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**TARGET LANGUAGE USE IN THE CLASSROOM AND ITS FREQUENCY OF
OCCURENCE: TEACHERS' AND STUDENTS' PERCEPTIONS**

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Abstract

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TARGET LANGUAGE USE IN THE CLASSROOM AND ITS FREQUENCY OF OCCURENCE: TEACHERS' AND STUDENTS' PERCEPTIONS

Target language use in the classroom has been a popular topic for the field of English Language Teaching for a period of time. However; very few studies have focused on both students' and teachers' thoughts and beliefs about TL use frequency of teachers. Likewise, a comparison of students' and teachers' beliefs and thoughts about TL use in the classroom have not been examined in detail. Thus, this study aims to reveal how teachers and students consider TL use in the classroom, how often and to what extent teachers use TL from the perspective of both teachers and students. Moreover, the feelings of teachers and students while using TL in the classroom have been determined in the study. Finally, teachers have stated their ideas about the factors affecting their TL use.

The study was conducted in Sakarya, Turkey with 21 primary, 77 secondary and 55 high school teachers and 109 primary, 177 secondary, and 259 high school students. Explanatory sequential mixed method research design was used, and quantitative data was gathered from the students and teachers with questionnaires, qualitative data was obtained from both teachers and students with semi-structured interviews. A classroom observation form was filled to identify TL use frequency of teachers as well.

According to the results of the study, both teachers and students think that TL use in the classroom is necessary for effective language teaching. However; both of them state that mother tongue should be used while teaching grammar, managing the classroom, and explaining the meanings of the words. Very few significant differences were determined among the variables and the thoughts of teachers and students. TL use frequency of teachers varies according to the usage area of TL. Students think their teachers use TL in the classroom but they want them to use it more frequently. Teachers feel satisfied and happy while using TL, but they feel guilty when don't use it. Likewise, students feel motivated when they can understand TL but they feel nervous and demotivated when they cannot understand TL. Finally, teachers state that language levels of the students is the most effective factor for TL use in the classroom. .

Keywords: target language use, teachers' perceptions, students' perceptions, TL use frequency, translanguaging, code-switching

Özet

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SINIFTA HEDEF DİL KULLANIMI VE KULLANIM SIKLIĞI: ÖĞRETMENLERİN VE ÖĞRENCİLERİN ALGILARI

Sınıfta hedef dil kullanımı İngilizce eğitimi alanında uzun zamandır popüler bir konu olarak karşımıza çıkmaktadır. Ancak, öğretmen ve öğrencilerin, öğretmenlerin sınıfta hedef dil kullanım sıklığına dair görüş ve inanışlarına dair oldukça az çalışma bulunmaktadır. Benzer şekilde, öğrenci ve öğretmenlerin sınıfta hedef dil kullanımına dair görüşleri arasındaki anlamlı farklılıklar da detaylıca incelenmemiştir. Bundan dolayı, bu araştırma öğretmenlerin sınıfta hedef dil kullanımına dair görüşlerini, kullanma sıklıklarını ve ne ölçüde kullandıklarını öğretmen ve öğrencilerin bakış açılarına göre ortaya çıkarmayı amaçlamaktadır. Ayrıca, sınıfta hedef dil kullanılırken öğretmen ve öğrencilerin nasıl hissettiği de araştırmada belirtilmiştir. Son olarak, öğretmenler sınıfta hedef dil kullanımını etkileyen faktörlere dair görüş bildirmişlerdir.

Araştırma, Türkiye'nin Sakarya ilinde bulunan 21 ilkokul, 77 ortaokul ve 55 lise öğretmeni, 109 ilkokul, 177 ortaokul, 259 lise öğrencisinin katılımıyla yapılmıştır. Açıklayıcı sıralı karma yöntem kullanılarak anket vasıtasıyla nicel data, yarı yapılandırılmış görüşmelerle de nitel data toplanmıştır. Öğretmenlerin sınıfta hedef dil kullanım sıklığına dair bilgi sağlayabilmek amacıyla sınıf gözlem formu da araştırmacı tarafından doldurulmuştur.

Elde edilen sonuçlara göre, hem öğretmenler hem de öğrenciler etkili bir dil öğretimi için sınıfta hedef dil kullanımının gerekli olduğunu düşünmektedirler. Ancak, dilbilgisi öğretilirken, sınıf yönetimi sırasında ve kelimelerin anlamları açıklanırken ana dilin kullanılması gerektiğini düşünüyorlar. Öğretmen ve öğrencilerin sınıfta hedef dil kullanımına dair görüşleri arasında ise çok az anlamlı farklılıklar tespit edilmiştir. Öğretmenlerin hedef dil kullanım sıklığı, kullanım alanına göre değişmektedir. Öğrenciler, öğretmenlerinin hedef dili kullandıklarını belirtmekte, ancak daha sık kullanmalarını istemektedirler. Öğretmenler hedef dili kullandıklarında tatmin olmuş ve mutlu hissederken, kullanmadıklarında suçlu ve ihanet ediyormuş gibi hissetmektedirler. Benzer şekilde, öğrenciler hedef dili anladıklarında motive, anlamadıklarında ise demotive olduklarını ve gergin hissettiklerini belirtmektedirler. Son olarak, öğretmenler sınıfta hedef dil kullanım sıklığını etkileyen en önemli faktörün öğrencilerin seviyesi olduğunu ifade ediyorlar.

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List of Abbreviations

TL: Target Language

MT: Mother Tongue

ELT: English Language and Teaching

ELL: English Language and Literature

ETI: English Translation and Interpretation

Introduction

This chapter aims to provide background information to the study that was conducted on the beliefs and thoughts of teachers and students about Target Language (TL) use in the classroom and its frequency of occurrence. In accordance with this purpose, the background of the study, the purpose of the study, its significance, and its contribution to the literature are going to be explained through the introduction part.

Background of the Study

Teachers' TL use in the classroom has been a popular topic for researchers and instructors for a long time, and its effects on language teaching and learning have been discussed and researched by researchers. Many studies state that TL use of teachers have positive effects on the language learning process of the students as it increases exposure to the language, and helps students realize language learning goals (see Arnett, 2002; Carroll & Turnbull; Macaro, 1997). Moreover; the frequent use of TL helps learners to be more successful at foreign language (Turnbull, 2001). However; some researchers claim that the quality of TL use in the classroom is more important than the quantity of it (Ellis, 1984). Contrary to the opponents of TL use, Mother Tongue (MT) use in the classroom is also emphasized by some researchers claiming that the judicious use of MT can be helpful for language learners to learn the TL effectively (see Hussein, 2013; Sharma, 2010). As a result of the controversy regarding the teacher's language use, some approaches such as Code-switching and Translanguaging, which aim to use TL and MT together during the language teaching process, has become the focus of attention.

There are several factors that affect language teachers' TL use frequency in the classroom. Teachers generally consider the language level of the students when determining the amount of TL. In addition, classroom management can be another issue that has an effect on the amount and frequency of TL. Giving instructions in the TL all the time can be time-

consuming and tiring (Bateman, 2008). Yet, teachers also state that they feel guilty when they don't use TL in the classroom (Ceo-Difrancesco, 2013).

TL use in the classroom is not a topic that only concerns teachers. Language learners can be affected by their teachers' TL use in the classroom and they also have some beliefs and thoughts about this issue. While some language learners think that TL must be the only language in the classroom; some of them consider that both TL and MT must be used in the classroom, but none of them claim that TL must not be used by the teachers during the foreign language teaching (see Frohm, 2009; Rolin-lanziti & Varshney, 2008).

Problem and the Significance of the Study

Various studies have been conducted to reveal the problems in language teaching in Turkey. According to Erkan (2012), out-of-field teachers should be avoided and English teachers should be assigned to teach English in public schools in Turkey. Also, the textbooks should be revised, the use of technological tools should be increased, and English teaching techniques and English education must be organized for teachers of English. Moreover, Erarslan (2019) stated that teachers' lack of curriculum knowledge, course hours, class size, and L1 mastery affect the implementation of language teaching programs in Turkey. In addition to those stated by Erkan (2012) and Erarslan (2019), TL use in the classroom is another issue of consideration for language teaching. Therefore, language teachers' beliefs and thoughts about TL use in the classroom and their TL use frequency can provide new insights for the language teaching environment. Also, language learners' perspective and their anticipation about TL use in the classroom may help to see the effects of TL in the classroom.

Consequently, evaluating beliefs and thoughts of teachers about TL use in the classroom, their TL use frequency, the factors that affect TL use from the perspective of the teachers, also the perceptions of the students about TL use and their teachers' TL use frequency and their expectations from the teachers can provide deeper insights in determining

language teaching problems in Turkey. Moreover, this study can contribute to the literature since it involves how teachers feel when they use TL in the classroom, it also shows TL use frequency of teachers from the perspective of both teachers and students.

Purpose of the Study

The study aims to reveal the beliefs and thoughts of teachers and students about TL use in the classroom. Also, TL use frequency of teachers and the factors affecting TL use of teachers according to their perspectives are the other focal points of the study. Teachers and students were also asked how they feel while teachers use or do not use TL in the classroom. Teachers' and students' perceptions regarding TL use are compared via some demographic variables such as age, gender, school type, and working experience, school of graduation and graduation degree of teachers.

Limitations of the Study

The study was conducted with primary, secondary, and high school English teachers and students in Sakarya, Turkey. The findings of the study is limited to the sample that the data were collected. Therefore, the results can be generalized to similar contexts only. Also, due to the sampling technique used, diversity couldn't be provided in terms of certain variables such as the graduation degree of teachers. Having homogenous groups would have contributed to the comparability of the groups. Thus further studies can consider contextual differences and sampling techniques to overcome the limitations faced in the present study.

Research Questions

This research study aims to find answers to the following research questions:

1. What are the beliefs of English teachers about target language use in the classroom?
2. How often and to what extent teachers use TL in the classroom?
3. What do the students think about TL use in the classroom?

4. What do teachers and students think about the frequency of occurrence of TL in the classroom?
5. What kinds of factors affect TL use of teachers from the perspective of teachers?

Chapter I

Literature Review

1.1. The Effect of Mother Tongue Use in Foreign Language Teaching

Mother tongue (MT) effects on language teaching have been an attractive topic for language researchers throughout the years and there have been some research studies conducted to identify its role in TL teaching (see, Corder, 1983; Keckskes & Papp, 2000.). While it is stated that foreign language teaching must be supported with MT use (Şenel, 2010); the negative effects of MT in foreign language teaching are discussed as well (Gupta, 1997). Hereby, the effects of MT use will be discussed in this section.

1.1.1 Mother tongue (MT) use in the language teaching classroom. Bloomfield (1994) identifies the MT or first language of a person as a language that a person has been exposed to from birth or within the critical period. MT largely refers not only to the language one learns from one's mother but also to the speaker's dominant and home language (Denizer, 2017). MT is one of the language teaching tools which helps language teachers to clarify the meaning of the difficult words, to explain grammar rules and to make students feel comfortable in the language learning environment (Sharma, 2010). According to Paker and Karaağaç (2015) the first language, MT of the learners, is an integral part of language teaching and it has some different functions such as assorting with the language, making the topic clear, etc. Further, Hussein (2013) states that not allowing learners to use their MT in language classroom will result in preventing them to have some opportunities to learn foreign language better. Thus; emphasizing the effects of L1 might be helpful to see the TL's effects and features because the use of MT in language teaching affects the way students learn (Lartec, 2015).

1.1.2. The effect of mother tongue use on foreign language teaching. While some researchers (see, Cook, 2001; Macaro, 2005) emphasize the importance of judicious use of MT as it can positively affect the L2 learning process; some researchers (Duff & Polio, 1990) claim that only TL maximization can enhance the L2 learning process. Therefore, the effects of MT use in language learning classrooms are going to be examined by taking the negative and positive impacts of it into consideration.

One of the negative effects of L1 use in the language classroom is that its use decreases the efforts to communicate in L2 (Spratt, 1985) thus, there must be careful and limited use of it (Atkinson, 1993). Kaynardağ (2016) emphasizes that L1 should be limited to increase exposure to TL. However, L2 use might decrease during pair work and group work activities as students can quickly switch to L1 during such activities (Kim & Petraki, 2009). Furthermore, it can limit co-operation between native and non-native teachers (Harbord, 1992).

Conversely, some researchers underline the positive effects of L1 use in the classroom as well. According to Khati (2011), preventing L1 use in the classroom interrupts the process of comprehension and thinking about the language itself. Therefore; L1 should be used in appropriate situations and teachers must choose convenient topics and encourage the learners instead of ignoring L1 completely. Alshammari (2011) also states that L1 use can be useful and essential to increase learners' comprehension. Besides MT provides quick and accurate translation and it helps learners to motivate since the teacher may not be able to create a language speaking environment in a short time (Baños, 2009).

Yadav (2014) sees MT use in the classroom as the natural part of the language learning process. He states that if the language learners are instructed in their MT and the amount of TL use in the classroom is increased by the teacher in time, they learn TL more effectively and easily. However; the learners might feel demotivated and the learning process

can be interrupted if language teachers start to use TL immediately instead of doing it in the progress of time.

Language teachers might feel the need to use L1 in the classroom because the content of the lesson, aim of the teacher, level of the learners, and communication needs in the classroom push them to utilize it (Yildirim & Mersinligil, 2012). L1 use in the classroom can be time-saving since it helps classroom management, clarifying the grammar, giving instructions, rationalizing the usage of TL, and overcoming problems that can be faced during the language learning (Voicu, 2012). The planned use of MT can be a helpful source for language learners (Celik, 2008); and it raises students awareness about the similarities and differences between two languages (Kicir & Mahmutoglu, 2013; Wharton, 2007). Yet, even if it seems to be a learner-centered strategy with the potential to support learning, it involves a risk of failing to encourage students to practice L2, therefore, it must be adjusted carefully (Carless, 2007). However; the amount of MT is still not clear. Hence it is usually left to teachers (Copland & Ni, 2019; Kumaravadivelu, 2012), and/or as Debreli and Oyman (2015) claim the amount of MT depends on the levels of students.

1.1.3. Beliefs of teachers and students about mother tongue use in the classroom.

Language teachers' beliefs and opinions differ from each other about MT use in the classroom. Most teachers believe that MT use in the classroom has some potential for language teaching process. However; some teachers are dubious about the amount of using it (Zacharias, 2004), and they also think that L1 should be minimized otherwise they feel guilty if they use it a lot (Yadav, 2014). Moreover; according to some teachers, they must use TL as much as possible since learners have already faced with MT in their daily life (Schweers, 1999). The needs and the levels of the learners influence their decisions to how and when MT must be used during the teaching process as well (Tsagari & Diakou, 2015).

Language learners have differing views with regards to L2 use. While they want to be exposed to TL as much as possible, since it is an effective and necessary way to learn L2, they also want teachers to use their MT when explaining grammar and meanings of the words (Burden, 2000; Dujmovic, 2014; Kiely & Slimani-Rolls, 2018). Students who avoid the use of a foreign language state that they have a fear of being criticized by teachers or teased by their classmates, and they don't believe themselves enough to use TL during the language learning process (Beisenbayeva, 2020). Young and beginner learners prefer mother tongue use the most (Aminifard & Mehrpour, 2019), and male students prefer using mother tongue as a tool for expression more than female learners (Iqbal, 2016).

1.2. Is it beneficial to use the target language in the classroom?

Target language use in the classroom has long been a popular topic for the field of English language teaching (Kaynardağ, 2016). Many research studies have been conducted; several ideas have been discussed about its necessity, frequency of occurrence, and its effects on language learners (Brown, 2000). Since the late 19th century the importance of TL use has been emphasized by classroom teachers (Bateman, 2008).

Researchers have conducted myriad of research studies to find out whether TL use in the classroom is important or not. Accordingly, Carroll (1975) and Turnbull and Arnett (2002) revealed that there is a correlation between teachers' use of TL and students' TL achievement since it provides foreign language exposure to learners. Macaro (1997) states that the more teachers use TL in the classroom the more students are likely to set language learning goals. Turnbull (2001) also claims that students of teachers who speak TL in the classroom more frequently than teachers who speak TL less, outperform the students whose teachers speak less TL in the classroom. Also, Larsen Freeman (1985) indicates that students exposed to most TL input show the greatest proficiency. Moreover, Chamber (1991) emphasizes the significance of the TL use as it is an indicator of a good language course. Kormos and

Dörnyei (2004) say that teachers' TL use in the classroom affects the motivation of students. They say that using TL in the classroom maximizes the motivation of language learners. Adnan and Ilias (2008) state their findings in the same manner by claiming that the students will be motivated by modeling a proficient and efficient language user and thus put more serious efforts into learning it.

Many researchers emphasize the importance of TL use in the classroom in terms of giving instructions. Language instructors should maximize their use of the TL during instruction to create a TL atmosphere (Ellis, 2005). Mitchell (1988) also emphasizes the importance of using TL while giving organizational instructions and activity instructions.

1.2.1. Target language use of teachers. Language teachers' TL use frequency is another subject that the researchers have focused on. While Ellis (1984) claims that the quantity of TL input is less critical than the quality of it, Duff and Polio (1990) remark the significance of quantity of TL use in the classroom as the little opportunity subsists for exposure to TL outside the classroom in foreign language learning contexts. With this respect, Shapson, Kaufman, and Durward (1978) suggested that acceptable use of TL should be 75% and 95% respectively.

TL use in the classroom depends on the teacher rather than the students (Brevik & Rindal, 2020). Teachers should be a model because students use TL more while speaking with their teachers than speaking with their classmates (Levine, 2003). Language teachers should create an effective language environment without fear of being criticized and TL must be used in the classroom not only when teaching the four main skills (reading, writing, listening, and speaking) but also as a medium (Ocak, Kuru & Özçalışan, 2010). However; many teachers worry about losing control because of such reasons as discipline problems and making the language learning process confusing and lacking knowledge about how to use the TL during

the language teaching process (Bateman, 2008). Moreover, the lack of confidence is an obstacle to teachers to use the TL (Franklin, 1990).

Krulatz, Neokleous, and Henningsen (2015) state that teachers rarely use the TL to manage the classroom and discipline the students, or provide an introduction to topics, activities and lectures. They also claim that the frequency of teachers' TL use increases with grade level and there is no correlation between the amount of teaching experience and TL use. However; some researchers claim that experienced teachers' TL use is more than novice teachers (Kim, 2008; Pachler, Evans & Lawes, 2007).

1.2.2. Beliefs of teachers and students about TL use in the classroom. Ceo-Difrancesco (2013) conducts a research to specify the beliefs of teachers about TL use while giving instructions in the classroom. In the study, it shows up that teachers have a goal to use TL with their students and some of them feel 'guilty' when they don't use it. Also, some instructors express a need for training and opportunities for professional development in increasing TL use in the classroom. Hence, defining teachers' and students' beliefs and needs about TL use in the classroom and the frequency of TL use of teachers create a need for research.

There are various beliefs about using TL in the classroom. According to Hlas (2016), language teachers agree that TL should be used 90% of the classroom time during language teaching, yet they state that they need to learn strategies and techniques to increase the amount of TL use. Also, teachers who are afraid of interrupting the language learning process of their learners can feel pressured and they need to reduce the amount of their use of TL as the use of MT reduces this pressure. According to Dickson (1996), teachers know they should use TL in the classroom but some of them state that they need to keep their language competence up to date. He also points out that there is a view that younger teachers are more likely to use TL in the classroom than older ones, and teachers' experience in TL speaking

countries may affect its use. Teachers also claimed that it is difficult to adjust TL use since there are various circumstances in the classroom. Another study that was conducted by Bateman (2008) indicates some beliefs and thoughts of student teachers about TL use. Student teachers agreed that TL use is very desirable and necessary for language teaching but they also stated that there are some factors that decrease TL use in the classroom. According to the teachers, while using TL in the classroom it becomes hard to provide classroom management, it can be time-consuming and tiring for them and it can prevent building rapport with their students. These beliefs may affect teachers' TL use in the classroom, however; the use of the TL should be a challenge to pupils and the teacher, not a threat as Guest and Pachler (1997) said in their study.

There are some research studies also conducted to investigate the topic from the learners' viewpoint. According to Thompson (2009), there is a significant correlation between students' and teachers' perception of MT and TL in the classroom; the lower-level students and their teachers prefer MT, especially during classroom management and explaining grammar, but the higher-level students appreciate TL use in the classroom more. Brook – Lewis (2009) reported that students do not agree with the idea of using TL throughout the whole lesson because they consider it helpful to use L1 when teachers explicitly demonstrate similarities of L1 and L2. Only a small number of students do not like the use of the first language in the classroom and prefer their teachers to use the TL solely (Mora Pablo, Lengeling, Zenil, Crawford & Goodwin, 2011). Learners generally prefer the MT during the classroom management stage and they believe that L1 use decreases their language learning anxiety levels but they agree with the idea that overuse of L1 demotivates them to use the TL (Rolin-lanziti & Varshney, 2008). Another research study conducted by Kaneko (2015) claims that students understand the instruction of their teachers in TL but if the instruction is simple, well-organized, and easy to follow. Levine (2003), Turnbull (2001) and Stern (1992)

state the idea that there must be a balance between L1 and TL use in the classroom as both of them have their own merits. Littlewood and Yu (2011) also support that idea by claiming that forcing students into an exclusive TL environment might even make them feel disoriented and powerless. Finally, according to Frohm's summative assessment (2009), both teachers and students think TL use is important in the classroom since it pushes learners to be courageous to use the TL.

On the other hand, Bateman (2008) points to some other factors that affect teachers' TL use. According to his research, limitations in students' language and cognitive levels and their lack of motivation can influence teachers' TL use. Likewise, according to the research of Macaro (1997), teachers claim that students' ability in TL is an important key for teachers' TL use and it is easier to use TL with younger as compared to older learners for them.

As a result, language teachers' TL use in the classroom is considered as a significant factor for language teaching by the researchers. However; while both language teachers and students find it important, they also have some critical beliefs about its usage, frequency, and effectiveness.

1.3. Using L1 and L2 Together: Code-switching and Translanguaging

Mother tongue and TL use in the classroom have been searched and discussed among the researchers, linguists, and foreign language teachers as mentioned in the previous pages. Both L1's and L2's effects on the process of language learning have been revealed but utilizing them together by teachers in the classroom is another topic that has been focused on and analyzed in this area. This topic is going to be mentioned under the head of code-switching and translanguaging.

1.3.1. Code-switching. Code-switching is one of the aspects of TL use in the classroom. According to Lin (2008), it is the alternating use of more than one linguistic code in the classroom by any of the classroom participants. It is the random switch between two

different languages (Poplack, 1980). Since it has some effects on language teaching process and it also draws language learners' interest; identifying the significance of code-switching in language teaching might be necessary (Modupeola, 2013).

Code-switching can be considered as an influential way if the aim is to make meaning clear and to show the language to students in an effective way (Sert, 2005). It is an effective tool for language teaching (Van Dulm, 2007), and it has multiple functions (clarification, repetition, explanation, asking, translation, checking for understanding, emphasizing a language element, making inferences, developing vocabulary, class discussion of student tasks, giving feedback, aiding memorization and class management) that support the learning process (Fachriyah, 2017). There might be a relationship between learner styles and abilities and code-switching (Eldridge, 1996), teachers' code-switching is an important teaching strategy when dealing with low English proficient learners (Ahmad & Jusoff, 2009). Code-switching has positive effects on learners and teachers, it helps learners to understand the difficult aspects of the lesson and it aids teachers to make meaning clear, managing the classroom, and saving time (Naha, Nkengbeza & Liswaniso, 2018) also, code-switching during the language teaching process plays a positive role while learning a foreign language since it provides language comprehension (Jingxia, 2010).

Nevertheless, as there are positive effects of code-switching on language learning, there might be some negative effects of it as well. According to Metila (2009), the code-switching of teachers makes their learners confused and Palmer (2009) states that many multilingual speakers think that code-switching shows a linguistic weakness and teachers should try to prevent it. Code-switching has a negative effect while speaking with native speakers therefore students must know how to use it properly (Sert, 2005).

Teachers and students have similar beliefs about teachers' code-switching (Yao, 2010). They think that code-switching helps to bridge the communication during teaching and

learning process (Nurhamidah, Fauziati & Supriyadi, 2018). Learners believe that code-switching pushes them to understand the TL and it makes it possible to master English (Nordin, Ali, Zubir & Sadjirin, 2013).

1.3.2. Translanguaging. Canagarajah (2011) identifies the term translanguaging as the process that multilingual speakers use their languages in an integrated communication system. All language users select features from a linguistic repertoire to make meaning and to negotiate during communication (Vogel & Garcia, 2017). It is a systematic use of two languages in a particular teaching activity (Yuvayapan, 2019).

According to Fallas Escobar (2019), translanguaging may break limitations between the teacher and the learner, content, and language and school and community. Language learners should be encouraged to use translanguaging strategies since the understanding of translanguaging by learners can help them to increase their communicative competence (Shin, Dixon & Choi, 2019). Helot and Cavalli (2017) say that the language learning programs which contact different languages might be more effective than the language programs that approach the language teaching process as separate sections. If implemented correctly, translanguaging does not affect learners' language skills in a bad way, conversely; it improves language learning by allowing the learners to participate more actively and more confidently in language activities (Nagy, 2018).

According to Scopich (2018), both teachers and students accept translanguaging as a medium of instruction and they think that translanguaging is a beneficial way to learn a foreign language. Language learners have a neutral to positive attitude for classroom translanguaging (Mazak & Rivera, 2017). Also, language teachers have positive thoughts about using translanguaging in their classrooms but they do not use this pedagogy due to the expectations of their schools, colleagues, and parents of their students (Yuvayapan, 2019).

In conclusion; as it has been expressed throughout the literature review, MT use and TL use in the classroom have some effects on language teaching. The judicious use of MT helps learners to understand the grammar rules and explanations of the words better, to feel themselves comfortable and it aids language teachers to save time and to manage the classroom easily. On the other hand; TL use in the classroom provides TL exposure for learners; and students become motivated when they can use TL during the language learning process. Both teachers and students think that TL and MT should be used in the classroom when there is a need. Code-switching and translanguaging are other techniques which provide opportunities to use both MT and TL in the classroom. Translanguaging can help teachers to make the learners participate in language learning process; and code-switching bridges the communication and provides language comprehension. In this context; this study aims to identify the beliefs of teachers and students in Sakarya, Turkey about TL use in the classroom. This research aims to reveal the frequency of occurrence of TL use in the classroom from the perspective of teachers and students and compare their thoughts and ideas.

Chapter II

Methodology

In this chapter, information about the procedure of the research is presented involving context and research design, data collection tools, participants, data collection procedure, and data analysis.

2.1. Research Design

Explanatory sequential mixed method research design has been used for this study thus quantitative and qualitative data were gathered to find the answers to the research questions (RQ). According to Fraenkel, Wallen, and Hyun (2012), the mixed method is a system that uses both quantitative and qualitative data collection. The aim of the explanatory sequential mixed method is to provide a meaningful and detailed explanation of an event (Creswell & Plano Clark, 2011). This method gives meaningful explanations and also helps to find reliable answers (Caracelli & Riggan, 1994). Therefore current study implements this research design to delve more into L1 use in the classroom.

The research was conducted in state schools of Sakarya, Turkey. Primary, Secondary and High school students and their English language teachers have attended the study. Via the questionnaire teachers were asked to express their beliefs and opinions about TL use in the classroom and they also answered the questions about their TL use frequency in the classroom. Students also filled in a questionnaire that involves questions about their beliefs about TL use in the classroom and their teachers' TL use frequency during the class. Demographic information of students and teachers was examined to see if there are significant differences among these groups and the participants' beliefs and opinions. The second group of data was collected via observation checklists to find out the frequency of teachers' TL use. Finally, interviews were conducted to reveal some detailed information regarding the content of the study.

2.2. Participants

157 English language teachers and 545 students from Sakarya, Turkey have participated in the study. All of the participants were chosen by using a convenience random sampling strategy. The teachers were asked to express their demographic information such as their age, gender, the school type they work at currently (primary, secondary, and high), their working experience, their school of graduation, and their graduation degree (bachelor's degree, master and Ph.D.). Accordingly, the mother tongue of all the teachers is Turkish. 21 of the teachers are primary, 77 of them are secondary and 58 of them are high school teachers. 56 of the participants are male and 101 teachers are female.

Table 1

Gender and School Type of Teachers

School Types			Gender (Total)	
Primary School	Secondary School	High School	Male	Female
21	77	58	56	101

The students who participated in the study were also asked to state their demographic information such as the school type they study at (primary, secondary and high) and their gender. 109 of the students are primary, 177 of them are secondary and 259 of them are high school students. There are 204 male students and 341 female students in this study.

Table 2

Gender and School Type of Students

School Types			Gender (Total)	
Primary School	Secondary School	High School	Male	Female
109	177	259	204	341

157 teachers participated in the research. 60 of them are between the ages of 21-29, 78 of them are between the ages of 30-39, and 19 participants are older than 40. There are 56 male participants and 101 female participants in the study. 21 primary school, 77 secondary school, and 58 high school teachers contributed to the study. 53 participants have 0-5 years of experience, 55 of them have 6-11 years of experience and 48 teachers have experience of more than 12 years. 119 participants are English Language Teaching (ELT), 32 of them are English Language and Literature (ELL), 3 of them are English Language and Interpreting graduates. Also, there are 3 participants who graduated from other departments of the universities. Finally, 130 participants have Bachelor's Degree, 23 of them have Master Degree and 3 participants have a PhD.

Six teachers have attended the qualitative data collection stage. Semi-structured interview questions have been asked to the participants. Six students from various school types have answered the semi-structured interview questions as well. 5 teachers have been observed during one of their lessons and an observation checklist has been filled to reveal TL frequency of occurrence of the teachers in the classroom.

2.3. Data Collection Tools

Data were triangulated by using different data collection tools. Both qualitative and quantitative data collection tools were used in this study. Two questionnaires and an observation checklist were prepared to collect quantitative data. The questionnaires aimed to identify both teachers' and students' beliefs about target language use in the classroom and TL frequency of occurrence. Moreover; language teachers have been observed through the observation checklist thus TL use frequency of the teachers has been revealed to aid the data evaluation process. Also, interviews have been done with teachers and students to obtain qualitative data. To provide content validity, questionnaires were sent to five experts and they evaluated it as essential, useful but not essential, and not necessary according to Lawshe's

content validity index (Gilbert & Prion, 2016). Experts were also asked to evaluate the items in terms of convenience to the research topic to identify face validity (Karakoç & Dönmez, 2014).

2.3.1. Quantitative data collection instruments. Two Likert scale questionnaires were prepared by the researcher via an extensive literature review to identify the beliefs of the teachers and students about TL use in the classroom and to reveal both the students' and teachers' opinions about the frequency of TL use in the classroom. Since the research studies which were examined in the literature review section generally state teachers' foreign language use regarding classroom management, teaching grammar, giving instructions, daily talk with students, motivating learners, providing English exposure and feelings of teachers, the questionnaire was prepared to identify these topics. Then, the students' questionnaire was prepared in parallel with the questionnaire of the teachers. All of the participants were asked to express the frequency of occurrence of teachers' TL use in the classroom as well. Five experts evaluated the questionnaires according to Lawshe's technique and the content validity ratio (CVR) for each item was calculated. The items with CVR values lower than 0.99 were discarded (Yurdugül, 2008).

The teachers' questionnaire has three parts. The first part includes demographic information of the participants (age, gender, school type they work at currently, their working experience as a teacher, their school of graduation, and their graduation degree). In the second part, the beliefs of the teachers about target language TL use in the classroom were asked. This part has 20 statements for teachers' beliefs, and prepared as a five-point Likert scale (strongly disagree = 1, disagree = 2, neutral = 3, agree = 4, strongly agree =5). The final part of the questionnaire includes 11 statements and aim to identify the TL use frequency of the teachers. They were asked to answer the questions by choosing adverbs of frequency (never, rarely, sometimes, often, and always).

The piloting for the study was conducted both for the teacher and student questionnaires. For the teacher questionnaire, 15 teachers were chosen from each school type (primary, secondary and high school) via convenience random sampling method and 45 teachers participated in the piloting study in total. The reliability value of the teachers' in the pilot study was found .84. The reliability value for the main study was quite high with .89 alpha value. On the other hand; the other piloting study was conducted with the participation of the students. 12 students from each school type were chosen with the convenience random sampling method and 36 students answered the questions in total. The reliability value of the students' in the pilot study was found .79. The reliability value for the questionnaire of students in the main study had .80 alpha value. According to Santos (1999), these values can be accepted as satisfactory.

2.3.2. Qualitative data collection instrument. 2 teachers (6 in total) and their 3 students (9 in total) from every school type were selected with a convenience random sampling method and semi-structured interview questions were asked to gather qualitative data. All of the participants were informed about the interview process and their permissions were obtained prior to data collection. The aim of the interview questions was to find out the beliefs and opinions of both teachers and students about TL use in the classroom. The interviews were done in the mother tongue of the participants (Turkish), and later, the answers were translated into English. Here are the questions that were asked to teachers:

1. Do you think that the target language is the only language that should be used in the classroom?
2. To you, what are the effects of target language use in the classroom?
3. When do you usually use TL in the classroom?
4. How do you feel when you don't use TL in the classroom?
5. What affects your TL use? (Students' level, course books, your language proficiency)

6. How do you feel while using TL in the classroom?

The students who participated in the qualitative data collection process were asked to answer these questions:

1. Do you think target language should be used in the classroom? Why or why not?
2. How do you feel when your teacher uses TL in the classroom?
3. How should English be taught? With only Mother Tongue, with only TL or together and interchangeably?
4. Do you think your English teacher uses TL in the classroom frequently? Should he/she use it more or less?

2.4. Data Collection

Quantitative data collection tools aim to reveal teachers' and students' thoughts about TL use in the classroom and its frequency of occurrence. Firstly, the teachers were informed about the aims of the questionnaire and the research. Similarly, students were informed about the research and the content of the questionnaire. After quantitative data was collected from the teachers and the students, 6 teachers and 6 students from various school types were randomly selected and the interviews were carried out by permission of the school principal, and the teachers. To provide a comfortable and convenient environment, silent and available places were chosen by the researcher. The interviews with teachers have been conducted in English but Turkish was preferred for the interview with the students. All of the interviews were recorded via a smartphone with the permission of the participants and transcribed and translated into English by the researcher.

Classroom observation has been done to reveal the frequency and the purpose of using TL. To reach an accurate description of the total frequency of the event, the event sampling method has been applied and via a classroom observation form structured observation was

done. The researcher was a nonparticipant observer as the aim was to focus on a specific topic (Dörnyei, 2007).

2.5. Data Analysis

Before starting to analyze the data, the Shapiro Wilk normality test was done to decide if the data needed parametric or nonparametric analysis. According to Shapiro Wilk test, p value was found as 0.64 for the first questionnaire of the teachers, it was found as 0.55 for the second questionnaire of the teachers. Again, P value for the first questionnaire of students was found as 0.57, and 0.60 for the second questionnaire. Since the data was normally distributed, parametric tests have been conducted. Descriptive statistics such as mean, standard deviation and frequency analysis have been done to reveal the beliefs of the teachers and the students about TL use in the classroom. To identify similar or different beliefs between the teachers' and the students' item by item analysis was conducted. Also, T-test and ANOVA were used to for dual and multiple comparisons. The statistically significant differences among the groups were reported in detail. While interpreting the answers of the participants, the means between 0-2.50 were accepted as low, 2.51 – 3.50 as moderate, and 2.51-5.00 as high.

Qualitative content analysis was preferred to analyze the interview data as it enables categorization and quantification (Schreier, 2012). The coding technique has been used to identify the participants' statements and this technique was accepted as the strategy for analyzing the qualitative data because if the term coded by the researcher was used by the participants frequently it shows the significance of the data (Miles & Hubermann, 1994). However; the coded terms which were repeated less frequently can also be important since they may show the exceptional beliefs and conditions about the event (Creswell, 2013), that's why qualitative data analysis of the research focused on not also the frequency of repetition of the codes but also the relationships among the codes.

Chapter III

Results

In this chapter, qualitative and quantitative results were presented in detail and they were illustrated with the tables. SPSS Statistics 23 was used to reveal the quantitative results and content analysis was used to analyze the qualitative data. Results have been presented in relation to the research questions. The statements of the participants were given clearly and coding techniques were utilized to categorize the qualitative data.

While stating the quantitative results; firstly, the findings of the beliefs and thoughts of teachers were stated and illustrated with the tables, secondly, the results of TL use frequency of teachers in the classroom was shown in detail and classroom observation results were illustrated with the average TL use of teachers in the classroom. Thirdly, the findings for the students were reported, finally, TL use frequency of teachers from students' perspective was identified in detail. Qualitative results were investigated under three main headings as the statements of teachers about TL use in the classroom, the factors affecting TL use frequency of teachers, and the statements of students about TL use in the classroom.

3.1. Quantitative Findings

Demographic information of the participants is illustrated with the help of tables then the beliefs of the teachers about target language use in the classroom and the target language frequency of occurrence of the teachers are presented.

3.1.1. Beliefs and thoughts of the teachers about target language use in the classroom. Various variables are used for comparisons. Participants' age, gender, school type (primary, secondary and high school), working experience, department of graduation (English Language Teaching, English Language and Literature, English Translation and Interpreting, Other), and graduation degree were asked to provide detailed information about the research questions. Frequency analyses were conducted on the demographic information.

Table 3

The beliefs and thoughts of teachers about TL use in the classroom

Items	Frequency (%)				
	Mean	SD	Disagree	Neutral	Agree
1. Target language use demotivates students since they do not understand exactly what I say.	2.85	1.08	45.2%	17.8%	37%
2. Target language use in the classroom provides Foreign Language exposure for students.	4.22	.86	5%	5.7%	89.2%
3. I would lose control of the class if I only use Target Language.	2.84	1.19	47.8%	14.6%	38.2%
4. Target language use in the classroom is tiring and time-consuming.	2.09	.94	74.5%	15.3%	10.2%
5. My students' foreign language proficiency is not good enough to understand the Target Language.	3.42	1.25	28%	14%	58%
6. Most of the lesson must be taught by using the target language.	3.81	1.02	15.9%	11.5%	72.6%
7. Target language use in the classroom prevents building rapport with my students.	2.77	.97	41.4%	35.7%	22.9%
8. The more I use target language the more I feel confident as a teacher.	4.05	.98	8.9%	13.4%	77.8%
9. I feel 'guilty' when I don't use Target Language in the classroom.	3.75	1.16	19.1%	12.1%	68.8%
10. I prefer using the mother tongue while teaching grammar.	3.39	1.09	22.9%	24.2%	52.8%
11. I prefer the mother tongue while giving instructions.	2.53	1.04	58%	21%	21%
12. Target language use helps to motivate my students while giving instructions.	3.53	.95	17.2%	23.6%	59.2%

13. It is hard to simplify the target language according to my students' language level properly.	3.07	1.12	39.5%	16.6%	44%
14. It is easier to warm-up the student by using Target Language.	3.70	.90	12.1%	19.7%	68.2%
15. It discourages me when my students do not understand what I say in target language.	3.35	1.14	28.6%	15.3%	56%
16. I use the target language more with higher achieving students than with lower achievers.	3.74	1.03	15.3%	17.2%	67.5%
17. I need to keep my language competence up to date since I must use Target Language in the classroom.	4.24	.72	1.3%	13.4%	85.3%
18. Target language use is effective to correct students' mistakes.	3.67	.96	12.8%	24.8%	61.1%
19. Students who are exposed to the target language more show the greatest achievement.	4.06	.81	5.7%	12.7%	80.3%
20. The quality of the target language Input is more important than the quantity of it.	3.82	.94	10.2%	23.6%	66.2%

20 item-questionnaire that aimed to identify teachers' beliefs and thoughts about TL use in the classroom was used to find the answers to the first research question. . Table 1 illustrates the mean and standard deviations (SD) of the participants' answers. The items focus on the beliefs of the teachers about TL use and each item aim to reflect a different aspect of TL use.

Table 3 shows the mean and standard deviations of the answers which help us to interpret the results, and gives the frequencies of the answers. The answers for strongly agree and agree, and strongly disagree and disagree were added and were shown under the headings of agree and disagree. Teachers agree with the items 2,5,6,8,9,10,12,14,15,16,17,18,19, and 20.

T-test and ANOVA tests were used to reveal any possible differences among the groups. The items with statistically significant differences among the groups were determined via t-test and ANOVA, next Gabriel, Hochber GT 2, and Tukey Post Hoc tests were used to find out which groups have differences. Tables in this stage illustrate the Post Hoc sig. values.

Gender. An independent-samples t-test was conducted to compare beliefs and thoughts of teachers about TL use in the classroom according to gender. There was a statistically significant difference in the scores of male ($M=3.32$, $SD=1.25$) and female teachers ($M=4.00$, $SD=1.04$); [$155=-3.6$, $p=0.001$] for the ninth item. Also, a statistically significant difference was found in the scores of male ($M=3.46$, $SD=0.87$) and female teachers ($M=3.83$, $SD=0.90$); [$155=-2.48$, $p=0,014$] for the fourteenth item. Finally, there was a significant difference between male ($M=3.78$, $SD=0.89$) and female teachers ($M=4.22$, $SD=0.73$); conditions [$153=-3.28$, $p=0.003$] for the nineteenth item.

Table 4

The differences between male and female teachers

Items	Male		Female		T	p
	M	SD	M	SD		
9. I feel 'guilty' when I don't use Target Language in the classroom.	3.32	1.25	4.00	1.04	155	0.001
14. It is easier to warm-up the student by using TL.	3.46	0.87	3.83	0.90	155	0.014
19. Students who are exposed to the target language more show the greatest achievement.	3.78	0.89	4.22	0.73	153	0.003

One-way ANOVA was used for multiple comparisons. With groups when the sample size were not equal Gabriel Post Hoc technique was used, if the sample size is not equal but close Hochber's GT 2 Post Hoc technique was used to reveal differences. However; Tukey Post Hoc technique was utilized if the sample size of the variables were equal (Field, 2013).

Age. An one-way between subjects ANOVA was conducted to compare beliefs and thoughts about TL use in different age groups of teachers. Post Hoc comparison using Gabriel test indicated that the mean score for ages between 30-39 (M=3.61, SD=1.15) was significantly different than ages 40+ (M=2.68, SD=1.20) for the fifth item. Again, the same Post Hoc test showed that the mean score for ages between 30-39 (M=3.92, SD=0.97) was significantly different than 40+ ages (M=3.26, SD=1.04) for the sixteenth item.

Table 5

Differences among the age groups for TL use of teachers

Items	30-39 Ages		40+ Ages		F	p
	M	SD	M	SD		
5. My students' foreign language proficiency is not good enough to understand TL.	3.61	1.15	2.68	1.20	4.41	0.014
16. I use the target language more with higher achieving students than with lower achievers.	3.92	0.97	3.26	1.04	3.52	0.032

School type. Post Hoc comparison using Gabriel test indicated that the mean score for primary school teachers (M=3.42, SD=1.02) was significantly different than high school teachers (M=2.65, SD=1.22) for the third item. According to the test, primary school teacher's results seem different than secondary and high school teachers for the eleventh item. The mean score for primary school teachers (M=3.23, SD=1.13) is different from secondary teachers (M=2.41, SD=1.04), and high school teachers (M=2.44, SD=0.93).

Table 6

Differences among the school types of the participants for TL use of teacher

Items	Elementary		Secondary		High School		F	p
	M	SD	M	SD	M	SD		
3. I would lose control of the class if I only use TL.	3.42	1.02			2.65	1.22	3.36	0.037
11. I prefer the mother tongue while giving instructions.	3.23	1.13	2.41	1.04	2.44	0.93	5.73	0.004

Experience. The working experience of teachers was asked during the data collection stage to find out whether there are differences among the experience years. According to Hochberg's GT2 Post Hoc test, the mean scores for the fifth, tenth, fourteenth, and fifteenth items of the teachers who have 6-11 years of experience were significantly different from the

teachers with 12+ years of experience. The detailed information for their mean scores and standard deviation were given in the table 7 below.

Moreover, the mean score for the teachers who have 0-5 years of experience (M=4.00, SD=1.00) was different from the teachers who have 6-11 years of experience (M=3.52, SD=0.95) for the sixth item.

Table 7

Differences among the groups with different working experiences

Items	0-5 Years		6-11 Years		12+Years		F	p
	M	SD	M	SD	M	SD		
5. My students' foreign language proficiency is not good enough to understand TL.			3,83	1.15	3.02	1.19	5.86	0.004
6. Most of the lesson must be taught by using TL.	4.00	1.00	3.52	0.95			3.46	0.034
10. I prefer using MT while teaching grammar.			3.72	0.87	3.20	1.14	3.97	0.021
14. It is easier to warm-up the student by using TL.			3.49	0.97	4.04	0.71	5.38	0.005
15. It discourages me when my students do not understand what I say in TL.			3.65	1.05	2.87	1.16	6.76	0.002

School of graduation. Only one difference was found for participants graduated from different departments. According to the results of One-way ANOVA, the participants who graduated from English Language and Literature (ELL) and from other departments of universities have a statistically significant difference in their beliefs in the 12th item.

According to Gabriel Post Hoc test, the mean score for English Language and Literature (ELL) graduated teachers (M=3.84, SD=0.88) was significantly different than the teachers graduated from other (different from ELT, ELL, English Translation and Interpretation) (M=2.33, SD=0.57) departments of universities.

Table 8

Differences among school of graduation types of the participants for TL use of teacher

Items	ELL		Other		F	p
	M	SD	M	SD		
12. TL use helps to motivate my students while giving instructions.	3.84	0.88	2.33	0.57	2.98	0.033

3.1.2. TL use frequency of teachers in the classroom. The second research question of the study aimed to reveal the frequency of TL use by the teachers. Hence, 11 item-questionnaire was given to find it out, Table 9 illustrates the findings for TL use frequency of the teachers. Means and standard deviations of the items were listed to identify the issue.

Table 9

Means and SD of Target Language Use Frequency of Teachers

Items	Frequency (%)						
	Mean	SD	Never	Rarely	Sometimes	Often	Always
1. I use the target language while explaining the meanings of the words.	3.40	.91	1.9%	10.2%	46.5%	28%	13.4%
2. I speak in English when I correct the mistakes of the students.	3.60	.98	1.3%	12.1%	31.8%	34.4%	20.4%
3. I teach grammar in English.	3.03	1.29	13.4%	26.1%	20.4%	24.2%	15.9%
4. I give instructions in the target language.	4.00	.85	1.3%	3.8%	17.2%	48.4%	29.3%
5. When I discipline the students, I try to do it by using English.	3.30	1.22	8.4%	18.5%	24.2%	29.9%	18.5%
6. I give students homework in English.	3.87	1.12	2.5%	12.1%	17.8%	29.9%	37.6%
7. When I do daily talk with my students, I use English.	3.50	1.08	3.2%	16.6%	26.8%	33.1%	20.4%
8. I use Target language while organizing classroom activities.	3.63	.93	1.3%	9.6%	32.5%	38.2%	18.5%
9. I ask my questions in English.	4.19	.80		2.5%	16.6%	39.5%	41.4%
10. During the warm-up I	4.00	.95	1.9%	5.1%	18.5%	39.5%	35%

speak English.

11. I use Target Language while giving feedback to the students' works.	3.73	1.06	3.2%	9.6%	25.5%	34.4%	27.4%
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The variables for the given answers were analyzed for this research question as well.

T-test was used to analyze whether there are significant differences between genders, and one-way ANOVA was used to analyze if there are a statistically significant differences among age, school type, experience, school of graduation, and graduation degree of the participants.

Gender. According to the finding of the T-test a statistically significant difference was found for only the 9th item of the questionnaire. There was a statistically significant difference between male (M=4.01, SD= 0.79) and female teachers (M=4.29, SD=0.80) conditions; [$t=2.41$, $p=0.037$] for the ninth item.

Table 10

Differences between gender variables of Target Language Use Frequency of Teachers

Items	Male		Female		t	p
	M	SD	M	SD		
9. I ask my questions in English.	4.01	0.79	4.29	0.80	155	0.038

School type. Gabriel Post Hoc test indicated that the there is a statistically significant difference between primary school teachers (M=4.23, SD=0.76) and high school teachers (M=3.48, SD=1.15) for the eleventh item.

Table 11

Differences among the school types of the participants for TL use frequency

Items	Elementary		High School		F	p
	M	SD	M	SD		
11. I use TL while giving feedback to the students' works.	4.23	0.76	3.48	1.15	4.17	0.017

Experience. According to one-way ANOVA results, there are statistically significant differences among the participants' with different working experiences for items 2, 3, and 8. A statistically significant difference was found in the 2nd item between the participants who have 0-5 years of experience and 6-11 years of experience; and between the participants who have 6-11 years of experience and 12+ years of experience. A statistically significant difference for the 3rd item was revealed between the participants who have 6-11 years of experience and 12+ years of experience. Finally, the answers of the participants who have 0-5 years of experience and 6-11 years of experience had a statistically significant difference for the 8th item of the questionnaire.

Table 12

Differences among the groups having different years of work experiences

Items	0-5 Years		6-11 Years		12+ Years		F	p
	M	SD	M	SD	M	SD		
2. I speak in English when I correct the mistakes of the students.	3.75	1.03	3.27	0.95	3.81	0.89	5.02	0.008
3. I teach grammar in English.			2.56	1.25	3.41	1.21	6.29	0.002
8. I use Target language while organizing classroom activities.	3.81	0.98	3.34	0.82			4.06	0.019

There weren't any statistically significant differences among age, school of graduation, and graduation degree of the participants for any of the items.

Classroom observations for TL use frequency of teachers. During the classroom observation stage, 5 teachers were observed and a classroom observation form which have the items that has been used in the TL use frequency of teachers' questionnaire was used. Table 13 shows the average use of TL by the teachers.

Table 13

Average TL use of teachers in the classroom

TL use issues	Average TL use of teachers
Explaining the meanings of words.	4 times
Correcting the mistakes of students.	2 times
Teaching grammar in English.	2 times
Giving instructions.	8 times
Disciplining students.	5 times
Giving homework.	3 times
Doing daily talk.	5 times
Organizing classroom activities.	5 times
Asking questions in English.	11 times
During the warm-up.	10 times
Giving feedback.	7 times

3.1.3. The beliefs and thoughts of the students about target language use in the classroom. The third research question of the study aims to find out the beliefs and thoughts of the students about TL use in the classroom. An 11-item questionnaire was prepared to find the answers to this question. Table 14 illustrates the means and standard deviations (SD) of the answers. 3-point Likert scale was used to identify the beliefs of the participants. In this questionnaire 1 is disagree 2 is neutral and 3 is agree. 7, 8, and 10th one are reverse items.

Table 14

The beliefs and thoughts of students about TL use in the classroom

Items	Frequencies (%)				
	Means	SD	Disagree	Neutral	Agree
1. Our teacher should encourage us to use Target Language more.	2.65	.63	8.6%	16.5%	73%
2. I want my teacher to speak English in the classroom.	2.15	.83	27.3%	28.3%	42.8%
3. It is important to hear English in the classroom.	2.79	.51	5.1%	10.1%	82.8%
4. Our teacher should allow us to use Turkish in the classroom.	1.94	.79	34.1%	35.8%	28.4%
5. I feel motivated when I can understand what my teacher says in English.	2.83	.48	4.8%	7%	86.1%
6. I want my teacher to use	2.66	.61	7.7%	17.4%	73.4%

Turkish while teaching grammar.					
7. I don't understand anything when my teacher speaks English.	1.62	.73	51.9%	31.2%	15%
8. My interest in the lesson decreases if I don't understand what my teacher says in English.	2.15	.90	33.9%	15.4%	48.8%
9. I want my teacher to speak English while giving homework.	2.58	.71	13%	14.7%	70.1%
10. I don't understand what my teachers says in English because my English is not good enough.	1.87	.88	44.8%	20.6%	32.7%
11. English lesson must be taught in English.	2.11	.84	29.5%	27.3%	41.1%

Gender. T-test and One-way ANOVA were used for dual and multiple comparisons.

T-test was used for gender; One-way ANOVA was used for the school types of the students.

According to the findings, a statistically significant difference was found out for the first item for males and females. An independent-samples t-test was conducted to compare beliefs and thoughts of students about TL use in the classroom in gender conditions. There was a significant difference in the scores for male (M=2.58, SD=0.79) and female students (M=2.70 SD=0.75); [$t=3.6$, $p=0.040$] for the first item.

Table 15

Differences between genders about TL use in the classroom

Items	Male		Female		t	p
	M	SD	M	SD		
1. Our teacher should encourage us to use TL more.	2.58	0.79	2.70	0.75	155	0.040

School type. Statistically significant differences among students in different schools types were found in the fourth item of the questionnaire. Groups and values were shown in Table 16 below. Gabriel Post Hoc test indicated a difference between secondary school students (M=2.04, SD=0.74) and high school students (M=1.85, SD=1.15) for the fourth item.

Table 16

Differences between students' beliefs about TL use in the classroom according to the school types

Items	Secondary School		High School		F	p
	M	SD	M	SD		
4. Our teacher should allow us to use Turkish in the classroom.	2.04	0.74	1.85	1.15	1.65	0.042

3.1.4. TL use frequency of teachers from students' perspective. This part mainly focuses on the perceptions of the students about the TL use frequency of their teachers and aims to answer the fourth research question. The participants answered the questions about how frequently and for which purpose their teachers use TL in the classroom. The means and SD of the answers of the students can be seen in Table 17. 5-point Likert scale was used for this questionnaire, and 1 is never, 2 is rarely, 3 is sometimes, 4 is often and 5 is always.

Table 17

The statements of the students about their teachers' TL use frequency in the classroom

Items	Frequencies (%)						
	Mean	SD	Never	Rarely	Sometimes	Often	Always
1. My teacher teaches grammar in English.	3.17	1.10	8.6	14.7	39.8	24	12.8
2. My teacher corrects us by speaking English.	2.96	1.30	18.3	16.5	30.6	19.3	15.2
3. My teacher uses English while managing the classroom.	2.55	1.25	27	20.9	31.4	11.6	9.2
4. My teacher jokes in English.	2.45	1.25	30.3	21.7	28.4	11.7	7.9
5. My teacher uses English while giving homework.	2.84	1.22	17.6	20.2	33.4	18	10.8
6. My teacher gives	3.23	1.22	10.6	16.5	28.6	27.3	17.1

instructions in English.								
7. My teacher explains the words in English.	2.95	1.22	16.3%	16.7	33.9	21.3	11.7	
8. My teacher asks questions in English.	3.80	1.11	4.4%	7.7	23.9	31.4	32.7	
9. My teacher speaks English while starting to the lesson.	3.59	1.38	11.9%	10.6	21.5	18.3	37.6	
10. My teacher has a conversation with us in English.	3.00	1.28	17.4%	14.7	33	20	14.9	
11. My teacher gives feedback to us in English.	3.25	1.19	10.1%	13.6	35.6	22.6	18.2	

Independent samples T-test and one-way ANOVA were used to reveal whether there are statistically significant differences among the variables. Independent samples T-test was used for their genders and one-way ANOVA was used for the school types of the students. No differences were found between the genders of the participants. However; there were some statistically significant differences among the participants' school types according to the findings of ANOVA. These findings were shown in Table 18.

Table 18

The significant differences among the groups in terms of school types

Items	Primary		Secondary		High		F	p
	M	SD	M	SD	M	SD		
3. My teacher uses English while managing the classroom.	2.74	1.46	2.15	1.11			12.41	0.002
4. My teacher jokes in English.	2.67	1.33	2.21	1.20	2.51	1.22	5.21	0.011
5. My teacher uses English while giving homework.	3.07	1.33	2.49	1.21			10.73	0.030
6. My teacher gives instructions in English.	3.37	1.20	2.86	1.26			11.78	0.001
9. My teacher speaks English while starting to the lesson.	3.78	1.32	3.34	1.40			4.18	0.003
10. My teacher has a conversation with us in	3.11	1.32	2.68	1.24			7.64	0.002

English									
11. My teacher gives feedback to us in English.	3.42	1.22	3.00	1.18	3.33	1.17	5.47	0.001	

As we can see from Table 18 differences are mainly between Primary and Secondary school students. There are statistically significant differences between secondary and high school students for 4th and 11th items as well. However; there are not any significant differences between primary and high school students for any of the items of the questionnaire.

3.2. Qualitative Findings

The qualitative data collected both from teachers and students were analyzed by using content analysis. Themes were created according to the answers of the students and teachers, and their answers were categorized under these themes. Firstly, the answers and main points of the expressions of the teachers were stated and then the answers of the students were categorized and they were shown in tables.

3.2.1. The responses of teachers about TL use in the classroom. The interview questions that were prepared to reveal the beliefs and thoughts of teachers about TL use were asked to support and consolidate the quantitative data. Table 19 shows the main themes for the first question of the interview.

Table 19

The main themes of the answers of the teachers

The Interview Question	Main Theme	Coding
Do you think that target language is the only language that should be used in the classroom?	Only TL	TL must be the only language in the classroom.
	Interchangeably	TL must be used but MT is necessary for explanation MT must be used when it is necessary MT can't be prevented because it helps students to understand the use of grammar

As we can see from Table 19, some of the participants expressed that TL must be the only language in the classroom, but some of them stated that language use must be done interchangeably.

The second question of the interview aimed to reveal the beliefs and thoughts of teachers about the effects of TL use in the classroom. The codes and themes are presented in Table 20.

Table 20

The effects of TL use in the classroom from the perspective of teachers

The Interview questions	Main Theme	Coding
To you, what are the effects of target language use in the classroom?	Exposure	It provides exposure for the students Students can face with target language and its usage
	Being familiar with the language	Students can be acquainted with TL
	Encouragement	Students think they can use it too
	Willingness	Students can aspire to use TL
	Classroom management	It attracts attention of the students while disciplining them

For the third question of the interview, “when do the teachers use TL in the classroom” five categories appeared and they are displayed in Table 21. 40% of teachers stated that English must be the only language in the classroom.

Table 21

Cases that teachers use TL in the classroom

The Interview question	Main Theme	Coding
When do you use TL in the classroom?	Always	From beginning to the end only TL For every situation

Giving examples Giving instructions	I give examples in TL Telling students to what to do I motivate the students in TL
Motivating	
Classroom Language	I use TL while communicating the students

Some teachers stated that they always use TL in the classroom. However; some teachers stated that they sometimes use TL language for some specific situations such as giving examples about the topic, and explaining grammar, giving instructions, motivating the students to use TL and when managing the classroom.

The feeling and emotions of the teachers when they use or don't use TL were also investigated during the interview. Table 22 shows their feelings when they don't use TL in the classroom.

Table 22

The feelings of teachers when they don't use TL in the classroom

The interview question	Main Theme	Coding
How do you feel when you don't use TL in the classroom?	Guilty	I feel guilty when I don't use TL. It feels like I don't do my job.
	Betrayer	I feel like I am betraying my students.

None of the teachers stated that they feel happy, satisfied, or relaxed when they don't use TL in the classroom. All of them expressed that not using TL in the classroom makes them feel guilty or like a betrayer. No premises were given during the interview about their feelings when they don't use TL in the classroom, all of the answers and expressions of the participants emerged naturally in the interview.

The feeling and emotions of the teachers when they use TL in the classroom were investigated via the interview questions as well. Table 23 shows their main expressions about their feelings when they use TL in the classroom.

Table 23

The feelings of teachers when they use TL in the classroom

The Interview question	Main Theme	Coding
How do you feel while using TL in the classroom?	Satisfied	I feel satisfied since I do my job.
	Happy Successful	It makes me feel happy. I feel myself as a successful English teacher.
	Bad	I feel bad if my students don't understand anything.

Teachers generally expressed feelings of satisfaction, happiness, and achievement when speaking in L2. However; some teachers stated that they feel bad when their students cannot understand the TL.

3.2.2. The factors affecting TL use of teachers in the classroom. The fifth and the final research question of the study aimed to identify the factors that affect TL use of the teachers in the classroom. The teachers mainly expressed the factors such as student levels of the target language, their language proficiency, classroom management, and time management. Table 24 illustrates the main themes and coding of the answers of the teachers about this question.

Table 24

The factors affecting TL use of teachers from the perspective of teachers

The interview Question	Main Theme	Coding
What affects your TL use in the classroom?	Students level	I can use TL with the students of high-level English.

	I cannot use TL if my students' English level is adequate to understand it.
Language Proficiency	I can use it because my English level is good.
Classroom Management	It might be hard to provide classroom management with TL.
Time management	TL use can be time-consuming.

3.2.3. The responses of students about TL use in the classroom. To find out the beliefs and thoughts of the students about TL use in the classroom an interview, was used again. Four questions were asked to the students and themes and codes of their answers were illustrated with tables. Table 25 shows whether the students think TL must be used in the classroom and their reasons for it. Since all of the participants stated that TL should be used in the classroom, only their explanations about the reason why it should be used were listed in the table.

Table 25

Students' responses on TL use in the classroom

The Interview Question	Main Theme	Coding
Do you think target language should be used in the classroom? Why or why not?	Exposure	We can see and hear the language.
	Meaningful learning	We can learn it in a meaningful context.
	Being familiar with the language	We can be acquainted with the words and grammar rules.
	Pronunciation	We can hear the articulation of the words.
	Effective learning	We can learn English better.

According to the coding, the answers of the students about the topic were shown under the main theme as exposure, meaningful learning, being familiar with language, pronunciation, and effective learning.

The second question of the interview aimed to reveal how the students feel while their teachers are using TL in the classroom. According to their answers; the main themes emerged as good, motivated, demotivated, and anxious. Table 26 shows the main qualitative results for this question.

Table 26

The feelings of students when their teachers use TL in the classroom

The Interview question	Main Themes	Coding
How do you feel when your teacher uses TL in the classroom?	Good	The lesson can be effective if my teacher use TL.
	Motivated	I feel motivated if I can understand TL use of my teacher.
	demotivated	I feel demotivated if I cannot understand TL use of my teacher.
	Anxious	I feel anxious when I don't understand TL use of my teacher.

It can be seen from Table 26 that the participants expressed both positive and negative ideas about their feelings about TL use of their teachers in the classroom. While some students stated that TL use of their teachers makes them feel good and motivated if they understand, some others stated that they feel demotivated and anxious when they don't understand the teacher.

The aim of the third question was to find out the thoughts of the students about the language choice of their teachers in the classroom. They were asked how should English be taught and the premises were given with only TL, with only MT, or interchangeably. Table 27

illustrates the general answers of the students for this question. All of the participants stated that English should be taught by using both TL and MT interchangeably.

Table 27

Students' ideas about the choice of language

The Interview Question	Main Theme	Coding
How should English be taught? With only Mother Tongue, with only TL or together and interchangeably?	Interchangeably	Both of them should be used but English must be in the foreground. Both of them must be used because I can't understand everything if teachers don't use MT.

The participants mainly stated two ideas about language use in the classroom for this question. All of them agreed with the idea that TL and MT must be used in the classroom interchangeably but some of them stated the needs for TL to learn English effectively, and some of them expressed that they need MT to understand the lesson clearly.

The final question of the interview with the students aimed to reveal their thoughts about their teachers' TL use frequency. Table 28 displays the results.

Table 28

TL use frequency of teachers from the perspective of students

The Interview Question	Main Theme	Coding
Do you think your English teacher uses TL in the classroom frequently? Should he/she use it more or less?	Yes, sometimes.	Yes but TL must be used more frequently.
	No	No, TL must be used by the teachers frequently.
	Rarely	TL must be used more frequently.

According to the statements of the participants, teachers must use TL more frequently. Some of the students expressed that their teachers use TL in the classroom but they think TL must be used more in the classroom by their teachers.

Chapter IV

Discussion

During the discussion section, the results will be interpreted and discussed by taking the past research studies and literature into consideration. Both quantitative and qualitative results will be used to make meaningful and detailed discussions. Since the aim of the study is to find out the thoughts and beliefs of teachers and students about TL use in the classroom, the relationship between the thoughts of students and teachers and certain variables, and the factors that affect TL use in the classroom, the interpretation of the results will be done by considering these aims and the research questions of the study.

4.1. Beliefs and Thoughts of Teachers about TL Use in the Classroom

The first research question of the study was “What are the beliefs of English teachers about target language use in the classroom?” Teachers were asked to answer the questionnaire to reveal their thoughts and beliefs about TL use in the classroom and the interview also conducted to have deeper understanding of the issue. The findings showed that, the means of the items were diverse as low (0-2.50), moderate (2.51-3.50), and high (3.51- 5.00).

According to the findings, it can be said that teachers highly agree with the idea that TL use can provide language exposure for students, and TL use has advantages for learners’ language learning process such as correcting students, providing meaningful learning, and motivating students etc. These ideas seem similar to the ideas of Turnbull and Arnett (2002) because they also claim that TL use of teachers provides exposure for students and it affects the achievements of learners. Larsen Freeman (1985) also states that students who are exposed to TL input mostly show the greatest proficiency as well. Moreover, teachers do not think that TL use in the classroom is time-consuming and tiring contrary to Bateman (2008). They think that it is easier to warm up students with TL, and TL is an effective tool to correct the errors of the students. Also, they agree with the idea that most of the lessons must

be taught using the TL. These beliefs and thoughts of the teachers show parallelism with the ideas of Duff and Polio (1990). However; it can also be seen from the results that teachers have a moderate level of agreement on the idea that they lose control of the class if they only use TL in the classroom. Again, Bateman (2008) states that many teachers worry about losing control of the class if they only use TL in the classroom. It can be seen that language teachers have generally positive opinions about TL use but they don't think that TL must be the only language in the classroom. According to the statements of the teachers, MT is effective and time-saving while teaching grammar, and explaining the meanings of the words. It would seem that language teachers consider that both TL and MT have their own positive and negative effects on language teaching, and they should be used interchangeably in the classroom according to the needs and process of the lesson. This belief is similar to the statements of Kumaradivelu (2012). Briefly, it can be understood from the results that, language teachers do not have strict thoughts such as using only TL or only MT in the classroom. They know advantages and disadvantages of both languages.

In this case, the quality and the quantity of TL use in the classroom become a significant topic. There are some contradictory opinions on the issue in the previous literature. Ellis (1984) gives importance to the quality of TL use more than the quantity of it, but Duff and Polio (1990) express the importance of the quantity of TL use since it provides language exposure for students. The participants of the study highly agree with the idea that the quality of TL is more important than the quantity of it. These results would indicate that teachers focus on the positive effects of TL use, and they might use it when it is necessary and effective. If students cannot understand TL and TL cannot be effective to teach a foreign language, the high incidence of TL use will become useless.

The other focus point for TL use in the classroom is motivation. According to the research of Dörnyei and Kosmos (2007), TL use maximizes the motivation of the students.

The teachers in the present study also agree that TL use motivates students. Nevertheless, the results of the current study show that teachers have a moderate level of agreement on the idea that TL use prevents building rapport with students and demotivates the students if they do not understand the TL use of the teacher. It could be said that language learner's comprehension and language level are important factors that affect motivation of both parties. Teachers and students feel motivated if students can understand TL. This idea seems similar to the research study of Thomson (2009). The study claims that low proficiency level learners and their teachers prefer using MT more frequently than high proficiency learners and their teachers since language learners and teachers feel demotivated when language learners cannot understand TL.

Language proficiency levels, cognitive levels, and language abilities of the students are other focus points of the study. As Macaro (1997) and Bateman (2008) state the language level of students can affect TL use of the teachers. Within this context, the results indicate that teachers think that their students' language levels are not good enough to understand TL and they moderately find it hard to simplify TL according to their language levels. Also, they agree that they use TL more with higher-achieving students than with lower achievers. On the other hand; teachers accept that they need to keep their language competence up to date since they must use TL in the classroom just as the teachers who participated in the study of Dickson (1996) claimed. These statements and results show that language level of learners and language competence are important factors for TL use in the classroom.

Teachers were also interviewed to obtain deeper understanding on the issue. The first question aimed to reveal whether the teachers think TL or MT must be the only language or both of the languages must be used interchangeably in the classroom. The findings showed that more than half of the teachers think TL and MT must be used interchangeably since TL provides language exposure and MT helps learners to understand grammar rules better. These

thoughts of teachers support the idea that the use of MT can positively affect second language learning (Cook, 2001; Macaro, 2005). On the other hand, 40% of the teachers stated that TL must be the only language in the classroom because it provides a language source for the learners. This idea is similar to that of Kaynardağ's (2016) who argues that MT must be limited to provide TL exposure.

Teachers gave various answers to the question "What are the effects of target language use in the classroom?". According to the findings, teachers believe that TL use in the classroom provides language exposure and students can be familiar with TL through its use. Teachers also expressed that their TL use encourages learners to use L2 and it encourages willingness to communicate. Some of the teachers claimed that classroom management can be done successfully with L2 since it can be possible to attract the attention of the students while disciplining them. This idea is in contradiction with the study of Krulatz, Neokleous, and Henningsen (2015) because they claim that language teachers rarely use TL to manage the classroom and discipline the students.

The feelings of the teachers when they use TL in the classroom were also investigated within the scope of this study. Some research studies claimed that language teachers feel guilty when they don't use TL (Ceo-Difrancesco, 2013; Yadav, 2014), thus this study aimed to find how the teachers feel when they use or don't use TL in the classroom. According to the results, as expected and similar to the previous studies, they feel more confident when they use the TL in the classroom and they also feel guilty when they don't use it. During the interview language teachers were asked about their feelings when they use or do not use the TL. They claimed that, they feel satisfied, happy, and successful when they use it. However; some of the teachers remarked that they feel bad if the students cannot understand the TL. On the other hand, all of the teachers agree with the idea that they feel guilty when they don't use TL since it makes them feel like they don't do their jobs. Also, some of the teachers stated

that they feel like they are betraying their students. It can be said that language teachers consider TL use as significant since they have strong feelings about it.

The study also aimed to reveal whether there are significant differences among several groups and their beliefs and thoughts about TL use in the classroom. Gender, age, school type, teaching experience, school of graduation, and graduation degree of teachers were analyzed to provide detailed answers for the study. According to the quantitative findings, female teachers highly agree with the idea that they feel guilty when they don't use TL in the classroom but male teachers moderately agree with this idea. Again, female teachers find it easy to warm up the students by using the TL than male teachers. Also, female teachers highly agree that students who are exposed to the target language more show the greatest achievement while male teachers agree less than females. These findings indicate that gender is a factor that influence language teacher's beliefs and opinions about TL use in the classroom.

Another variable for this topic is age. The findings showed that there are statistically significant differences among the teachers who are 30-39 years old 40+ years old for the fifth and sixteenth items of the questionnaire. According to the results, teachers who are 30-39 years old agree that their students' foreign language proficiency is not enough to understand TL but teachers who are 40+ years old have a moderate level of agreement for this idea. Again, teachers who are 30-39 years old agree with the idea of using the target language with higher-achieving students than with lower achievers more, when compared to the teachers who are 40+ years old. It can be seen that the age of teachers is a factor that affects their thoughts about TL use and students' language level. This study did not ask for the reasons for it. The results of the current study can be a source for future studies.

The school types of the teachers are also another variable. The results showed that primary school teachers agree with the idea that they would lose control of the class if they only use TL in the classroom more than high school teachers. The primary school teachers

also prefer using MT while giving instructions more than high school and secondary school teachers. The student group and their ages might be a reason for it. It might be difficult to manage the young learner classrooms only by using TL since the self-control ability of primary school learners is poorer than middle and high school learners (Qinglan, Junyan & Shongshan, 2010). This finding shows the importance of school types in using TL.

Another variable was the working experience of the teachers. According to the results, the significant differences were mainly found between the teachers who have 6-11 years of experience and 12+ years of experience. The findings show that the teachers who have 6-11 years of teaching experience have a high level of agreement on the idea that their students' foreign language proficiency is not good enough to understand TL, they prefer MT while teaching the grammar, it is easier to warm-up the students by using the TL and it discourages their students when they do not understand L2. However; the teachers who have 12+ years of teaching experience agree with those ideas less than the teachers who have 6-11 years of teaching experience. Moreover, the teachers who have 0-5 years of experience agree with the idea that most of the lessons must be taught by using TL more than the ones who have 6-11 years of experience. These findings show some disagreements on a few thoughts about TL use in the classroom among the teachers who have different working experiences. Nevertheless, according to Krulatz, Neokleous, and Henningsen (2015), there is no correlation between teaching experience and TL use in the classroom. However; the current study revealed some new findings about the topic. These findings can be used by future studies to identify the different approaches.

One other significant difference was detected among teachers with different departments of graduation. According to the findings, there are significant differences between the teachers who graduated from English Language and Literature, and the teachers who graduated from other departments of universities which are different from English

Language Teaching (ELT) as well as English Language and Literature and English Translation and Interpreting graduates. While ELL graduates agree that TL use helps to motivate the students while giving instructions, teachers who graduated from the other departments of the universities do not agree with this idea. The findings show that the school of graduation of teachers does not affect the thoughts of teacher about TL use in the classroom since it only gives one specific significant difference between only two groups, significant differences were not detected among all the groups. However, this result should be interpreted cautiously as the numbers of the groups were not equal and that the ELT graduates constituted the majority of the participants.

To sum up, language teachers have generally positive beliefs and thoughts about TL use in the classroom since it has many advantages for language teaching. According to the teachers, TL use provides language exposure for learners, it helps to correct the errors of the students, it is motivating, it makes it easier to warm up the students and it increases language achievement. However; they have a moderate level of agreement regarding classroom management as they fear losing control of the class if they only use TL. They agree that language must be taught mostly using TL but a fair amount of MT use in the classroom can be helpful as it helps to explain grammar rules more effectively. They also think that the quality of TL use is more important than the quantity of it. They feel guilty when they don't use TL in the classroom, but they feel satisfied and happy when they use it. Some disagreements were also found out among the variables. The gender, age, school types they currently work at, school of graduation, and teaching experience of the teachers show differences. These discrepancies were generally revealed in teaching experience. Even there are disagreements for some ideas, the teachers mostly have common ideas for TL use in the classroom.

4.2. Beliefs and Thoughts of Students about TL Use in the Classroom

The aim of the third research question of the study was to reveal the thoughts and beliefs of students about the teacher's TL use in the classroom. According to the findings, students think that English must be taught using the TL due to increased exposure and meaningful and effective learning, it also provides learners to be more familiar with the language. On the other hand; they also believe that MT must not be prevented and must be used while teaching grammar. This idea seems similar to the idea of teachers about MT and TL use in the classroom, and it supports the idea of Brook-Lewis (2009). Students also think that their teachers must encourage them to use the TL. Frohm (2009) states that TL use of teachers can encourage learners to use TL in the classroom as well.

According to the students, they want their teachers to speak English in the classroom, and they believe that it is important to hear the TL. They feel motivated when they understand the TL but they accept that their interest decrease, they feel demotivated and anxious when they don't understand the TL. The students moderately agree that their lack of understanding the TL is because of their low level of English. In relation with this finding, Bateman (2008) claims that the level of students can affect TL use in the classroom.

There were statistically significant differences between male and female students for only one idea. According to the results, female students agree with the idea that their teachers should encourage them to use TL in the classroom but male students seem dubious for this idea. This result shows that gender is a factor that affects language learner's beliefs and thoughts about TL use since females want their teachers to encourage them to use TL. Another difference was found between the school types of the students. The results show that secondary school students agree that their teachers should allow them to use MT in the classroom. However; high school students have a moderate level of agreement with this idea. The reason might be related to the language levels of students as high school students are

expected to have a better proficiency than secondary school students. Nevertheless, there are not any research studies to support this idea.

Briefly stated, students think that TL must be used in the classroom but MT must also be used because both languages contribute to learning the TL. They want their teachers to speak TL in the classroom. However; they feel demotivated and anxious when they don't understand. According to the students, their language level can affect TL comprehension. Students generally have similar ideas with teachers for TL use in the classroom, very few disagreements were revealed among their thoughts and beliefs.

4.3. TL Use Frequency of Teachers

Teachers were asked to fill a questionnaire that involves items about their TL use frequency in the classroom. According to the findings, teachers frequently use TL in the classroom while giving instructions, asking questions, during the warm-up, correcting mistakes of the students, giving homework, organizing classroom activities, giving feedback, and doing daily talk. However; the results show that teachers less frequently use TL in the classroom while explaining the meanings of the words, teaching grammar, and disciplining the students. The classroom observation form illustrates the same results as well. It can be seen from these results that TL use frequency of teachers depends on several factors. According to Voicu (2012) teachers use MT while managing the classroom, teaching grammar, and giving meaningful instructions. These results support this idea since teachers use TL less frequently while teaching grammar and managing the classroom.

The qualitative results also give some information about TL use frequency of teachers. According to the results, teachers state that they generally use TL in the classroom, and they use it while giving examples and instructions, communicating with the students, and motivating them to use the TL.

The demographic information and the results of the questionnaire which aims to find out the TL frequency of teachers were analyzed to see whether there are statistically significant differences among the groups and their TL use frequency. Some differences were determined between the demographic information of the teachers and their TL use frequency in the classroom. According to the results of the T-test and ANOVA, female teachers ask questions in TL more frequently than male teachers. Also, primary school teachers use TL while giving feedback to the students' works more frequently than high school teachers. These findings indicate that gender and school type of teachers affect their language use frequency in some ways. However; the current study did not search for the reasons for them, and to the researcher's knowledge there are not any studies related to the issue. Most of the differences were found in the working experience of teachers. The results show that the teachers who have 0-5 and 12+ years of experience use TL more frequently than the teachers who have 6-11 years of teaching experience while correcting the mistakes of the students. Moreover, the teachers who have 6-11 years of experience use TL less frequently than the teachers who have 12+ years of experience while teaching grammar. Finally, the teachers who have 0-5 years of experience use TL more frequently than the teachers who have 6-11 years of experience while organizing classroom activities. According to the results, it can be said that the teachers who have different teaching experience might use TL for different aims and in different frequencies, although some researchers claim that experienced teachers use TL more frequently than novice teachers (Kim, 2008; Pachler, Evans & Lawes, 2007). As it is seen, according to the finding of the current study, novice teachers use TL more frequently than experienced teachers contrary to Kim (2008) and Pachler, Evans & Lawes (2007). Even if the focus point of the all the studies on the TL use of the novice and experienced teachers, other factors such as language proficiency of teachers, teachers' language level, school type etc. might affect the results, and different and various findings could appear.

In conclusion, teachers use TL frequently but areas of usage of TL such as teaching grammar, giving instruction, doing daily talk, managing the classroom, explaining the meanings of the words etc. affect TL use frequency. They frequently use TL during the warm-up stage, correcting mistakes, giving homework, organizing classroom activities, doing a daily talk, giving feedback, asking questions, and giving instructions. However; they use TL less frequently while teaching grammar, disciplining the students, and explaining the meanings of the words. Some significant differences were found in the gender, school type, and teaching experiences of the teachers but these differences are very few to generalize for all the topics.

4.4. TL Use Frequency of Teachers from Students' Perspective

TL use frequency of teachers was evaluated from the perspective of the students as well. The students were asked to fill a questionnaire about their own teachers' TL use frequency. According to the quantitative findings, from the perspective of the students, teachers sometimes use TL while teaching grammar, correcting students, managing the classroom, giving homework, giving instructions, explaining the words, having a conversation with students, and giving feedback. They often use TL while asking questions and during the warm-up stage. However; teachers use TL less frequently while joking in the classroom. Given the answers of the teachers and students about TL use frequency of teachers in the classroom, the teachers think they use TL more frequently, compared to the answers of the students. Also, the quantitative results show that the students think that their teachers must use TL more frequently.

While evaluating the demographic information of the students and their answers about the teachers' TL use in the classroom, no difference was found between female and male students' answers. However; the school types of the students seem to affect their answers. According to the answers of the students, the teachers of the primary school students use TL

more frequently than the teachers of the secondary school students while managing the classroom, joking, giving homework, giving instructions, during the warm-up, having a conversation with students, and giving feedback. Again, the teachers of the high school students use TL more frequently than the teachers of the secondary school students while joking and giving feedback to the students. It is interesting that both primary and high school teachers use TL more frequently than secondary school teachers according to the students' statements. However; teachers do not use more frequently than each other according to the statements of teachers. It seems that students and teachers think differently about the TL use frequency of teachers.

To sum up, students think that their teachers use TL in the classroom but their TL use frequency varies according to the purpose of TL. Moreover, students think that their teachers should use TL more frequently. Furthermore, according to the answers of the students, it seems that primary school teachers use TL the most frequently and secondary school teachers use TL the least frequently in the classroom.

4.5. The Factors Affecting TL Use of Teachers in the Classroom from the Perspective of Teachers

The final research question of the study aimed to find out the teachers' thoughts and beliefs about the factors that affect TL use of the teachers in the classroom. According to the results, the teachers mentioned several factors. The language level of the students is one of the factors that influence teachers' TL use in the classroom. Teachers stated that they can use TL easily with the high level of students but it is hard to use TL if the level of the students is low. Likewise, Bateman (2008) says that the level of students affects teachers' TL use in the classroom. Teachers also think that the language proficiency of teachers is an important factor since adequate and good language proficiency helps teachers to use TL effectively. This

statement of the teachers seems similar to the idea of Dickson (1996) which expresses that some teachers need to keep their language competence up to date to use TL in the classroom.

Finally, teachers stated that managing the classroom and disciplining the students can be hard only by using the TL. Besides, some teachers stated in the interviews that TL use sometimes can be time-consuming since it can be difficult to express everything clearly only by using TL in the classroom.

4.6. Differences Between the Statements of Teachers and Students about TL Use in the classroom

The final part of discussion stage aims to compare teachers and students ideas about TL use of teachers to provide better understanding about the topic. Students and teachers generally have similar thoughts regarding the TL use. For instance, both of them prefer MT while teaching grammar, and both of them think that most of English lessons must be taught by using TL. Also, teachers think that TL use motivates language learners if they can understand the language they use, but they feel demotivated when they cannot understand it. Students agree with this idea as well. Moreover, teachers and students have moderate level of agreement on the idea that students' language level is not enough to understand TL.

The differences between the thoughts of teachers and students are in TL use frequency of teachers. According to the findings, teachers think they use TL frequently while managing the classroom, giving homework, giving instruction, explaining words, asking questions, during warm up, having a conversation, giving feedback. However; according to the statements of students, teachers use TL less frequently than they consider. Moreover, students stated in the interviews that they want their teachers to use TL more frequently in the classroom. Only agreement on teachers' TL use frequency is about teaching grammar. Both teachers and students have moderate level of agreement on that teachers' use of TL while teaching grammar.

Briefly stated, teachers and students have similar thoughts and beliefs about TL use in the classroom. Nevertheless, students think that teachers do not use TL very often as much as teachers think, and they want their teachers to use TL in the classroom more frequently.

Chapter V

Conclusion

5.1. Summary

The purpose of the study was to reveal and identify the beliefs and thoughts of both teachers and students about TL use in the classroom, and TL use frequency of teachers in the classroom. Some items were designed to find out the beliefs and thoughts of the students and teachers, and these premises that were given in the questionnaires were asked teachers and students to answer. The demographic information of students and teachers was taken to see if there are statistically significant differences among their thoughts in terms of certain variables like age, gender, school type, school of graduation, and graduation degree. Firstly, teachers filled the questionnaire about their thoughts on TL use in the classroom and their TL use frequency. After quantitative data analysis, teachers had an interview that included further questions to find out their thoughts about TL use, their feelings while using or not using TL and finally the factors that affect TL use of teachers. Again, students also filled a questionnaire that aims to reveal their thoughts about TL use in the classroom and their statements about TL use frequency of their teachers. Then, students expressed their opinions about the effect of TL use in the classroom, how they feel when their teachers use it, and their expectations for their teachers' TL use in the interview. The quantitative data were analyzed with the help of SPSS and content analysis was used for the interview data to answer five research questions.

1. What are the beliefs of English teachers about target language use in the classroom?

Several items were given in the questionnaire to see what teachers think about TL use in the classroom in different situations. According to the results, teachers think that TL must be used in the classroom since it increases exposure to the foreign language. Teachers also

agree that TL use can be motivating, it makes it easier to warm up the students and correcting their mistakes, and it can provide language achievement of students. However; they also agree that MT use is necessary to explain grammar rules and provide classroom management.

According to the teachers, the quality of TL use in the classroom is more important than the quantity of it. Teachers feel satisfied and happy when they use TL in the classroom but they feel guilty when they don't use it. Few disagreements among the thoughts of teachers in terms of their demographic information were found but teachers generally have common ideas about TL use in the classroom.

2. How often and to what extent teachers use TL in the classroom?

TL use frequency of teachers varies in the way of TL use such as explaining grammar, giving instructions, classroom management, warm-up, correcting students' mistakes etc. They use TL frequently during the warm-up stage, correcting mistakes, giving homework, organizing classroom activities, doing daily talk, giving feedback, asking questions, and giving instructions. On the other hand, they use TL less frequently while teaching grammar, managing the classroom, and explaining the meanings of the words. Few differences were found out among TL use frequency of teachers in terms of their demographic information, teachers generally have similar TL use frequency.

3. What do the students think about TL use in the classroom?

Students think that TL use in the classroom is necessary but they also believe that TL and MT must be used in the classroom interchangeably. They want their teachers to use TL in the classroom more, and they think their language level affects their TL comprehension. They feel demotivated and anxious when they don't understand the TL. Very few disagreements were found among the students, they generally have common ideas about the topic.

4. What do teachers and students think about the frequency of occurrence of TL in the classroom?

Both teachers and students think that TL use frequency of teachers varies according to the purpose of teacher. According to the statements of the students, teachers should use TL in the classroom more frequently. Moreover, the statements of the students show that primary school teachers use TL in the classroom more frequently than secondary school and high school teachers.

5. What kinds of factors affect TL use of teachers from the perspective of teachers?

According to teachers both the language level of students and their language proficiency affect TL use of teachers in the classroom. They think that they can use TL more frequently and easily with the students who have high language levels. Also, they can effectively use TL if their language proficiency is good enough. However; teachers think that classroom management can be difficult if only TL is used, and TL use can be sometimes time-consuming and tiring, that's why these factors influence their TL use in the classroom.

5.2. Implications

There are some implications for this study. Firstly, it can be said that teachers and students have positive thoughts and beliefs about TL use in the classroom. They accept that TL must be used in the classroom, but TL and MT must be used interchangeably according to different purposes of the teacher such as explaining grammar, giving instructions, classroom management, warm-up, correcting students' mistakes etc., and situations in the classroom. It can be seen from these results, teachers and students have similar beliefs and opinion about usage are of TL. This situation can help teachers to use TL effectively if they recognize the needs of students and when and to what extent they use TL.

Secondly, it is seen from the results that teachers think that they use TL frequently in the classroom. However; the statements of students about TL use frequency of teachers show

that TL teachers use TL less frequently than they think. Also, students want their teachers to use TL in the classroom more frequently. The beliefs and thoughts of the students and teachers about TL use in the classroom seem similar but their thoughts and beliefs become dissimilar when it comes to TL use frequency of teachers. Moreover, according to the students, primary school teachers seem to use TL more frequently than secondary school and high school teachers. Accordingly, teachers should know what their students think about their TL use frequency, and they should adjust its frequency according to the needs of the students and teaching process.

Consequently, it seems that both teachers and students generally believe that the language level of students is an important factor for TL use in the classroom. They also state that both groups of participants feel satisfied and happy when teachers use TL and students can understand it. However; teachers feel guilty when they don't use TL in the classroom, and students feel demotivated and anxious when they don't understand TL. Accordingly, providing effective and proper TL use in the classroom might help teachers and learners to feel more motivated, satisfied, and happy about language learning.

In conclusion, TL use of teachers in the classroom is one of the factors that affect the language learning process, and conducting studies about this topic can provide more effective language teaching for the learners since the effects of TL use are determined by the researchers.

5.3. Suggestions for Further Studies

This study includes demographic information of teachers and students to identify whether there are significant differences among beliefs and thoughts of teachers and students in terms of their age, gender, school type, school of graduation, graduation degree, and teaching experience. However; equal number of participants for each group couldn't be enhanced due to the sampling techniques used. Thus further studies might use purposive

sampling for better comparability. Moreover, the reasons for differences in various groups were beyond the scope of the present research. Thus, future studies can explore the reasons for these differences and expand the topic.

5.4. Limitations

The study has revealed beliefs and thoughts of teachers and students about TL use in the classroom and TL use frequency of teachers. Also, the factors affecting TL use of teachers were discussed with the participants. However; diversity couldn't be provided enough to identify differences among different variables since it was difficult to reach participants having similar background information. Nevertheless, some statistically significant differences were detected among the participants and their thoughts and feelings about TL use, but the reasons for these significant differences couldn't be searched since they can be the focus of another study. Additionally, the number of classroom observations could be increased to provide more information about TL use and frequency of teachers. Finally, the participants were selected from a single city, which might affect the generalizability of the results. Further studies can focus on participants in different geographical areas. In addition, the participants were all state school teachers. A comparative study of state school and private school teachers might have brought some different insights to the issue in hand.

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Appendices

Appendix A

A QUESTIONNAIRE FOR TARGET LANGUAGE USE IN THE CLASSROOM

Dear teachers, the aim of this questionnaire is to reveal teachers' beliefs about Target Language Use and their frequency of occurrence of in the Target Language classroom. The questionnaire involves three parts. The first part requires demographic information of the participants. The second part aims to find out your beliefs about Target Language Use in the classroom and the final part aims to reveal your ideas regarding the frequency of the target language use. The results will be utilized for academic purposes. Your identity will be kept anonymous. As there are no right or wrong answers, please choose the options that best suit you. **Thank you.**

A. Demographic Information					
1. Your Age: <input type="checkbox"/> 21-29 <input type="checkbox"/> 30-39 <input type="checkbox"/> 40+					
2. Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female					
3. Which school type do you work at currently?					
<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary <input type="checkbox"/> High school					
4. Your working experience as an English teacher:					
<input type="checkbox"/> 0-5 Years <input type="checkbox"/> 6-11 Years <input type="checkbox"/> 12+ Years					
5. Your school of graduation:					
<input type="checkbox"/> English Language Teaching (ELT)					
<input type="checkbox"/> English Language and Literature (ELL)					
<input type="checkbox"/> English Translation and Interpreting					
<input type="checkbox"/> Other					
6. Your Graduation Degree:					
<input type="checkbox"/> Bachelor's degree					
<input type="checkbox"/> Master					
<input type="checkbox"/> Phd					
B. Beliefs about Target Language Use					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Target language Use demotivate students since they do not understand exactly what I say.					

2.Target language use in the classroom provides Foreign Language Exposure for students.					
3.I would lose control of the class if I only use Target Language.					
4.Target language use in the classroom is tiring and time-consuming					
5.My students' foreign language proficiency is not good enough to understand the target language					
6.Most of the lesson must be taught by using the target language					
7.Target language use in the classroom prevents building rapport with my students					
8.The more I use target language the more I feel confident as a teacher					
9.I feel 'guilty' when I don't use Target Language in the classroom					
10.I prefer using the mother tongue while teaching grammar					
11.I prefer mother tongue when giving instructions.					
12.Target language use helps to motivate my students while giving instructions					
13.It is hard to simplify target language according to my students' language level properly.					
14.It is easier to warm-up the student by using Target Language					
15.It discourages me when my students do not understand what I say in Target Language					
16.I use targetlanguage more with higher achieving students than with lower achievers.					
17.I need to keep my language competence up to date since I must use Target Language in the classroom					
18.Target language use is effective to correct students' mistakes					
19.Students who are exposed to the target language more show the greatest achievement.					

20.The quality of target language Input is more important than the quantity of it.					
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C. Target Language Use Frequency					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.I use target language while explaining meanings of the words.					
2.I speak in English when I correct the mistakes of the students					
3.I teach grammar in English.					
4.I give instructions in the target language.					
5.When I discipline the students, I try to do it by using English					
6.I give students homework in English.					
7.When I do Daily talk with my students, I use English.					
8.I use Target language while organizing classroom activities.					
9.I ask my questions in English.					
10.During the warm-up I speak English.					
11.I use Target Language while giving feedback to the students' Works					

ULUDAG UNIVERSITY
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Kazım Özgür ÖZLEN
MA Student

Appendix B

SINIFTA YABANCI DİL KULLANIMI ÜZERİNE ÖĞRENCİ ANKETİ

Değerli öğrenciler, birazdan cevaplayacağınız anket sizlerin İngilizce dersindeki yabancı dil kullanımına dair görüşlerinizi ve kullanım sıklığınızı belirlemeyi amaçlamaktadır. Anket üç bölümden oluşmaktadır. İlk bölümde size dair temel bazı bilgiler sorulmakta olup bu bilgiler gizli tutulacak ve sadece bilimsel amaçlar için kullanılacaktır. 2.bölümde sınıfta İngilizce kullanımına dair düşüncelerinizi ve 3.bölümde dersinizde ne sıklıkla İngilizce kullanıldığını ortaya koyma amaçlı maddeler bulunmaktadır. Lütfen size en uygun olan seçenekleri işaretleyiniz. **Katkılarınız için çok teşekkür ederim.**

Kazım Özgür ÖZLEN

A. DEMOGRAFİK BİLGİLER		
1. Hangi okul türünde öğrenim görmektesiniz?		
<input type="checkbox"/> İlkokul	<input type="checkbox"/> Ortaokul	<input type="checkbox"/> Lise
2. Cinsiyetiniz: <input type="checkbox"/> Kız <input type="checkbox"/> Erkek		

B. SINIFTA YABANCI DİL KULLANIMINA DAİR GÖRÜŞLER			
	Katılmıyorum. 	Kararsızım. 	Katılıyorum. 
1. Öğretmenimiz daha çok İngilizce kullanmamız için bizi cesaretlendirmeli.			
2. Öğretmenimin sınıfta İngilizce konuşmasını isterim.			
3. Derste İngilizce dilini duymamız önemlidir.			
4. Öğretmenimiz daha çok Türkçe kullanmamız için izin vermeli.			
5. Öğretmenimin İngilizce söylediklerini anladığımda motive olurum.			
6. Öğretmenimin dilbilgisi anlatırken Türkçe kullanmasını isterim.			
7. Öğretmenim İngilizce konuştuğunda hiçbir şey anlamam.			
8. Öğretmenimin İngilizce söylediği şeyleri anlamadığımda derse olan ilgim azalır.			

9. Öğretmenimin ödevlerimizi verirken Türkçe konuşmasını isterim.			
10. Öğretmenim İngilizce konuştuğunda anlamam çünkü İngilizcem yeterince iyi değil.			
11. İngilizce dersi İngilizce anlatılmalıdır.			

C. SINIFTA YABANCI DİL KULLANIM SIKLIĞI

	Hiçbir zaman	Nadiren	Bazen	Çok sık	Her zaman
1. Öğretmenim dilbilgisi konularını İngilizce anlatır.					
2. Öğretmenim hatalarımızı İngilizce konuşarak düzeltir.					
3. Öğretmenim bizi uyaracağı zaman İngilizce kullanır.					
4. Öğretmenim bizimle İngilizce şakalaşır.					
5. Öğretmenim ödevlerimizi verirken İngilizce kullanır.					
6. Öğretmenim derste ne yapacağımızı söylerken İngilizce konuşur.					
7. Öğretmenim bilmediğimiz kelimeleri açıklarken İngilizce kullanır.					
8. Öğretmenim sorularını İngilizce sorar.					
9. Öğretmenim derse başlarken İngilizce konuşur.					
10. Öğretmenim bizimle İngilizce sohbet eder.					
11. Öğretmenim bize İngilizce dönüt verir.					

Appendix C

Interview Questions for Teachers

1. Do you think that the target language is the only language that should be used in the classroom?
2. To you, what are the effects of target language use in the classroom?
3. When do you use TL in the classroom usually?
4. How do you feel when you don't use TL in the classroom?
5. What affects your TL use? (students' level, coursebooks, your language proficiency)
6. How do you feel while using TL in the classroom?

Appendix D

Interview Questions for Students

1. Do you think target language should be used in the classroom? Why or why not?
2. How do you feel when your teacher uses TL in the classroom?
3. How should English be taught? With only Mother Tongue, with only TL or together and interchangeably?
4. Do you think your English teacher uses TL in the classroom frequently? Should he/she use it more or less?

Appendix E

Classroom Observation Form for TL Use Frequency of Teachers

School Type of Teacher:

TL Use	Frequency
Explaining the meanings of words. Correcting the mistakes of students. Teaching grammar in English. Giving instructions. Disciplining students. Giving homework. Doing daily talk. Organizing classroom activities. Asking questions in English. During the warm-up. Giving feedback.	



T.C.
BURSA ULUDAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterlik

Sayı: 26468960-044/E.6071

07.02.2020

Konu: Kazım Özgür ÖZLEN'in Uygulama İzni

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 15.01.2020 tarihli ve 32761155-302.08.01/E.149 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans öğrencisi Kazım Özgür ÖZLEN'in ilgi yazınızda bahsi geçen çalışması Üniversitemiz Sosyal ve Beşeri Bilimler Araştırma ve Yayın Etik Kurulunca incelenmiş olup, alınan karar ekte gönderilmektedir. Bilgilerinizi rica ederim.

Prof. Dr. Ferudun YILMAZ
Rektör a.
Rektör Yardımcısı

Ek:
Karar Örneği (1 Sayfa)

Bu Belge, 5070 sayılı Kanun hükümlerine uygun olarak elektronik imza ile imzalanmıştır.

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

OTURUM TARİHİ
31 Ocak 2019

OTURUM SAYISI
2020-01

KARAR NO 17: Eğitim Bilimleri Enstitüsü'nden alınan Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans öğrencisi Kazım Özgür ÖZLEN'in "İngilizce Öğretmenleri ve Öğrencilerin Sınıfta Yabancı Dil Kullanımına Dair Görüşleri ve Kullanım Sıklıkları" konulu tez çalışması kapsamında uygulanacak ölçek sorularının değerlendirilmesine geçildi.

Yapılan görüşmeler sonunda; Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans öğrencisi Kazım Özgür ÖZLEN'in "İngilizce Öğretmenleri ve Öğrencilerin Sınıfta Yabancı Dil Kullanımına Dair Görüşleri ve Kullanım Sıklıkları" konulu tez çalışması kapsamında uygulanacak ölçek sorularının, fikri, hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğu başvurucuya ait olmak üzere uygun olduğuna oybirliği ile karar verildi.

Prof. Dr. ~~Ercan~~ YILMAZ
Kurul Başkanı

Prof. Dr. Abamüslim AKDEMİR

Prof. Dr. Doğan ŞENYÜZ
Üye

Prof./Dr. Ayşe OĞUZLAR
Üye

Prof. Dr. Abdurrahman KURT /
Üye

Prof. Gülây GÖĞÜŞ
Üye

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T.C.
SAKARYA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

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Kazım Özgür ÖZLEN

12.03.2020

DAĞITIM YERLERİNE

İlgi : Bursa Uludağ Üniversitesi Rektörlüğünün 13.02.2020 tarih ve 7065 sayılı yazısı.

Bursa Uludağ Üniversitesi, Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı, tezli yüksek lisans programı öğrencisi Kazım Özgür ÖZLEN'in tez araştırması kapsamında "*İngilizce Öğretmenleri ve Öğrencilerin Sınıfta Yabancı Dil Kullanımına Dair Görüşleri ve Kullanım Sıklıkları*" konulu ölçek uygulama talebinin uygun görüldüğü ile ilgili 11/03/2020 tarihli ve 5329950 sayılı Valilik Oluru ekte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Fazilet DURMUŞ
Vali a.
İl Millî Eğitim Müdürü

Ek:

- 1-Valilik Oluru (1 sayfa)
- 2-Komisyon onayı ve anket formları (17 sayfa)

Dağıtım:

- Bursa Uludağ Üniversitesi
(Eğitim Bilimleri Enstitüsü)
- 16 İlçe Kaymakamlığına
(İlçe Millî Eğitim Müdürlüğü)

Curriculum Vitae

Personal Information

Place of Birth :

Date of Birth:

Education

2007 - 2011 Kayseri High School

2011 - 2015 Erciyes University, Faculty of Education, English Language Teaching

2016 - Uludağ University, Institute of Education Sciences, MA in English
Language Teaching

Work Experience

01 / 03 / 2016 - 15 / 08 / 2016 - Kayseri Kadir Has Middle School

20 / 08 / 2016 – 19 / 01 / 2017 - Kaynarca Mimar Sinan Middle School

19 / 01 / 2017 - Kaynarca Imam Hatip High School