it is not a common preference for this purpose. The finding is in line with another previous study by Kim and Elder (2005) as they also stated that teachers may prefer L2 for correcting learners' errors, modelling, and scaffolding. The reason for this preference may be because of the tendency among teachers to use L2 more for the sake of encouraging L2 use among learners.

As for the role of translation in grammar classes, it has been determined that translation is regarded as the most common L1 activity and accepted as an effective strategy to teach a new grammatical point. As a support for this finding, Celik (2008) asserted that lower level learners are inclined to have more positive views towards translation as a learning strategy. On the other hand, this finding is not in parallel with the study of Cook (2001) since he maintains that sustained use of L1 may lead learners to have the assumption that each word or structure in L2 has an L1 counterpart although this does not apply to every case in reality. Similarly, Liao (2006) expressed the concern that learners with a higher proficiency level may be prone to report negative ideas about translation and appreciate less application of it by teachers since it may lead to interference of L1 with L2. In relation with this concern, this study has made it clear that teachers may employ code switching instead of utterly turning to teaching grammar by means of L1 since they are concerned that use of L1 may become a

habitual activity among learners, and this may slow down the process of development of communicative performance in L2. Likewise, Tsagari and Floros (2013) claimed that teachers are not always enthusiastic about incorporating L1 into language classrooms due to its association with the grammar translation method.

As another aspect of the study, it has been found out that teachers may employ L1 grammar as a tool for making comparisons with L2 grammar when they feel that this may enhance their understanding of L2 grammar. Indeed, it has been determined that teachers may try to make associations between L1 and L2 assuming that doing so could be effective in that it may make the teaching point more meaningful and easier to understand. In addition, it has been figured out that using L1 as a teacher may be an effective tool with regards to making students realize that word by word translation is not possible between L1 and L2 in all cases and that this awareness may help students start thinking in L2 instead of trying to make word by word translation of a new grammar they are taught. From this perspective, it may be claimed that this finding shows a parallelism with the findings of Pan and Pan (2010) as they also maintained that learners may make use of the contrastive analysis between L1 and L2 with an intention to raising their awareness of the main differences between the two languages. Similarly, Cook (2001) asserted that teachers' use of L1 may help build a shortcut for making associations between L1 and L2 knowledge in learners' minds and suggested that the use of L1 may provide learners with the opportunity to find a way of analyzing and understanding the structure of L2. Furthermore, teachers' use of L1 has been found to be a way of telling jokes or chatting with learners for the purpose of attracting attention besides preventing boredom in classes, and this could be useful in terms of a warmer classroom as suggested in several other previous studies (e.g. Edstrom, 2006; Ferguson, 2003; Macaro, 2001; Tien, 2004; Turnbull & Arnett, 2002).

## **5.2. The Justifications for University Preparatory School EFL Instructors to Use L1 in Elementary Grammar Classes**

As regards RQ2 “What are the justifications for university preparatory school EFL instructors to use L1 while teaching grammar in elementary classes?”, it has been determined that teachers may apply L1 in grammar classes for elementary level students for several reasons.

The study has indicated the belief among teachers that their use of L1 may be an important way of decreasing learners’ anxiety. Similar findings were reported in several other studies (e.g. Macaro & Mutton, 2002; Pan & Pan, 2010; Swain, 2000) which claimed that L1 use by teachers may have a critical role with respect to declining learners’ anxiety in the classroom by contributing to teachers’ creating a comfortable atmosphere.

In a study, Kayaoglu (2012) maintained that teacher’s employment of code switching may facilitate language learning process, and this in turn may turn out to be a means of supporting learners affectively. By the same token, Pan and Pan (2010) found out that learners may endorse teachers’ code switching in that it may diminish the constraints on working memory, thus helping learners follow classes easily. This study has also revealed that learners like the use of their own language in classes and teachers’ use of L1 is welcomed by learners presumably because of the endorsement of teachers’ code switching, and it could be assumed that learners’ positive standpoint may be a justification for using L1 in grammar classes.

Another finding obtained from the current study is that teachers may use L1 in grammar classes on the grounds of their belief that learners may have the tendency to build relations between new L2 forms and those in L1 so as to facilitate learning. In a similar vein, several other researchers (e.g. Cole, 1998; Pan & Pan, 2010) highlighted the usefulness of L1 in terms of introducing the main differences between L1 and L2 and Cummins (2007) maintained that an interaction exists between languages in the cognition of language learners who can be regarded as bilingual language users. Therefore, it could be assumed that learning may be

more effective on the condition that teachers focus on the similarities along with differences between L1 and L2. As a result, they may benefit from the contrastive analysis between L1 and L2 so as to develop an awareness of the differences between L1 and L2 and avoid word-by-word translations.

Furthermore, this study has revealed that L1 may be a tool for enhancing cooperation among learners. In relation with this finding, Turnbull and Arnett (2002) underlined the role of code switching by the teacher in terms of encouraging cooperation among learners and building close relations with them. It could be assumed based on the obtained data that teachers' switching to L1 could contribute to creating a supportive language learning atmosphere in the classroom.

One more aspect of the obtained data is that teachers may value the use of L1 with respect to conveying meaning believing that doing so may save time. This finding shows a parallelism with the findings of Cook (2001) since he also highlighted the use of L1 in grammar classes as a way of building a shortcut for making associations between L1 and L2 knowledge in learners' minds.

In several studies (e.g. Hsieh, 2000; Liao, 2006; Sert, 2005), translation was perceived as a negative strategy to follow because of its potential to interfere communicative development in L2, however, some other studies (e.g. Celik, 2008; Prince, 1996; Meiring & Norman, 2002) favoured the use of translation by teachers claiming that it may be a useful tool for checking learners' understanding of a new point and coping with possible misunderstandings. This disparity has also been observed in the current study considering that there is a moderate level of agreement among teachers about the effectiveness of translation for learners. Indeed, translation is accepted as a useful strategy by some of the teachers, but they hold that it should not be overused in classes because of the concern that teachers' overuse of L1 may lead to laziness among learners. This finding supports the claim raised by



Sert (2005) previously as he maintained that teachers' preference to repeat instructions through L1 may result in lack of interest in classes and less amount of L2 input.

The data obtained have indicated that one of the most common factors leading teachers to use L1 in grammar classes is the need to make clarifications particularly when they explain rules and cope with possible confusions. The teachers have reported that learners tend to make a match with L1 equivalences, and this is especially the case for lower level of learners. In the same vein, Hall and Cook (2014) claimed that teachers may need to use L1 with an aim to coping with possible obscurities in learners' minds in terms of functions of a grammar topic in L2. The reason behind this factor may be that learners may have a tendency to find out exact equivalences of L2 grammar in L1 so that they can clarify the function in their minds more easily.

The study has indicated that teachers may apply L1 to teach relatively more abstract and challenging topics rather than easier ones, and it has been determined that teachers try to stick to L2 most of the time when the topic is easier to convey or relatively comprehensible and when there is an authentic context which may enhance learners' understanding of a new grammar. This finding is congruent with the findings of Edstrom (2006) considering that he also highlighted the difficulty level of a grammar point and benefit of L1 use for making abstract terms more comprehensible. It could be suggested under the light of these findings that teachers may need to switch to L1 when they notice that learners are having troubles with abstract and harder topics, but they may prefer to teach through L2 as long as the topic is easier to teach and understand.

Another significant finding obtained from the study is students' profile as an important factor determining the amount of L1 use by teachers in grammar classes. It has been found out that such factors as motivation of learners, their insistence to or not to use L1 as well as knowledge of L1 grammar may be critical in terms of teachers' decision to or not to use L1 or how much to apply it. Similarly, Cook (2001) stressed the role of learners' ability to make

contrastive analysis between L1 and L2 in order to simplify any grammar they are taught. It could be suggested based on these findings that learners' mastery level in L1 and their motivation may be important factors determining teachers' use of L1 in grammar classes.

### **5.3. Attitudes of University Preparatory School EFL Instructors towards the Use of L1 as a Principled Strategy in Grammar Classes**

RQ3 has been formulated to reveal teachers' general attitudes towards the use of L1 as a principled strategy in grammar classes, and it has been found out that teachers mostly favour the use of L1 unless it becomes the dominant language in classes and as long as it serves for specific functions. As a parallel standpoint, Patel and Jain (2008) maintained that teachers need to decide on the appropriate amount and time to utilize L1.

Current study has revealed that teachers mostly regard L2 as the dominant language in classes. Namely, they report that L2 should be the main language directing teaching and learning process. This finding shows parallelism with Macaro (2005) considering that he also directed attention to teachers' standpoint that L2 should be the main language applied in the classroom. Based on these similar findings, it may be suggested that teachers favour the use of L2 as the primary language in the classroom environment.

By the same token, it has been determined under the light of the collected data that teachers try to exclude L1 use and allow it only at certain points of classes, probably for the sake of clarifying obscurities as discussed previously. Indeed, the data indicate that teachers may be in a position to balance the use of L1 in order to prevent it from turning into a habit among learners. Instead of using full sentences in L1, they solely make use of phrases and regard this policy as a step towards minimizing the use of L1 as a teacher. Likewise, Cook (2001) maintained that the allowance of L1 reasonably may result in more enthusiasm among learners to communicate their ideas in class discussions. This stance could be argued to support the view that more participation and communication may be sustained by means of principled use of L1 by teachers in classes. In relation with these sustained communications,

learners have been found to be able to express their cultural and linguistic identity more easily through the assistance of teachers' use of L1. In a study, Hall and Cook (2012) postulated that learners may regard L1 as a means to protecting their linguistic and cultural identity while they are using L2.

In previous studies, Macaro (1997) highlighted teachers' feeling guilty when they use L1 in classes, while Hall and Cook (2012) came up with a totally different stance and asserted that most teachers do not report such a sense of guilt resulting from teachers' use of L1 in classes. As for the findings obtained from this study, it has been observed that there is not a common feeling of guilt among language teachers on account of using L1 in the classroom. It appears based on the findings that teachers mostly employ L1 when they believe it is necessary to do so and do not regard this policy as a source of guilt.

The data obtained indicate that teachers may accept L1 use not solely as a motivating factor for learners in terms of understanding a new topic easily but coping with psychological barriers against learning and an incentive for preserving their cultural identity, as well. This point of view is consistent with a previous study conducted by Oflaz (2009) as he also suggested that some learners may regard L1 as an incentive for learning L2, and they may accept teachers' use of L1 as a motivating factor for them. The use of L1 by some learners for motivation could be acceptable for particularly for those learners with lower levels on the grounds that teachers' use of L1 may diminish their cognitive burden (Macaro, 2001).

Finally, the study has revealed that teachers have a supportive view towards using L1 and may utilize it as a tool for developing rapport with learners by means of ways like telling jokes. This purpose of L1 use by teachers was also discussed in several other studies (e.g. Edstrom, 2006; Ferguson, 2003; Macaro, 2001; Tien, 2004; Turnbull & Arnett, 2002). It could be deduced from the finding that L1 may be a valuable tool for teachers to develop a positive learning atmosphere.

#### **5.4. Learners' Perspectives on University Preparatory School EFL Instructors Use of L1 in Elementary Grammar Classes**

RQ4 has been formulated to determine the learners' perspective towards teachers' use of L1 in grammar classes for elementary level of learners, and it has been found out that learners mostly favour this strategy adopted by teachers in grammar classes as suggested in several other studies (e.g. Pan & Pan, 2010; Turnbull, 2009; Yildiz & Yesilyurt, 2016) and report that teachers may utilize L1 for a number of functions.

According to the results of the current study, the learners report that teachers mostly use L1 while teaching a new grammar topic and clarifying the meaning when there are obscurities in their side. This view of learners towards teachers' use of L1 was also discussed in a number of studies conducted previously (e.g. Cook, 2001; Levine, 2003; Macaro, 2001; Sali, 2014). It could be argued at this point that learners may accept teachers' use of L1 as a way of coping with abstract terms, ambiguities, and teaching a new grammar topic.

It has also been revealed in this study that the learners report teachers' use of L1 as a tool for creating a positive classroom environment as suggested in previous studies (e.g. Edstrom, 2006; Ferguson, 2003; Macaro, 2001; Tien, 2004; Turnbull & Arnett, 2002). It appears that both the teachers and learners' views towards L1 for the purpose of developing rapport are consistent with each other.

The other uses of L1 by the teachers from the learners' point of view have been reported as maintaining discipline, assessing learners' performance, correcting their spoken errors and written work. Learners' this point of view concerning L1 use by the teachers was also mentioned in other studies (e.g. Edstrom, 2006; Ferguson, 2003; Macaro, 2001; Tien, 2004; Turnbull & Arnett, 2002). It may be maintained based on the findings obtained from this and previous studies that the learners confirm the teachers' use of L1 for the functions discussed above.

On the other hand, the learners have reported that the teachers may use L1 for giving instructions and teaching vocabulary, but these uses have not been reported as common as the previously discussed uses of L1 like building rapport and maintaining discipline. It may be assumed based on this finding that teachers may prefer L2 for giving instructions and teaching vocabulary. This finding may be argued to show a parallelism with the findings of Pica (2000), because he stressed the role of teaching vocabulary through contextual clues rather than employing L1. It appears that learners witness teachers' use of L1 and L2 alternately while giving instructions and teaching vocabulary.

The learners, based on the obtained findings, have reported that the main language to be used in classes should be L2 as also reported by the teachers. The learners may be argued to be supportive of teachers' use of L2 as the dominant language, but they may also benefit from teachers' balanced use of L1 as it was also put forward by Cook (2001). Taking these findings into account, it could be stated that the learners may accept teachers' use of both L2 and L1, but value the dominance of L2 use by teachers.

As another angle of the issue, the learners have not reported a kind of negative feeling caused by teachers' use of a language other than L2. This finding is consistent with their point of view discussed above as they mostly favour teachers' use of both L1 and L2 as long as L2 is the prevalent language used in classes and L1 serves for merely specific functions like clarifying abstract points. The learners' preference for L2 as the main language could be related to the finding of Liao (2006) on the grounds that he stressed learners' tendency, proficient learners in particular, to express negative feelings about translation and support for less use of L1 by teachers because of its possible risks of causing interference.

The learners have reported that teachers' use of L1 may help them with cooperating with each other. A similar stance was also expressed by Swain and Lapkin (2000) as they asserted that teachers, when they employ L1, may act as a facilitator for learners to be aware of requirements of class tasks and develop cooperation among them. This could be related to

the learners' feeling of comfort as a result of teachers' use of L1 during class tasks and cooperative activities.

The learners mostly accept translation as an effective language learning strategy albeit their preference for use of L2 as the dominant language used in classes. Translation was also claimed to be a useful strategy in several other studies (e.g. Hsieh, 2000; Celik, 2008; Meiring & Norman, 2002) and the learners' positive attitude towards translation may be because of its role in developing learners' skills in various aspects such as comprehension, reading strategies, learning vocabulary and cultural knowledge as proposed by Hsieh (2000).

The learners have also reported the benefit of teachers' use of L1 in terms of associating a new topic in L2 with L1 easily, which may facilitate grasping a new grammar. The learners' acceptance of L1 with respect to this role was also discussed in the findings of several other researchers (e.g. Cole, 1998; Pan & Pan, 2010). Indeed, it was maintained by those researchers that learners' proficiency in L1 could enhance their ability to understand and process L2 input.

The learners, although it appears to be to some extent, have reported that teachers' use of L1 use may help lower their anxiety. Viewed from this perspective, L1 use by teachers could be argued to be a useful strategy in terms of coping with negative feelings. By the same token, Kayaoglu (2012) maintained that teachers may utilize L1 as a means of endorsing learners affectively and Liao (2006) asserted that learners employ L1 as a strategy for reducing anxiety resulting from their learning experiences.

In previous studies, teachers' use of L1 was claimed to be a shortcut for teaching an abstract concept or a relatively demanding topic (e.g. Cook, 2001; Mirza et al., 2012; Thompson & Harrison, 2014). The learners have agreed on this point of view to some extent and reported the merit of L1 use by teachers with respect to saving time. The reason why they do not have a stronger agreement on this issue may be because of some concerns as voiced by

Edstrom (2006) as he asserted that L1 use by teachers may decrease learners' concentration and lead learning process to be under-challenging.

The learners have reported that they enjoy teachers' use of L1 to some extent. This stance confirms both merits and concerns about L1 use by teachers in related literature. It occurs that learners benefit from this strategy in general, however, they still prefer L2 use as the primary language to be used in classes. This balanced view of learners may be related to several drawbacks to an excessive use L1 and upsides of L2 as proposed by some researchers (e.g. Crawford, 2004; Edstrom, 2006; Pica, 2000; Sarıçoban, 2010; Turnbull, 2001). The common point expressed by those researchers was on the benefit of L2 as being a valuable input and tool for communicative development.

The learners have also reported that they use L1 most commonly for using bilingual dictionaries or studying wordlists. The learners' preference for L1 while studying vocabulary lists confirm the findings of Mirza et al. (2012) since they proposed that teachers may make use of L1 in order to present new vocabulary. In relation with this standpoint, Macaro (2005) claimed that learners' use of a bilingual dictionary could be a way of reducing the cognitive load they may experience. It may be argued that learners benefit from L1 by means of bilingual dictionaries for the sake of simplifying vocabulary learning process.

Furthermore, the learners have mostly agreed that they may use their L1 knowledge while making comparisons between L1 and L2 grammar as well as doing both oral and written translation work. The learners may benefit from similarities and differences between the two languages under the teacher's guidance as proposed by Hall and Cook (2012). They asserted that learners' mastery of L1 and awareness of its similarities besides differences in relation to L2 could be useful in the frame of foreign language learning. In addition, Celik (2008) postulated that learners with limited L2 background may be inclined to have more positive views towards translation as a learning strategy. However, Liao (2006) stressed

learners' position to avoid translation as they advance in L2 in order to understand that it is not always possible to find one-to-one correspondences between L1 and L2.

The learners have expressed that they may utilize L1 to some extent while making preparations for tasks in classes. In relation with this finding, in a previous study Sali (2014) found out that L1 use by teachers may be effective with respect to initiating classroom interaction, and teachers may switch to L1 so as to carry out social interactions with their learners. Similarly, the employment of L1 in classroom tasks, particularly in group or pair work, was argued to be effective by Yildiz and Yesilyurt (2016). Indeed, Scott and Fuente (2008) postulated that mere use of L2 may lead to barriers against learning since this policy may increase cognitive demands required in classroom tasks. It appears based on these findings that learners may benefit from L1 use by teachers and their own employment of L1 in managing classroom tasks like pair and group work.

All the findings obtained from the current study indicate that teachers may utilize L1 for a variety of functions in grammar classes to elementary level of learners in preparatory classes at universities, and they have positive views towards the use of it as long as it is benefited only in necessary circumstances. Moreover, teachers have expressed their concerns as well stemming from excessive use of L1 both by themselves and by learners. Two aspects of the issue were also highlighted in previous studies as detailed above.



## Chapter VI

### Conclusion

#### 6.1. Summary

Numerous studies have been conducted on the use of L1 in foreign language teaching. In this study, university EFL instructors' use of L1, indicating the learner's native or first acquired language as proposed by Mizza (2014), as a principled strategy has been discussed with its applications in teaching grammar to elementary level of learners.

Teachers' use of L1 in ELT methodology has been discussed comprehensively in the study including the historical background of the issue as well. The theories behind the topic have been presented by focusing on the arguments for and against the use of L1 in ELT methodology. The study has also presented teachers' attitudes towards the use of L1 in ELT classes with possible justifications lying behind their stance.

L1 activities in ELT Classes have been addressed as an important angle of the topic. Code switching, one way of using L1 at various levels, has been highlighted in the study as well with its upsides and downsides. Translation, another common way of application of L1 in ELT classes, has been included by focusing on its merits and drawbacks reported in previous studies (e.g. Meiring & Norman, 2002; Hsieh, 2000; Liao, 2006).

L1 use in grammar teaching, which is the core of the research topic, has been focused in terms of its benefits and possible risks it may bring about when it is used excessively. As an integral part of the study, learners' views towards teachers' use of L1 has been detailed, and their attitudes have also been discussed thoroughly. The study, covering all those aspects of the issue addressed, has attempted to include both teachers' and learners' standpoint to the research topic.

There are four research questions in the current study as follows: (1) In what situations do university preparatory school EFL instructors report using L1 while they are teaching

grammar in elementary classes? (2) What are the justifications for university preparatory school EFL instructors to use L1 while teaching grammar in elementary classes? (3) What are the beliefs and attitudes reported by university preparatory school EFL instructors towards their use of L1 while teaching grammar in elementary classes? (4) What are students' beliefs and attitudes towards the use of L1 by university preparatory school EFL instructors in grammar lessons in elementary classes?

RQ1, "In what situations do university preparatory school EFL instructors report using L1 while they are teaching grammar in elementary classes?" aimed to find out the areas in which teachers may use L1. The findings suggested that university preparatory school EFL instructors may utilize L1 in grammar classes for a variety of purposes ranging from coping with obscurities to managing disruptive behaviour among learners. The findings concur the findings of previous researchers (e.g. Cook, 2001; Edstrom, 2006; Hall and Cook, 2012).

RQ2, "What are the justifications for university preparatory school EFL instructors to use L1 while teaching grammar in elementary classes?" attempted to determine the reasons or motives for teachers' use of L1 in grammar classes. The data have demonstrated that university preparatory school EFL instructors may prefer using L1 in grammar classes because of certain reasons like learners' positive attitudes towards this policy and comforting effect of teachers' use of L1 for learners. The findings are congruent with previous studies conducted (e.g. Kayaoglu, 2012; Macaro & Mutton, 2002; Pan & Pan, 2010; Swain, 2000).

RQ3, "What are the beliefs and attitudes reported by university preparatory school EFL instructors towards their use of L1 while teaching grammar in elementary classes?" "tried to explore teachers' general attitudes towards the use of L1 in grammar classes as a principled strategy. The findings revealed that university preparatory school EFL instructors favour the use of L2 as the main language applied in classes, but they also accept the merits of L1 in certain cases such as motivating learners and presenting relatively demanding grammar

topics. The findings are consistent with the findings of previous researchers (Cook, 2001; Hall & Cook, 2012; Turnbull & Arnett, 2002).

RQ4, “What are students’ beliefs and attitudes towards the use of L1 by university preparatory school EFL instructors in grammar lessons in elementary classes? aimed to approach the research topic in terms of students’ angle. The data obtained showed that learners’ attitudes towards the issue show a similar stance to those of teachers in general, and they mostly prefer L2 while accepting the cases where teachers’ use of L1 may also provide certain benefits for them such as the opportunity to make comparisons between L1 and L2 grammar along with the role of L1 use by teachers in decreasing learners’ anxiety level. The findings are similar to those obtained in several other studies (e.g. Pan &Pan, 2010; Macaro, 2005; Turnbull, 2009).

In conclusion, the findings of the current study have indicated that university preparatory school EFL instructors have similar attitudes towards the use of L1 as a principled strategy in grammar classes for elementary level of learners and applications as those discussed in previous studies. The angle of the issue for learners and findings are also consistent with those addressed in previous studies as mentioned previously. A significant noteworthy finding is that some instructors reported their need for guidance or in-service training courses about how to use L1 effectively. A participant noted: “Actually, I do not know how to use L1. Nobody taught me how to use it. This is intuitively done in my classes, sometimes switching between Turkish and English. I should also admit that I have not done much reading about it.” It appears that the instructors are in need of further training in terms of using L1 systematically for the benefit of developing their classroom interaction skills in general, involving the students in classroom tasks and using L1 in a principled way rather than benefiting from it intuitively.

As proposed by Thompson and Harrison (2014), teachers' decisions as to which language to employ in the classroom not solely affect the amount of input received by learners but may have an influence on the language learners select to use in the classroom as well.

## **6.2. Implications**

The findings of the present study suggest practical implications for university EFL instructors, foreign language teachers, and educational researchers. As Levine (2003) claims, teachers need to have a personalized approach to the use of L1, and their approach may be affected by various factors ranging from their pedagogical training to official policies of institutions. Indeed, as postulated by Hall and Cook (2012), teachers need to follow their own paths and count on their own beliefs about L1 use. However, Celik (2008) asserts that the use of L1 should serve a purpose, and it is by no means a random process. He also maintains that it should not be a justification for teachers to compensate for their deficiencies. In fact, as proposed by Kayaoglu (2012), systematic use of L1 may have certain benefits with respect to linguistic and social aspects of language teaching. As he suggests, conscious and systematic integration of L1 into language teaching process may provide a wide range of benefits including academic and affective domains.

This current study has revealed that university preparatory school EFL instructors are also making personalized decisions about how to use L1 in grammar classes and their beliefs as well as pedagogical training and official policies of institutions play a role in terms of those decisions. Therefore, educational institutions and those involved in language teaching as the main actors, should take the role of L1 use into consideration and struggle to find ways to use it more consciously and systematically. In relation with this point, Yavuz (2017) discusses on pre-service teachers' reports on the problems observed during foreign language learning process and highlights their observations that instructors' unprincipled use of L1 may lead classrooms to become a place where students make translations from L2 utterances into those in L1, and as a result this policy is mostly rule based rather than being communicative. It may

be argued under the light of this finding as well that both in-service and pre-service training sessions should encourage instructors to use L1 not merely as being confined to rule-based activities and translation process in particular, but to apply it in order that L1 use may contribute to students' communicative performance and development. Therefore, as Juárez (2008) puts it, instructors whether they are at in or pre-service stage should be motivated to use L1 as a pedagogical strategy to support learners' learning ability and maximize their participation in the classroom.

### **6.3. Suggestions for Further Research**

The study was conducted with 40 university preparatory school EFL instructors teaching grammar in elementary classes in a state university in Bursa and 100 learners having grammar classes in the same university. Current study has not focused on the effect, if it exists, of the span of teaching experience on teachers' decision to or not to use L1 in grammar classes. Further studies could be conducted in order to compare the views of teachers towards the principled use of L1 in grammar classes in terms of their duration of teaching experience. In other words, further studies may be conducted to find out whether there are any links between the span of teaching experience and application of L1 in grammar classes of elementary level of learners.

In a previous study, Eldridge (1996) postulated that reducing the amount of L1 use in the classroom does not necessarily improve the quality and quantity of L2 use. This angle of the issue could also be further studied and teachers, as a result, may make more informed decisions about the use of L1 in grammar classes rather than relying merely on their beliefs and pedagogical background.

Further studies may also focus on the role of L1 in developing intercultural competence and its importance with respect to multilingualism in the current century as raised by Sevilla (2018) in order to include learners' side of the issue as well.

## **Appendices**

## Appendix A

### Teachers' Use of L1 in Grammar Classes for Elementary Level of Learners in Preparatory Classes at Universities in Turkey

The purpose of this survey is to determine your experiences of and views about the use of L1 (Learners' own language) in your teaching. The study aims at finding out what language teachers do or do not do, the activities they conduct, and the justifications for their decisions in grammar classes in elementary level in preparatory classes. Participation in this survey is voluntary and your answers will be confidential. If you are willing to be informed about the findings of the study, you may contact us through the e-mail address provided below. Thanks for your invaluable contributions to this study by sharing your invaluable experiences.

Uludağ University  
Department of English  
Language Education  
Master's Program

#### ABOUT YOUR PROFESSIONAL CONTEXT

Please tick (✓) the option suitable for you.

1. Type of school/institution you teach English in:

Private

State

Other (please specify)

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

Beginner to Pre-intermediate

Intermediate to Advanced

3. Number of learners in your classes, on average:

1–10

11–20

21–30

31–50

4. How would you describe the curriculum in your institution?

Learners study only English	
Learners study English and other academic subjects	

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

I teach English	
I use English to teach other academic subjects	
Others (please specify):	

6. How would you describe the classes you teach?

Learners share a common own language	
Learners do not share a common own language	

7. 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	



## L1 USE IN YOUR CLASSROOM

This section of the questionnaire is interested in whether, how, and how often teachers and learners use the learners' own language in the classroom.

8. Here is a list of ways in which teachers might use the learners' own language in class. In the class you teach, how frequently do you use the learners' own language to:

	Always	Often	Sometimes	Rarely	Never
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					
Other (please specify):					

9. Here is a list of the ways in which learners might use their own language in class. In the class you teach most often, how frequently do learners:

	Always	Often	Sometimes	Rarely	Never
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					
other (please specify):					

**10.** Tick ONE box for each statement below to summarise your views of own-language use in your classroom.

	Always	Often	Sometimes	Rarely	Never
I try to exclude L1 use					
I allow L1 use only at certain points of a lesson English					
English should be the main language used in the classroom					
I feel guilty if languages other than English are used in the classroom					
L1 use helps learners express their cultural and linguistic identity more easily.					

**11.** Here is a list of possible arguments for using learners' own language in the classroom. Tick the part that best expresses your view into the topic.

	always	Often	Sometimes	Rarely	Never
Learners like to use L1 in class.					
Conveying meaning through the learners' L1 is useful because it saves time.					
L1 use helps learners work together.					
Learners can relate new English-language knowledge to their own language knowledge.					
L1 use makes learners less anxious.					
Translation is an effective language-learning strategy for many learners.					
Other reason(s) for own-language use					

**12.** Here is a list of possible arguments against using learners' own language in the classroom.

Tick the part that best expresses your view into the topic.

	Always	Often	Sometimes	Rarely	Never
L1 use reduces the opportunities for learners to listen to and understand English					
In multilingual classes, L1 use is impractical					
L1 use reduces the opportunities for learners to speak and practise English					
L1 use leads to interference (negative transfer) from the learner's own language into English					
Learners prefer English-only classes					
L1 use stops learners thinking in English					
Other reason(s) against own-language use:					

**13.** To what extent do you agree or disagree with the following statements? (Tick ONE box for each statement)

	Always	Often	Sometimes	Rarely	Never
L1 use is more appropriate with lower level learners than higher-level learners.					
L1 use is more appropriate with younger learner than with adults and teenagers.					
L1 use is more appropriate with larger classes than with smaller classes.					
The amount of L1 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).					

**14.** For each statement, give your opinion about the general attitude to own-language use in your institution. (Tick ONE box for each statement)

	Always	Often	Sometimes	Rarely	Never
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					
Teachers in my institution feel that classes should be taught only in English.					

**15.** If you have any further comments about the use of the learners' own language in the ELT classroom, please add them here: (optional)

## Appendix B

### Türkiye'deki Üniversitelerin İngilizce Hazırlık Sınıflarında Öğretmenlerin Başlangıç Düzeyindeki Öğrencilere Dilbilgisi Öğretiminde Öğrencilerin Anadilini Kullanımı

Bu çalışmanın amacı öğretmenlerin İngilizce öğretimi kapsamında dilbilgisi derslerinde öğrencilerin ana dilini kullanımlarıyla ilgili sizin düşünce ve tavırlarınızı tespit etmektir. Çalışma öğretmenlerin ana dil kullanımına ilişkin neleri yapıp yapmadıklarını ve uyguladıkları etkinlikleri ortaya çıkarmaktır. Bu ankete katılım gönüllülük esasına dayanmakla birlikte cevaplarınız gizli tutulacaktır. Bulgularla ilgili bilgi sahibi olmak isterseniz, aşağıda verilen iletişim adresinden ulaşım sağlayabilirsiniz. Değerli görüşlerinizi paylaşarak bu çalışmaya katkıda bulunduğunuz için çok teşekkür ederiz.

Onur ŞAHİN  
Bursa Uludağ Üniversitesi  
İngilizce Dili Eğitimi Bölümü  
Yüksek Lisans Programı

### KİŞİSEL BİLGİLERİNİZ ve EĞİTİM ORTAMINIZ

Lütfen sizin için uygun olan kısma tik (✓) işareti koyunuz.

Cinsiyet:

Erkek

Kız

Yaş:

18-22

23-27

28-32

33-36

Okul: \_\_\_\_\_

İngilizce'yi çalıştığınız okul veya kurumun türü:

Özel

Devlet

Diğerleri (lütfen belirtin)

## DERSLERİNİZDE ANADİLİZİN KULLANIMI

Bu bölüm öğretmen ve öğrencilerin ana dili kullanıp kullanmadıklarını, kullanıyorlarsa nasıl ve ne sıklıkta kullandıklarını tespit etmeye yöneliktir.

1. Aşağıda öğretmenlerin anadilinizi kullanabilecekleri alanların bir listesi yer almaktadır.

Dilbilgisi derslerinde öğretmenler anadilizi ne kadar sıklıkta ..... kullanmaktadırlar?

	Daima	Sık sık	Bazen	Nadiren	Asla
kelimele öğretiminde					
talimatları vermede					
dilbilgisinde yeni bir konunun öğretiminde					
sınıf içinde olumlu hava oluşturmada ve öğrencilerle yakın ilişki kurmada					
hataların sözlü olarak düzeltilmesinde					
anlam belirsizliğini gidermede					
yazılı çalışmalarla ilgili geribildirimde					
öğrencilerin sınav performanslarını değerlendirmede					
disiplin sağlamada					
diğerleri (lütfen belirtin):					



2. Aşağıda öğrencilerin ana dillerini kullanabilecekleri alanların bir listesi yer almaktadır.

Anadili ne kadar sıklıkta..... kullanırsınız?

	Daima	Sık sık	Bazen	Nadiren	Asla
iki dil içeren sözlükleri kullanırken veya kelime listelerini çalışırken					
İngilizce dilbilgisini ana dilinizin dilbilgisiyle kıyaslarken					
İngilizce TV veya videoları ana dilinizdeki altyazıyla takip ederken					
sözlü çeviri etkinlikleri yaparken					
yazılı çeviri etkinlikleri yaparken					
İngilizce bir etkinliğe geçmeden önce hazırlık yaparken					
diğerleri (lütfen belirtiniz):					

3. Dilbilgisi derslerinde ana dilinizin kullanımıyla ilgili düşüncenizi yansıtan bölümü işaretleyiniz.

	Daima	Sık sık	Bazen	Nadiren	Asla
Öğretmenin ana dili kullanmamasını tercih ederim.					
Öğretmenin ana dili dersin belirli bölümlerinde kullanmasını tercih ederim.					

Sınıfta kullanılan asıl dil İngilizce olmalı.					
Sınıfta öğretmen İngilizce dışında bir dil kullandığında kendimi kötü hissedirim.					

4. Aşağıda sınıf ortamında anadilinizin kullanımıyla ilgili düşünceler yer almaktadır. Bu düşüncelere ne kadar katıldığınızı ilgili bölümü işaretleyerek belirtiniz.

	Daima	Sık sık	Bazen	Nadiren	Asla
Öğrenciler sınıfta ana dillerini kullanmaktan keyif alırlar.					
Konuların öğrencinin anadiliyle anlatılması zaman kazandırır.					
Ana dilin kullanımı öğrencilerin birlikte çalışmalarına yardımcı olur.					
Öğrenciler İngilizce'deki yeni bir konuyu ana dilleriyle kolaylıkla ilişkilendirebilirler.					
Öğretmenin ana dili kullanması öğrencilerin kaygılarını azaltır.					
Çeviri birçok öğrenci için etkili bir dil öğrenme stratejidir.					
Ana dilin kullanımıyla ilgili diğer nedenler:					

## **Appendix C**

### **Interview Items**

1. What are your ideas, beliefs, and attitudes towards the use of L1 by teachers while teaching grammar in elementary classes at preparatory schools?
2. What types of L1 activities do you use while teaching grammar?
3. What factors lead you to use L1 while teaching grammar in elementary classes?
4. At what stage(s) of grammar classes do you use L1? What is the reason behind this?
5. How do learners react to your use of L1 while teaching grammar?

## Appendix D

### Observation of Teachers' L1 Use in Grammar Courses in Elementary Classes

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		
Exclude own-language use		
Allow own-language use only at certain points of a lesson English		
Other purposes		

**Appendix E**

## Consent Form

## Consent Form

I have read the above information. I hereby give my consent for the data acquired to be used by Onur ŞAHİN in this survey.

Name:

Date:

Signature:

## Appendix F



T.C.  
BURSA ULUDAĞ ÜNİVERSİTESİ  
Eğitim Bilimleri Enstitüsü Müdürlüğü



Sayı: 20585590-302.08.01/1323  
Konu: Onur ŞAHİN'in Uygulama İzni

25/05/2018

### YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜNE

Enstitümüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans öğrencisi Onur ŞAHİN'in "Üniversitelerin Hazırlık Sınıfı Öğrencilerine Yabancı Dil Öğretiminde Dilbilgisi Derslerinde Anadilin Bir Öğretim Stratejisi Olarak Kullanılmasına Yönelik İlkesel Bir Yaklaşım: Gözleme Dayalı Bir Çalışma" konulu uygulamasını Meslek Yüksek Okulunuzda yapmak istemektedir Üniversitemiz Sosyal ve Beşeri Bilimler Araştırma ve Yayın Etik Kurulu kararı ekte gönderilmektedir.

Bilgilerinizi ve gerekli izinlerin verilmesi için gereğini rica ederim.

*imza*

Prof. Dr. Kazım YOLDAŞ  
Müdür

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Ek :  
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**ARAŞTIRMA VE YAYIN ETİK KURULLARI**  
(Sosyal ve Beşeri Bilimler Araştırma ve Yayın Etik Kurulu)  
**TOPLANTI TUTANAĞI**

**OTURUM TARİHİ**  
27 Nisan 2018

**OTURUM SAYISI**  
2018-04

**KARAR NO 16:** Eğitim Bilimleri Enstitüsü Müdürlüğü'nden alınan Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans öğrencisi Onur ŞAHİN'in "Üniversitelerin Hazırlık Sınıfı Öğrencilerine Yabancı Dil Öğretiminde Dilbilgisi Derslerinde Anadilin Bir Öğretim Stratejisi Olarak Kullanılmasına Yönelik İlkesel Bir Yaklaşım: Gözleme Dayalı Bir Çalışma" konulu tez çalışması kapsamında uygulanacak anket sorularının değerlendirilmesine geçildi.

Yapılan görüşmeler sonunda; Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans öğrencisi Onur ŞAHİN'in "Üniversitelerin Hazırlık Sınıfı Öğrencilerine Yabancı Dil Öğretiminde Dilbilgisi Derslerinde Anadilin Bir Öğretim Stratejisi Olarak Kullanılmasına Yönelik İlkesel Bir Yaklaşım: Gözleme Dayalı Bir Çalışma" konulu tez çalışması kapsamında uygulanacak sorularının, fikri, hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğu başvurucuya ait olmak üzere uygun olduğuna oybirliği ile karar verildi.

  
Prof. Dr. Mehmet YÜCE  
Kurul Başkanı

## Appendix G



T.C.  
BURSA ULUDAĞ ÜNİVERSİTESİ  
Yabancı Diller Yüksekokulu Müdürlüğü



Sayı: 83504669-000/1150  
Konu: Anket Uygulama İzni.

12/12/2018

Öğr. Gör. Onur ŞAHİN  
Yabancı Diller Yüksekokulu

İngiliz Dili Eğitimi Bilim dalı Yüksek Lisans programı kapsamında Üniversitelerin hazırlık sınıfı öğrencilerine yabancı dil öğretiminde dil bilgisi derslerinde anadilin bir öğretim stratejisi olarak kullanılmasına yönelik ilkesel bir yaklaşım: Gözleme Dayalı Bir Çalışma konulu ekte sunduğunuz anket çalışmalarını Yüksekokulumuz öğretim görevlilerine ve öğrencilerine uygulamak üzere izin talebiniz Müdürlüğümüzce uygun görülmüştür.  
Bilgilerinizi rica ederim.

*imza*

Prof. Dr. Recep ÇIBIK  
Müdür

Ek :  
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TEZ ÇOĞALTMA VE ELEKTRONİK YAYIMLAMA İZİN FORMU

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Enstitü	Eğitim Bilimleri Enstitüsü
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