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Salt-İngilizce sınıflarına farklı bir yaklaşım:
Türkiye'deki lise öğrencilerinin anadil kullanımı ve
Salt-İngilizce sınıflarına yönelik tutumları

A different take on English-Only classrooms: High
school learners' use of mother tongue and their
attitudes towards the English-Only classrooms in
Turkey

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ÖZ

Bu makale, lise öğrencilerinin Türkiye’de yabancı dil öğreniminde anadil kullanım miktarları ve salt İngilizce kullanımına yönelik tutumlarına ilişkin bir çalışmanın sonuçlarını sunmaktadır. Katılımcılar Türkiye’nin kuzeybatı bölgesindeki farklı devlet liselerine devam eden ve İngilizce seviyeleri orta derece olan toplam 30 öğrenciden oluşmaktadır. Çalışmanın amacı; İngilizce derslerinde (a) öğrencilerin farklı muhataplar arasındaki Türkçe kullanım miktarını, (b) öğrencilerin belirli bağlamlarda Türkçe kullanım miktarlarını, (c) öğrencilerin salt İngilizce kullanımına ilişkin tutumlarını ve (d) öğrencilerin belirli bağlamlarda salt İngilizce kullanımına yönelik tutumlarını incelemektir. Temel veri toplama aracı anket iken birincil veri formunu desteklemek için katılımcılarla yarı yapılandırılmış görüşme de yapılmıştır. Anket sonuçlarına göre öğrencilerin yalnızca İngilizce kullanımına yönelik tutumları incelendiğinde yabancı dile azami şekilde maruz kalmanın önemli olduğuna inandıkları için öğretmenin her koşulda yalnızca İngilizce konuşması gerektiğini belirttikleri görülmüştür. Fakat aynı zamanda anadilin de İngilizce öğrenimi sırasında kullanılması gerektiğini belirtmişlerdir. Anadilin kullanım alanları incelendiğinde ise öğrencilerin en çok dilbilgisi açıklamaları ve test veya ödevlerin detayları ile ilgili talimatlar verilirken anadilde açıklamaya ihtiyaç duydukları görülmüştür. Yarı yapılandırılmış görüşme sonuçları ise yabancı dili öğrenme sürecini kolaylaştırmasının yanı sıra, anadil kullanımının eleştirel bir bakış açısı ile kimlik sorunuyla ilişkilendirildiğini göstermiştir. Öğrencilerin Türkçe’ye geçiş ihtiyaçları ile ilgili diğer yorumlar da tartışılmıştır.

Anahtar Sözcükler: Sınıfta salt İngilizce kullanımı, ana dil kullanımı, Türk öğrenciler

ABSTRACT

This article presents the results of a study on intermediate high school learners’ mother language use and their attitudes towards the only-English use in foreign language learning in Turkey. The participants of the study are 30 students who attend to different state high schools in the North-western region of Turkey. The study aims to investigate (a) learners’ amount of Turkish language use among specific interlocutors, (b) learners’ amount of Turkish language use in specific contexts, (c) learners’ attitudes towards only target language use, and (d) learners’ attitudes towards only target language use in specific contexts. The main data collection instrument is a questionnaire, while a semi-structured interview is conducted to supplement the primary form of data. According to the results of the questionnaire, the learners state that teachers should speak only in English in almost all circumstances, as the learners hold the belief that the maximum exposure to the foreign language is important. However, they also state that the mother tongue should be used during English language instruction when necessary. Such a necessity for the use of mother tongue is felt by learners during grammar explanations and instructions about the details of tests or assignments. Moreover, the results of the semi-structured interviews show that the use of mother tongue is associated with the identity issue from a critical perspective as well as a facilitator of the L2 learning process. Further interpretations about students’ needs to shift to Turkish are also offered.

Keywords: The use of only English language in the class, use of L1, Turkish learners

INTRODUCTION

The “English-only” use in the foreign language classrooms has been perceived as one of the preconditions for learning English in the ELT arena since the rejection of the use of GTM (Grammar Translation Method) and the introduction of the Reform Movement in the 19th century (Richards & Rodgers, 2001). The methods such as Direct Method and Audiolingual Method following the Reform Movement, which focuses on oral language production and inductive grammar teaching, prohibit the use of L1 (mother tongue) and advocate exposure to the input provided by a native speaker in order to develop native-like language proficiency (Cook, 2001). Additionally, Lado (1958) introduces the term of “Contrastive Analysis” to the language teaching research, which advocates the monolingual use of English by claiming that the use of L1 interferes with L2 (foreign language) acquisition.

However, the phenomenon of using the only target language in the class has changed over the years and ultimately become “unfashionable” (Atkinson, 1987: 241). Various researchers (Atkinson, 1987; Auerbach, 1998; Cook, 2001; Tang, 2002; Storch & Wigglesworth, 2003; Swain & Lapkin, 2000) challenge the justifications for the use of only target language, which, as a result, leads to discussions on the presence of the mother tongue and alternative takes on its use during the foreign language learning process in terms of both pedagogical and ideological concerns. From a pedagogical standpoint, humanistic methods such as CLT (Communicative Language Teaching) recommend the sagacious use of mother tongue (Larsen-Freeman, 2000) rather than completely forbidding it. Moreover, the ways in which L1 could be applied to foster L2 learning in the class continue to be a wide research topic and have led to suggestions for various techniques such as comprehension check or eliciting in L1 (Atkinson, 1987; Harbord, 1992). From a critical point of view, Auerbach (1998) considers the monolingual attitude in the classroom as an ideological one and deconstructs the unequal power relationship between the mother tongue and the foreign language of the learner.

This changing attitude towards L1 use leads to studies which investigate the teachers’ (Harbord, 1992; McMillan & Rivers, 2011) and learners’ attitudes (Arenas-Iglesias, 2016; Kavaliauskienė, 2009; Rolin-Ianziti & Varshney, 2008; Schweers, 1999; Tsukamoto, 2012; Varshney & Rolin-Ianziti, 2006) towards L1 use in L2 context. In the local context, Turkey, while there are numerous studies that investigate the teachers’ attitudes towards L1 use (Kafes, 2011; Kayaoğlu, 2012; Sali, 2014; Şenel, 2010; Tunçay, 2014; Üstünel & Seedhouse, 2005; Yavuz 2012) there are few studies that focus on learners’ perspectives towards the use of mother tongue in foreign language classrooms (Debreli & Oyman, 2016; Oflaz, 2009; Paker & Karaağaç, 2015; Taşkın, 2011). In parallel with the mentioned studies, this study focuses on the areas where learners need to shift to their L1. However, unlike other studies, it also examines the learners’ attitudes towards only target language use according to the specific contexts. In that sense, this study could shed light on the question of whether English-only classrooms should be reinforced when the learners’ attitudes and needs are considered.

LITERATURE REVIEW

Reasons for the Avoidance of L1

Cook (2001) and Auerbach (1998) examine the possible justifications of using L1 in the classroom by providing English teaching and learning methods promoting the use of L1. While Cook (2001) mostly explains the reasons for avoidance or banning of the L1 during language learning from pedagogical point of view, Auerbach (1998) examines forbidding of L1 from a political point of view by explaining the dominance of the monolingual English teaching propaganda over pedagogical implementations.

Cook (2001) lists three reasons that justify the use of only target language in the classroom. The first one is about the false association between first and second / foreign language acquisitions. He states that looking at the L1 acquisition process of children, as children do not use another

language, native languages of the learners are banned during L2 learning process. However, he clearly criticizes the inappropriate comparison between the L1 and L2 acquisition by referring to the clear-cut differences in the cognitive and emotional developments of the first and second language learners. Plus, the overall objective of L2 learning is simply reduced to the ability of speaking as a native speaker, which is quite essentialist and places the non-native learners in an inferior position from a critical point of view (Auerbach 1998, Cook, 2001). The second reason is related to the compartmentalization of the brain, which refers to the hypothesis that human brain stores the different languages in separate places. The assumed counterproductive effect of L1 on the L2 development is justified with the Contrastive Analysis (Lado, 1958), which anticipates the inter-language errors based on the interference of L1. Cook (2001) goes on to state that L2 users are more open to creative thinking without producing stereotypes. Therefore, such a non-compartmentalized point of view towards bilingualism could promote the use of L1 in L2 learning process. He emphasizes that L1 plays a key role in L2 learning and L2 use as a means of scaffolding among learners for negotiation of meaning and the use of L1 as a mediating tool for meaning construction in another language. The third reason for avoiding L1 is related to need for the sufficient second language use in the classroom. Accepting the importance of showing and using English purposefully in the class by creating a mutual classroom language in English, Cook (2001) states that the situation does not necessarily prevent the use of L1 in the class.

Auerbach (1998) approaches the reasons of avoidance of L1 use in L2 context from a political view and re-examines the use of L1 in the L2 classroom with a critical attitude towards the promotion of monolingual English education in ESL classroom in her article by emphasizing the underlined power relations and political concerns in the society and their effects on the language teaching approach and pedagogy. She overtly states that English in teaching ESL has an ideological political ground which shapes the pedagogical implementations by considering the idea of prohibiting the L1 in the class for fostering foreign language development as a pedagogical hypothesis proposed by the leading force of British neo-colonial practices for dominating other communities.

There is a Room for L1: Advantages of the L1 Use in L2 Setting

Studies which investigate the positive effect of L1 use in L2 context can be examined in pedagogical and political categories. There are various studies (Tang, 2002; Storch & Wigglesworth, 2003) investigating the pedagogical implementations of L1 use in terms of the amount of L1 use, the reasons to turn to L1 and teacher and students' attitudes towards using L1 as well as the ones which criticize the English-only classrooms by referring to learners' identity and anxiety (Auerbach, 1998; Osburne & Harss-Covaleski, 1991).

Storch and Wigglesworth (2003) investigate the role of L1 in the L2 learning context from a socio-cultural point of view. Twenty-four university students are grouped into 12 pairs and the researchers focus on the 6 group that share the same L1. All pairs complete one reconstruction task and a short joint composition task. Their dialogues during complementation of the tasks and the interviews conducted with them are recorded. The results show that students mostly turn to L1 for task managements such as requirements of the task in the joint compositions, while they use L1 mostly for discussing the meaning of words and grammatical structures in the reconstruction task. In the light of these results, Storch and Wigglesworth (2003) suggest that some use of L1 in the language lessons could have a supportive and facilitative role on the development of L2. Tang (2002) also agrees with the attitudes of the teachers and the students towards the use of L1 in the lessons by stating that 10 percentage of the lessons could be in native language in order to foster the development of English through explaining culturally-specific concepts, assist classroom management, compensate comprehension breakdowns resulting from English instruction.

Looking into the reasons for using L1 in the classroom in these studies, it can be claimed that students mostly turn to their native language for task managements such as requirements of the task in the joint composition, discussing the meaning of words and the grammatical structures,

for understanding stories or a making vocabulary research. Therefore, these studies confirm the efficient role of L1 in terms of providing clarity in unfamiliar concepts via L1 explanations and supportive role of L1 during the L2 learning process. As a result, all these researchers justify the use of L1 in L2 context but in a cautious manner. They clearly state their concerns about the advocating the use of L1, which in turn could hinder the second language learning process.

However, Auerbach (1998) does not agree with the idea of “minimizing” the L1 use in the classroom and she approaches the issue from a broader perspective. Rather than only offering suggestions about classroom implementations, she also discusses the content of the materials, teacher qualifications and learners' autonomy for deciding the language of the classroom under the umbrella term of “power relations” and “native speakerism”. While deconstructing the power inequality and linguistic imperialism in terms of using L1 in the classroom and teacher qualifications, she refers to the studies of D’Annunzio (1991) and Hemminger (1987) which emphasize the necessity of the L1 –especially for adult learners who have minimum literacy– in order to get the learners emotionally engaged with learning process. The results of these two studies based on the language development of nearly illiterate refugees show that bilingual approach to initial ESL prevents culture shock and regulates the affective filter of the learners more effectively than a monolingual enforcement of English which excludes the learners in the classroom both psychologically and ethnographically. As learners are forced to express their feelings in simple structured sentences in English rather than having a chance to apply their native language while showing their emotional reactions, this situation makes them feel isolated and excluded from the community.

Likewise, Osburne and Harss-Covaleski (1991) oppose the belief that bilingual instruction beyond the beginner level is necessarily the leading factor of over-use of L1 that interferes the second language acquisition. The result of this study shows that there is no qualitative or quantitative difference between the compositions written directly in English and those written in the native language of the learner and then translated into English. Moreover, using translation activities in the class prompts learners to actively participate in the lessons by using their native language for metalinguistic purposes such as talking about English grammatical structures. In addition to the role of L1 in fostering the development of English, they claim that the curriculum and the content should be based on the learners’ daily problems to improve their critical thinking skills. This is harder of an achievement through monolingual instruction, as it forces the learners to feel stuck in the simplest way of expressing themselves, which prevents the development of critical skills. Language choice in the multilingual classes should be decided with the participation of the learners to the decision-making process, which challenges power relationships favouring the authority of the teacher. Looking at the hegemony of English in a monolingual propaganda, Auerbach (1998) criticizes the promotion of native-speakerism which reduces the qualifications of being teacher to having a pedagogical formation and being a native speaker of English: He claims that non-native teachers who share the same native language with their students can anticipate the difficulties better during the acquisition process and help their students in both languages.

Learners’ Attitudes towards L1 Use

Considering the advantages of using L1 and its positive effect on the learners’ L2 acquisition process from both pedagogical and political perspectives, there is a need to have a deep understanding of learners’ attitudes towards L1 as they are the ones who are exposed to the pedagogical implementations of these studies. For this purpose, Schweers (1999) conducts a study with EFL students and their teachers in a Spanish context to investigate their attitudes toward using L1 in the L2 classroom. His results indicate that the majority of students and teachers agree that Spanish should be used in the EFL classroom. Similarly, Tang (2002) conducts a study to seek the frequency of L1 use and the purposes of turning to L1 by looking at the perception of 20 teachers and 100 students towards its use in the classroom via classroom observation, interviews with three teachers whose classes are observed, and different

questionnaires for teachers and students. The results show that a high percentage of the students and the teachers who participated in the study think that Chinese should be used in the classroom. According to students, Chinese is most necessary to explain complex grammar points and to help define some new vocabulary items. Kavaliauskienė (2009) also aims at examining students' perceptions of the use of mother tongue and translation in various linguistic situations. The findings demonstrate that all learners need a support of mother tongue in English classes, but the amount of the native language needed depends on students' proficiency in English. In addition, there are researchers (Arenas-Iglesias, 2016; Rolin-Ianziti & Varshney, 2008) who create a link between the use of L1 and its effect on the anxiety level of the learners. Arenas-Iglesias (2016) states that having to speak only in English causes the learners to experience negative feelings. The fact that both students and the teacher can interact in the same language seems to lower students' anxiety levels. Similarly, Rolin-Ianziti and Varshney (2008) state that L1 has a positive impact on anxiety and motivation level of the learners.

In the local context, Turkey, there are few studies which have parallel results with the previous ones mentioned above. In her case study, Taşkın (2011) compares the attitudes of the learners, teachers and teacher trainers towards the teacher's use of L1 in the L2 class. She finds that there is an inconsistency among these three groups. When teachers stress the minimum use of L1, learners favour it in the classroom and view it as a means to reach their aims. On the other hand, teacher trainers and administrators advocate the English-only policy of the preparatory school. Oflaz (2009) also emphasizes that mother tongue is an inseparable part of language teaching and there is no significant difference between teachers and students' views concerning the use of mother tongue in the classrooms. He underlines the necessary and facilitating role of the first language of learners on the language instruction. Similarly, Paker and Karaağaç (2015) conduct a study with English instructors and students. The results reveal that L1 is a crucial part of language teaching in terms of facilitating different functions such as rapport building or topic negotiation. Also, both teachers and students are found to be aware of the need of mother tongue.

To understand the background of the controversy among the researchers who advocate either monolingual or bilingual instruction, this paper looks at the possible reasons for avoiding the use of L1 in language learning context from pedagogical (hypothesis related to the L2 acquisition) and political (western hegemony with the promotion of native speakerism and monolingual English teaching) aspects. However, the prohibition of L1 is challenged by various studies which, as mentioned above, put forward the possible advantages of using L1 such as fostering L2 development, having a shared understanding of the meaning, providing metalinguistic awareness on the use of L2, clarifying abstract or unfamiliar concepts, and sustaining classroom management. In the light of the previous studies, this study seeks to answer these questions:

1. What are the learners' L1 use percentages during foreign language instruction?
 - 1.1. What are the learners' L1 use percentages while speaking with different interlocutors?
 - 1.2. What are the learners' L1 use percentages while speaking in specific contexts?
2. What are the learners' attitudes towards only English use in the class?
 - 2.1. What are the learners' attitudes towards only English language use in specific contexts?

METHODOLOGY

Participants

There are 30 participants in total. 25 of them are intermediate learners who attend to a state science high school in the North-western region of Turkey, while 5 of them attend a state high school. 21 of them are female while 9 of them are male. All of them are native Turkish speakers. In addition to English, there are beginner learners of Arabic, French, Japan, German, Italian, Korean, Azerbaijani languages in the class, although the official foreign languages in the

curriculum are English and German. Students' mean of the total English learning time is 8 years. 80% of the students are highly or moderately motivated, with high motivation topping the list at 48% while only 12% of the learners is lowly motivated. Table 1 shows the numbers and percentages of their reasons to learn English.

Table 1: Numbers and percentages of reasons to learn English

	Number	Percentage (%)
School requirement only	1	3
Personal interest in the language	5	16
School requirement and personal interest in the language/culture	15	50
Have a better job	8	26
To achieve a global unity	1	3
TOTAL	30	100

As can be seen in the Table 1, half of the learners' reasons to learn English stem from school requirement and personal interest in the language. Interestingly, 26% of them state in the other column that they learn English to have a better job, which is higher than only personal interest in the language. In addition, 68% of the learners state that they regularly seek out opportunities to use or hear the L2 outside of their class although the totally agree and totally disagree options are evenly divided with the 32 per cent. Not surprisingly, 68% of them intend to pursue advanced study of the L2/ or work abroad for their future career while only 8% of them do not want to do that.

Data Collection Instruments

Questionnaire and semi-structured interview are used to collect the data. An adapted version of the questionnaire in the Levine's study (2003) is conducted to 25 of the participants. It consists of four sections: a) demographic information about the participants, b) intermediate high school learners' Turkish use percentages in specific classroom contexts and with different interlocutors, c) their' attitudes towards the only use of English and d) their attitudes towards only English language use in specific contexts. Data is analysed by looking at the frequencies of each statement that the learners answer. Structured interview is conducted with 5 students who do not answer the questionnaire. The major source of data used in this study is obtained via the analysis of the questionnaire. As the structured interview is used to supplement the primary form of data, only specific parts of the interview are transcribed for further interpretations.

FINDINGS

Learners' L1 Use Percentages during Foreign Language Instruction

The percentages of using Turkish among different interlocutors

As can be seen in the Figure 1, nearly third-quarter (72%) of the students estimate that their teacher speaks in Turkish about the 0-20% of the time in the lesson. Except for the one student, rest of the class states that their teacher speaks in English during the more than half of the lesson in total. When asked their percentage of the comprehension when their teacher talks in English, more than half of the students (56%) state that they understand what their teacher is saying in English about 80-100% of the time, and %88 of them understand at least the half of their teacher's utterances in total. Therefore, it can be said that the teacher speaks only in English most of the time and student comprehension is over fifty percent.

All students agree that their teacher make expectations regarding the use of English in the classroom explicit by discussing them. Also, except for one student, all students agree that their

teacher spends class time working through or discussing communicative strategies that will help them communicate in the English. However; in spite of the teacher's effort to make them speak in the foreign language, when looking at the student interaction with the teacher, only %32 of the learners use Turkish to communicate with their teachers about %0-20 time in the class while %28 of them rarely use English to talk with their teacher. When students have difficulty in understanding any point and need an explanation, 56% of them ask for an explanation in English about more than half of the time in the class while the situation is the opposite for the %40 of them. The percentages decrease when students speak with the teacher out of class. There is no student who states that she/he speaks with the teacher about 0-20% of the time in Turkish out of the class while %96 of them speak less than half of the time in English out of the class.

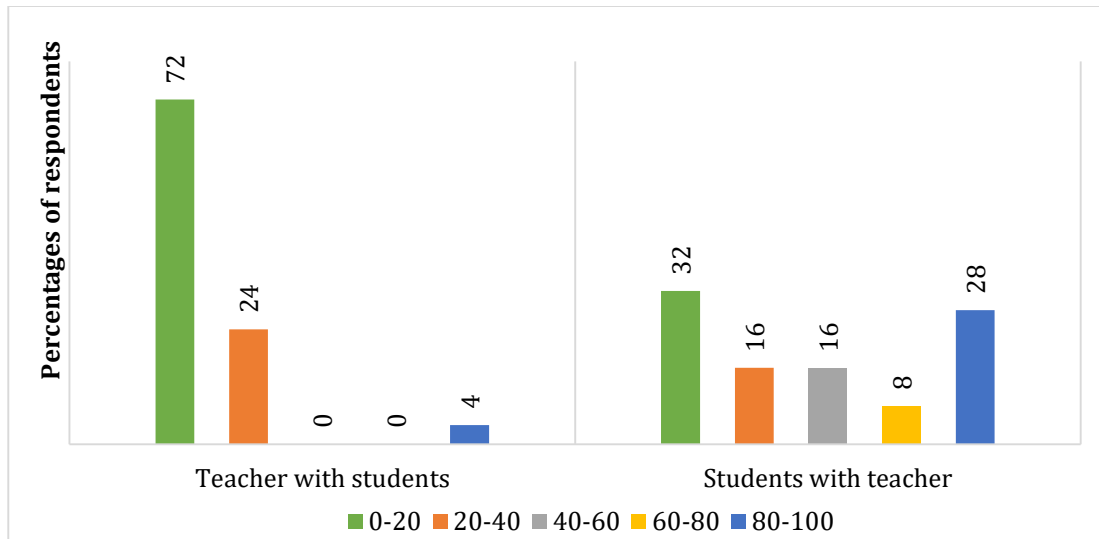


Figure 1. The percentages of using Turkish among different interlocutors

The highest percentages of Turkish use are found in the instances of student-student interactions. During the task completion process, more than three-quarters (76%) of the learners state that they immediately shift to Turkish while working with a partner or group. When they request for an explanation from their friends, they either use English (56%) or Turkish (52%). There is no significant difference between them. However, it is clear that there is a contrast in terms of the total amount of teacher-student and student-student interactions.

The percentages of using Turkish in specific contexts

Figure 2 represents graphically the students' use of Turkish in three classroom communicative contexts. Turkish is used the most for communication about tests, quizzes, and assignments (52%) and grammar (52%), and less for theme/topic-based communication (44%). In detail, however, the total percentages of learners who speak under and above the average is slightly different, which means that students do not necessarily speak much more English during theme-based communication. For the discussions about grammar and tests, it can be said that learners' use of Turkish is evenly divided, and it is above the average. Therefore, it can be claimed that they need L1 for grammar explanation and details about tests, quizzes, and other assignments (how much will be covered, format of test sections, etc.).

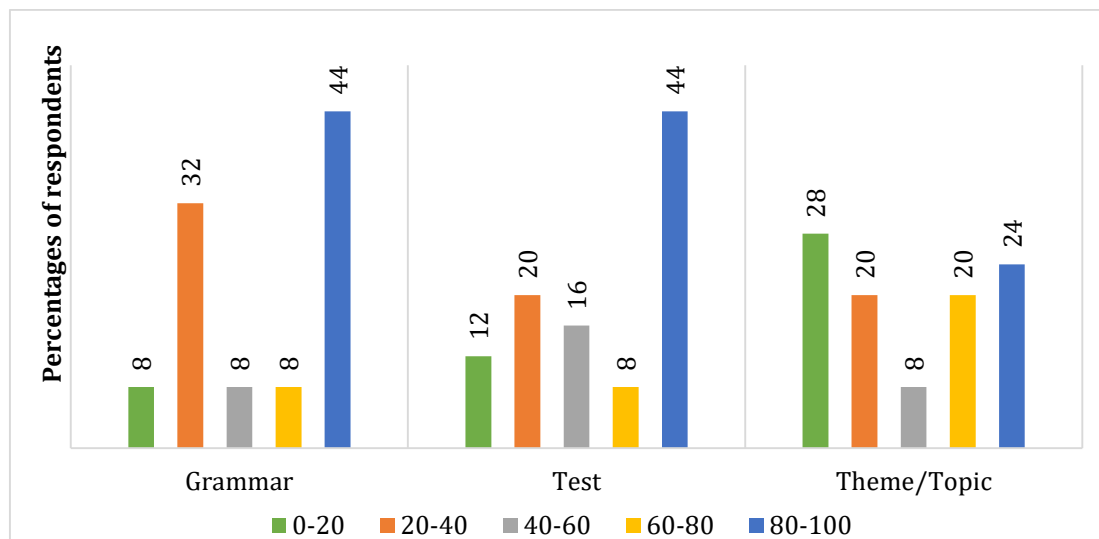


Figure 2. The percentages of using Turkish in specific contexts

Learners' Attitudes towards the Only English Use in the Class

Except for the one student who is neutral, rest of the participants agree that the more they use English in the classroom, the better they will be at communicating in English. However, it does not mean that they advocate the only use of English in the classroom. When their answers about the statement that "there is no situation in which the first language should be used in the classroom" are analysed, it is found that 36% of the learners disagree with this statement while 28% of them agree with the idea of monolingual English classrooms. The percentage of the learners who are neutral (32%) is more than the ones who advocate the English-only classrooms. In total, only slightly more than one-quarter of the learners favour monolingual instruction in the class. Similarly, when asked how they would feel if the teacher forbidden the use of L1 in the class during the interview with one of the learners, one student answers as follow:

T: How would you feel if I informed you about forbidding the use of Turkish at the beginning of the lesson?

S3: I would feel anxious because I would hesitate if there would be some words that I could not remember during the lesson

T: Let's assume that there was a topic that you were really interested in. However, you did not know how to say it in English, and it was forbidden to speak in Turkish. How would you feel?

S3: I would eat my heart out

T: Then should a teacher allow the use of L1 in the class?

S3: Absolutely yes. We must ask something when we do not understand or remember easily.

It is possible to say, as Piasecka (1986), Bolitho (1983) and Swain and Lapkin (2000) state, that bilingual instruction allows learners to use language for negotiation of meaning instead of focusing on the production of predictable outcomes. When learners are supposed to speak, think, and react only in English, they hesitate to participate in the lesson and negotiation for the meaning.

Learners' Attitudes towards the Only English Language Use in Specific Contexts

Figure 3 shows students' attitudes towards the only foreign language use in different contexts, which are grammar explanation, teacher instruction about activities, classroom management including course policies, attendance, or any administrative information and teachers' constant use of English regardless of students' shifts to Turkish. As can be seen in the Figure 3, students mostly disagree with the English-only approach during the grammar explanation (56%). They

need Turkish scaffolding for the grammar explanation. Classroom management is the second least agreed one for only use of English. 28% of the learners would like to shift to Turkish about the topics independent from the content of the lesson. Apart from that, 68% of the learners agree with the teachers' instructions about activities being only in English, and 60% of them agree with the statement that teacher should always speak in English no matter how students shift to Turkish. The result related to the teacher's constant use of English is parallel with learners' beliefs about the amount of the English to be exposed to during the acquisition process and learners' estimates of their teachers' percentage of using English during the lesson.

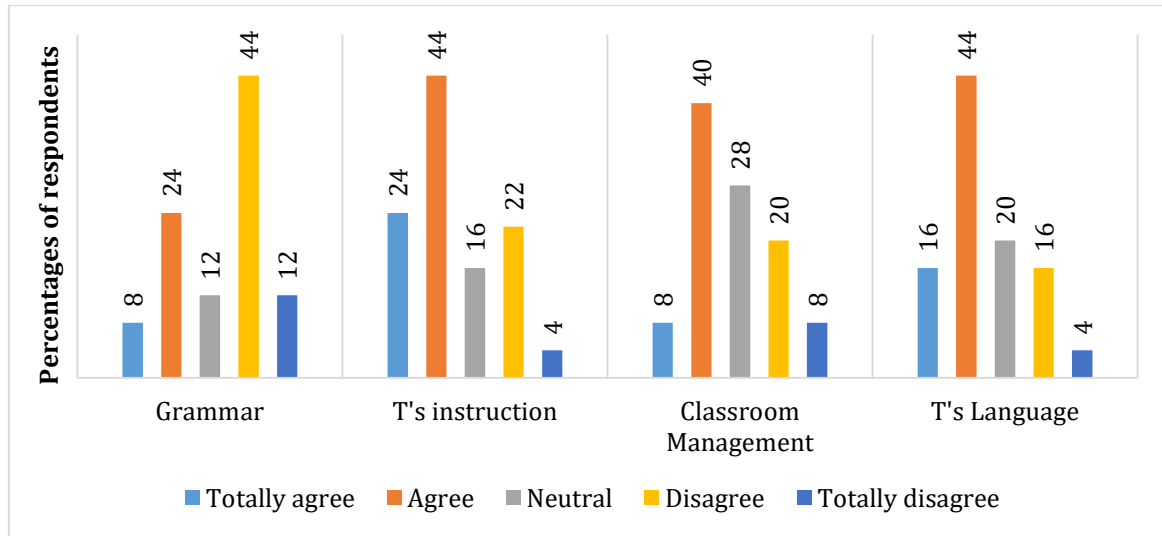


Figure 3. Learners' percentages of the only English language use in different contexts

Another interpretation of learners' attitudes towards monolingual English instruction could be related to their identity issue rather just L2 acquisition process. From a critical point of view, another example from the interview is worth to discuss:

T: How would you feel if I informed you about forbidding the use of Turkish at the beginning of the lesson?

S1: To be honest, I would be angry.

T: Why?

S1: Because I am not an English person. I cannot express my every feeling like an American or English does. There would be moments that I need to shift to Turkish.

Parallel with the explanation the linguistic imperialism in terms of using L1 in the classroom (Cummins, 2007), when learners are forced to express their feelings in simple structured sentences in English rather than having a chance to apply their native language while showing their emotional reactions, they could feel isolated and excluded from the community.

DISCUSSION and CONCLUSION

This study is conducted to investigate the high school learners' attitude towards English-only instruction in the class. At first, the percentages of L1 use among different interlocutors are examined. The results show that L1 is used the most when students speak with other students, less by students when speaking with their instructors, and even less by the teacher when speaking to students. In accord with Guthrie (1984), Macaro (2001), and Nzwanga (2000), it appears that the teacher uses the TL a great deal of the time overall.

According to the reported amounts of L1 use in different communicative contexts, findings show that the Turkish language is used mostly for communication about tests, quizzes, and assignments.

L1 use for grammar instructions has also a common occurrence, whereas English is preferred for theme/topic-based communication. This shows that students' need L1 for grammar explanations and test instructions. While this result differs from the study of Schweers (1999) which states that neither learners nor teachers prefer the L1 instruction for tests or grammatical explanations, the results concerning the amount of L1 use among different interlocutors and contexts are parallel with the study of Levine (2003).

The results of the learners' attitudes towards the only target language use in the class show that 96% of the learners believe that the more English they use in the classroom, the better they will be at communicating in English. It is parallel with the assumption that "standards of English will decline if other languages are used for any significant amount of instructional time" (Cummins, 2007, p. 225). However, only 28% of them agree with the idea of monolingual English classrooms, which shows that students need their mother tongue during L2 interaction and their attitude towards target language use does not match with reality. In that sense, this study confirms the need for the L1 use as suggested in various studies investigating the pedagogical implications of L1 use (Tang, 2002; Schweers, 1999; Swain & Lapkin, 2000).

As for the contexts where learners specifically disagree with bilingual instruction, the results show, in accordance with the study of Schweers (1999), that more than half of the learners advocate the English-only attitude during the entire lesson no matter how often students shift to Turkish. Students' insistence on the teachers' monolingual attitude towards English could be related to their belief about the maximum amount of exposure to the target language. During the interview, one of the students explain the situation as follows:

T: Should teachers always speak in English?

S2: Yes, when they speak in English, I feel better. We always speak in Turkish in our country. It is better when we listen and speak English in here.

As English is taught as a foreign language in Turkey, their exposure to English is quite limited. In most cases, the teacher is the only source of the spoken data of English. That could be the reason why they want their teachers to speak only in English. However, when it comes to their needs about L1 use in specific contexts, results show that they need Turkish scaffolding for grammar explanation and instructions about the details of test or assignments. The results are parallel with the studies (Tang, 2002; Storch & Wigglesworth, 2003) which state that students mostly turn to their native language for task management such as requirements of the task in the joint composition, discussing the meaning of words and the grammatical structures, for understanding the story or making vocabulary research. Such a need of the learners as found in this study to shift to Turkish is also advocated in the socio-cultural learning theory. Swain and Lapkin (2000) emphasize the role of the "collaborative dialogue" either in L1 or L2 on the co-construction of various theories related to the foreign language itself, which in turn creates a mutual understanding among learners. Atkinson (1987) also states that the mother tongue does not violate the foreign language learning process necessarily if it is used cautiously and on purpose.

In addition, learners' need to shift to Turkish could have also critical implications beyond pedagogical ones. As one of the students states that she is a bilingual person and should not be forced to react only in English, the English-only propaganda puts the learner's mother tongue into an inferior position, as this approach considers L1 as a negative factor that should be banned during the L2 interaction, which could cause to impede their identity investment process (Auerbach, 1993; Cummins, 2007). In that sense, for the future implications, as Eldridge (1996) states that there may not a negative correlation between the language proficiency level and the use of mother tongue, this study suggests that rather than perceiving L1 use as a temporary resource for only lower level students, it should also be perceived as a norm for the bilingual learners who should not be restricted to express themselves only in one language, as well as a pedagogical tool to foster the L2 acquisition process.

This study examines the 30 intermediate high school learners' mother language use and their attitudes towards the only-English use in the North-western region of Turkey. The data is collected through a questionnaire while a semi-structured interview is used to back up the main data collection tool. The results show that although learners believe that maximum exposure to the foreign language is important and they advocate that teachers should speak only in English; the mother tongue also should be used for grammar explanation and instructions about the details of tests or assignments. The results of semi-structured interviews show that the use of mother tongue is associated with the identity issue from a critical perspective as well as a facilitator of the L2 learning process.

Limitations of the Study

In this study, the proficiency level of the participants is intermediate. Therefore, the outcomes of the study could not be generalized for other proficiency levels. To understand if there is a correlation between learners' proficiency level and their amount and reasons to use mother tongue, there is a need for more comprehensive studies which examine the different age groups' use of mother tongue.

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GENİŞLETİLMİŞ ÖZET

Giriş

İngilizce derslerinde salt yabancı/hedef dil kullanımı ve sınıf içinde anadil kullanımının yasaklanması, Doğrudan Yöntem (Direct Method) ve Sesli Dil Yöntemi (Audio-lingual Method) gibi sözlü dil üretimi ile dolaylı yoldan gramer eğitime odaklanan ve bu bağlamda yalnızca anadili İngilizce olan bir kaynaktan sağlanan yabancı dil verisine maruz kalmanın önemini vurgulayıp sınıf içinde anadil kullanımını yasaklayan dil öğretim yöntemlerinin popülerleşmesi sonucunda yabancı dil öğrenimi için bir önkoşul olarak algılanmıştır (Richards & Rodgers, 2001). Fakat yabancı dil gelişimi için sınıfta yalnızca yabancı/hedef dil kullanılması gerektiği olgusu yıllar içinde değişmiş ve sonuç olarak bu olgu “modası geçmiş” olarak nitelendirilmiştir (Atkinson, 1987: 241). Buna bağlı olarak sınıf içinde yalnızca yabancı dil kullanımına ilişkin sunulan gerekçelere meydan okuyan birçok çalışma yayınlanmaya başlanmış ve bu çalışmalar hem pedagojik hem de politik açıdan yabancı dil öğretimi sürecinde anadilin varlığı ve alternatif kullanım alanları ile ilgili münazaralara yol açmıştır. Pedagojik bir bakış açısından bakıldığında İletişim Dili Öğretimi (Communicative Language Learning) gibi insancıl yöntemler, anadilin tamamen yasaklaması yerine hedefe yönelik bir şekilde kullanılmasını önermekte iken politik açıdan Auerbach (1998) eleştirel bir bakış açısı ile sınıfta salt yabancı dil kullanılmasının öğrencinin anadili ile yabancı/hedef dil arasındaki ideolojik bir güç dengesizliğinin vurgulanmasına ve bu durumun öğrencide kimlik sorununa yol açtığına değinmiştir. Anadil kullanımının lehine değişen bu görüşler İngiliz Dili Öğretimi araştırma sahasında da öğretmen (Harbord, 1992; McMillan & Rivers, 2011) ve öğrencinin (Arenas-Iglesias, 2016; Kavaliauskienė, 2009; Rolin-Ianziti & Varshney, 2008; Schweers, 1999; Tsukamoto, 2012; Varshney & Rolin-Ianziti, 2006) sınıf içinde anadil kullanımına yönelik tutumlarını araştıran birçok çalışmaya ışık tutmuştur. Yerel bağlamda ise öğretmenlerin anadil kullanımına yönelik tutumlarını araştıran çok sayıda çalışma olsa da (Kafes, 2011; Kayaoğlu, 2012; Sali, 2014; Şenel, 2010; Tunçay, 2014; Üstünel ve Seedhouse, 2005; Yavuz 2012) yabancı dil sınıflarında öğrencilerin anadil kullanımına yönelik bakış açılarına odaklanan az sayıda çalışma vardır (Debreli ve Oyman, 2016; Oflaz, 2009; Parker ve Karaağaç, 2015; Taşkın, 2011). Söz konusu çalışmalara paralel olarak bu çalışma da öğrencilerin anadile geçiş yapma ihtiyacı hissettikleri alanlara odaklanmaktadır. Ancak, diğer çalışmalardan farklı olarak, bu çalışma aynı zamanda öğrencilerin belirli bağlamlara göre sadece yabancı/hedef dil kullanımına yönelik tutumlarını da incelemektedir. Bu sebeple bu çalışmanın sonuçları öğrencilerin tutumları ve ihtiyaçları dikkate alındığında sınıfta salt İngilizce kullanılması gerektiği olgusunun desteklenmesi gerekip gerekmediğine ışık tutabilir.

Yöntem

Bu çalışma, Türkiye’deki lise öğrencilerinin yabancı dil öğreniminde anadil kullanımlarını ve salt İngilizce kullanımına yönelik tutumlarını araştırmak için yapılmıştır. Çalışmanın amacı; İngilizce derslerinde (a) öğrencilerin farklı muhataplar arasındaki Türkçe kullanım miktarını, (b) öğrencilerin belirli bağlamlarda Türkçe kullanım miktarlarını, (c) öğrencilerin salt İngilizce kullanımına ilişkin tutumlarını ve (d) öğrencilerin belirli bağlamlarda salt İngilizce kullanımına yönelik tutumlarını incelemektir. Bu amaçla anadili Türkçe olan, 25 tanesi Türkiye’nin kuzeybatı bölgesindeki bir devlet fen lisesine, 5 tanesi de devlet lisesine devam eden toplamda 30 katılımcı çalışmaya katılmıştır. Verilerin toplanmasında anket ve yarı yapılandırılmış görüşme kullanılmıştır. Katılımcıların 25 tanesine Levine’nin (2003) çalışmasında kullandığı anket formunun uyarlanmış bir versiyonu uygulanmıştır. Anket, a) katılımcılar hakkında demografik bilgiler, b) lise öğrencilerinin anadillerini belirli koşullarda ve farklı muhataplarla kullanma yüzdeleri, c) İngilizce kullanımına yönelik tutumları ve d) belirli bağlamlardaki salt İngilizce kullanımına yönelik tutumları olmak üzere toplamda dört bölümden oluşmaktadır.

Veriler öğrencilerin cevapladığı her ifadenin sıklığına bakılarak analiz edilmiştir. Anketi cevaplamayan 5 öğrenci ile de yapılandırılmış görüşme yapılmıştır. Bu çalışmada kullanılan başlıca veri kaynağı anket analizi ile elde edilmiştir. Yapılandırılmış görüşme, birincil veri biçimini

desteklemek için kullanıldığından, görüşmenin yalnızca belirli bölümleri analiz için yazılı ortama aktarılmış ve analiz edilmiştir.

Tartışma ve Sonuç

Bu çalışma, lise öğrencilerinin anadil kullanımlarını ve salt İngilizce kullanımına karşı tutumlarını araştırmak amacıyla yapılmıştır. İlk önce, farklı muhataplar arasındaki anadil kullanım yüzdeleri incelenmiştir. Sonuçlara göre anadilin en çok öğrencilerin kendi arkadaşlarıyla, daha az olarak öğrencilerin öğretmenleriyle ve en az da öğretmenlerin öğrencileriyle iletişim kurarken tercih ettikleri bir iletişim aracı olduğu saptanmıştır. Guthrie (1984), Macaro (2001) ve Nzwanga'nın (2000) çalışmaları ile uyumlu olarak, öğretmen İngilizce'yi genel olarak çokça kullanmaktadır.

Farklı bağlamlarda bildirilen anadil kullanım miktarlarına göre, bulgular Türkçe'nin çoğunlukla testler, sınavlar ve ödevler hakkında iletişim için kullanıldığını göstermektedir. Dilbilgisi talimatlarında anadil kullanımı görülürken, tema / konu tabanlı iletişim için İngilizce'nin tercih edildiği görülmüştür. Bu, öğrencilerin gramer açıklamaları ve test talimatları için anadillerine ihtiyacı olduğunu göstermektedir. Bu sonuç ne öğrencilerin ne de öğretmenlerin testler veya gramer açıklamaları için anadilde talimat tercih etmediklerini belirten Schweers'in (1999) çalışmasından farklı olsa da farklı muhataplar ve bağlamlar arasında anadil kullanımı miktarına ilişkin sonuçlar Levine'nin çalışmasına paraleldir (2003).

Öğrencilerin sınıfta salt İngilizce kullanımına yönelik tutumlarının sonuçları, öğrencilerin %96'sının sınıfta ne kadar İngilizce konuşulursa yabancı dilde o kadar iyi iletişim kuracaklarına inandıklarını göstermektedir. Yarı yapılandırılmış görüşme sonuçlarına göre bunun temel sebebinin İngilizce'nin yabancı dil olarak öğretildiği bir ortamda öğretmenin ve sınıf ortamının hedef dilin kullanıldığı temel kaynak olarak algılanmasında rolü olduğu ve bunun da zaten sınıf dışında İngilizce'nin pratik edilebileceği kısıtlı ortamlar olduğu için sınıf içinde azami düzeyde yabancı dile maruz kalmanın gerekliliğiyle ilgili bir tutuma yol açtığı görülmüştür. Buna paralel olarak, öğrencilerin farklı bağlamlarda salt İngilizce kullanımına yönelik tutumları incelendiğinde katılımcılardan yarısından fazlasının her ne sebeple olursa olsun öğretmenin her zaman yabancı dilde konuşması gerektiğini savundukları saptanmıştır. Ancak, anadilin sınıf ortamında komple yasaklanıp yalnızca İngilizce kullanımına izin verilmesi hususunda ise bu öğrencilerden yalnızca %28'i anadilin yasaklanması gerektiğini savunmuştur. Bu durum da öğrencilerin hedef dil kullanımına yönelik tutumlarının gerçeklerle örtüşmediğini ve yabancı dilde etkileşim sırasında ana dillerine ihtiyaç duyduklarını ortaya koymuştur. Bu anlamda, bu çalışma anadil kullanımının pedagojik etkilerini araştıran çeşitli çalışmalarda da önerildiği gibi yabancı dil öğrenimi sırasında anadil kullanımına duyulan ihtiyacı doğrulamaktadır (Tang, 2002; Schweers, 1999; Swain & Lapkin, 2000).

Pedagojik bakış açısına ek olarak öğrencilerin yabancı dil öğrenimi sırasında Türkçe'ye ihtiyaç duymalarının katılımcılar tarafından eleştirel bir bakış açısıyla da ele alındığı yarı yapılandırılmış görüşmeler sonucunda ortaya çıkmıştır. Bu görüşmelerde öğrencilerden birisi kendisini "çift dilli" olarak tanımlamış ve yabancı dil öğrenimi sürecinde anadili İngilizce olan biri gibi sadece yabancı dilde kendisini ifade etmeye zorlanmaması gerektiğini belirtmiştir. Bu bağlamda Auerbach (1993) ve Cummins (2007) ile paralel olarak, sınıfta salt İngilizce kullanılması gerektiğini savunan bir propagandanın, anadilin yabancı dil gelişimine zarar veren ve engellenmesi gereken bir faktör olarak algılanmasına sebep olduğu için öğrencinin anadilini yabancı dile kıyasla daha alt bir konuma soktuğu, bu durumun da öğrencinin kimlik gelişimi sürecini olumsuz etkilediği öne sürülebilir.