

ATTITUDES OF TEACHERS TOWARDS L1 USE IN ENGLISH CLASSROOM IN THE CONTEXTS OF TURKEY AND KYRGYZSTAN

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Abstract

In an attempt to achieve perfect English language proficiency, all learners face the same issue: the inevitable use of their L1 in an English classroom. Various studies have identified different attitudes and reasons for teachers' and students' L1 use in English classroom. The aim of this paper is to identify teachers' attitude towards L1 use and reveal the reason for their particular attitude through the use of the open-ended questionnaires. Teachers' attitude was distinguished in terms of teachers' and students' L1 use. Apart from that teachers' questionnaires attempted to identify activities that are best carried out through L1 and TL. As this study comprises teachers from universities of Turkey and Kyrgyzstan the difference between their attitudes has been also investigated. Qualitative data obtained from the questionnaires was collected, coded and analyzed with the help of the NVivo12 software program. The research findings revealed that overall attitude of teachers towards their own use of L1 is positive. However substantial difference has been observed between the attitudes of Turkish and Kyrgyz teachers. Results obtained from teachers' survey revealed that majority of teachers from Turkish context tend to have positive attitude with regard to teachers' L1 employment than their Kyrgyz colleagues. Moreover no considerable difference has been observed in terms of the teachers' attitude towards students' L1 use. Similarly no substantial difference has been observed between the attitudes of Turkish and Kyrgyz teachers towards students' use of L1. Finally, activities best carried out through L1 and TL based on the teachers' view have been listed and discussed. Research findings also revealed that teachers and students employed L1 mainly for pedagogical reasons. Results also suggest that limited and judicious use of L1 can be served as a facilitating tool to improve TL proficiency.

Keywords: Attitudes, L1 (Turkish and Kyrgyz), TL (English), Reasons Advantages, Disadvantages.

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Öğretmenlerin İngilizce Sınıfında Ana Dili Kullanımı ile ilgili Görüşleri (Türkiye ve Kırgızistan Esasında)

Öz

İngilizceyi en üst seviyede öğrenmek için tüm öğrencilerin aynı ve benzer olaylarla karşı karşıya kalmaktadır. Diğer bir deyişle İngilizce sınıfında anadilin kullanımı kaçınılmaz hâle geldiği görülmektedir. Bir birinden farklı ve çeşitli çalışmaların neticesinde İngilizce sınıfında ana dili kullanıp kullanmadığına dair farklı tutum ve nedenleri belirlenmiştir. Bu çalışmanın amacı, öğretmenlerin İngilizce sınıfında anadil kullanmaya yönelik tutumlarını belirlemek ve nedenlerini ortaya koymak için açık uçlu anket yolunu amaç edinmiştir. Öğretmenlerin tutumları, öğretmenlerin ve öğrencilerin ana dili kullanımı bakımından ayırt edilmiştir. Bunun dışında öğretmenlerin anketleri yoluyla, sınıfta aktivite yaparken hangi durumda en iyi anadil ve İngilizce ile gerçekleştirilmesi sorularak somut yanıt elde edilmeye çalışılmıştır. Çalışmamız, Türkiye ve Kırgızistan'daki üniversitedeki öğretmen elemanların katılması sonucunda tutumlar arasındaki fark tespit edilmiştir. Anketlerin sonucunda elde edilen nitel veriler toplanmış, analiz edilmiş ve Nvivo 12 yazılım programı ile kodlanmıştır. Araştırmamızın bulguları, öğretmenlerin kendi ana dili kullanımına yönelik tutumlarının olumlu olduğunu ortaya koyulmuştur. Öğretmenlerin anketinden elde edilen sonuçlar Türkiye bağlamındaki öğretmenlerin çoğunluğunun, öğretmenlerin ana dili istihdamı konusunda Kırgız meslektaşlarına göre daha olumlu bir tutum sergileme eğiliminde olduğunu ortaya koyulmuştur. Ayrıca öğretmenlerin, öğrencilerin ana dili kullanımına karşı tutumu konusunda da önemli bir fark gözlenmemiştir. Benzer şekilde Türkiye'deki öğretmenler ile Kırgız öğretmenlerin öğrencilerin ana dili kullanımına yönelik tutumları arasında da önemli bir fark gözlenmemiştir. Sona doğru gelince öğretmenlerin görüşlerine dayanarak ana dili ve İngilizce üzerinden gerçekleştirilen etkinlikler listelenmiş ve tartışılmıştır. Ayrıca öğretmenlerin İngilizce sınıfında anadili tercih etmesi pedagojik nedenlerle kullandıkları ortaya çıkmıştır. Sonuçlar ayrıca ana dilin sınırlı ve mâkul bir şekilde kullanılması İngilizce yeterliliğini arttırmak için kolaylaştırıcı bir araç olarak kullanabileceğini göstermiştir.

Anahtar Kelimeler: Tutumlar, Ana Dili (Türkçe ve Kırgızca), İngilizce, Nedenler, Zararı, Zararı.

1. Introduction

The role of the English language nowadays is essential in every sphere of our life. Realities of our life show that English is occupying more and more space in people's professional and everyday lives. It doesn't matter whether you want to become an engineer, architect, designer or pilot, knowledge of English is always welcomed. English plays an essential role in global trade, business, tourism, aviation, education and in international communication. It is estimated that there are about 380 million people who speak English as their first language (L1) whereas the number of users of English as their second language (L2) is more than a billion (Clyne & Sharifian, 2008).

In an attempt to achieve perfect English language proficiency, all learners face the same issue: the inevitable use of their L1 in an English classroom. Sert (2005) describes the process of shifting from one language to another as a common phenomenon in foreign language classrooms. Learners always feel a need for their native language, whether willfully or subconsciously when they want to be understood in a foreign language setting (Amorim, 2012). There was a need to review the status and role of English and identify whether the process of globalization of the English language has a positive or negative effect on second and foreign language learners.

Prodromou (1999) expresses his view towards this topic negatively. He states that even though English has reached the status of international language and is spoken all over the world there are cases where many languages are disappearing because of this globalization process. He argues that English should not play the role of “destroyer” but of a partner language that goes along with other languages (cited in Murakami, 2001). It is reported in G. Hall and G. Cook (2012) that the expansion and rise of the English language expose to danger other languages. Nation (1990) holds the same opinion concerning this issue and indicates that the avoidance of L1 represents mother tongue as a second-sort of language, and has a negative psychological outcome for learners (cited in Tang, 2002).

Moreover it can be observed that most of the learners try to reach native speaker proficiency, which has been termed as “native speaker syndrome” as a model for imitation (Murakami, 2001). However the imperative role of the monolingual approach, as well as the learners’ desire for native-like proficiency, play a destructive role in establishing the status of non-native English speakers despite the fact that “not all native-speaker English is widely comprehensible, stylistically diverse, literate or eloquent” (G. Hall & G. Cook, 2012:273). Phillipson (1992) comments on the above mentioned view and states that not all native speakers are ideal teachers of the target language (TL); there can also be some cases where non-native speakers are more proficient teachers as they are more acquainted with all the process of learning L2 or FL. He goes on to explain that the notion of ‘native teacher’ is quite ambiguous and complicated and it is quite difficult to determine which nation does speak pure and true English (cited in Miles, 2004).

As a result of current debates the role of L1 is being revised and reassessed. V. Cook (1999) strongly argues that more attention should be given to L1 and more effort should be made to change the image of L2 users as deficient learners. Van der Walt (1997) believes that the employment of students’ L1 will help to avoid the extinction of those languages. Nation (2003) who was the first to use the term ‘A balanced approach’ also calls for the respect towards learners’ L1 and avoid things making the image of L1 more inferior than English.

Moreover current research and language practice indicates the decline of the imperative role of the English only method (Auerbach, 1993). Similarly Voicu (2012) comments that the English Only method of teaching that was practiced for a long time is now being replaced by a more flexible method where English still takes most of the classroom time

but L1 is not excluded at all. To the contrary, it is used as an important teaching and learning tool.

Besides, it can be observed that survey research findings, as well as other studies on L1 use in FL classrooms, reveal positive attitudes among teachers as well as students' towards L1 use and its benefits in language acquisition. For instance, study results carried out by Weng (2012:9) show that students are satisfied with the teachers' use of L1 and reveal that it helped them to "understand complex concepts", difficult grammar rules, understand new vocabulary and "reduce anxiety". Thongwichit's (2013) research findings report that students had positive attitude towards L1 use and that L1 was mostly beneficial and efficient in their struggle against affective filters.

Among several methods that have been checked for their effectiveness in FL learning, Laufer and Shmueli (1997) observe that L1 translation came up as the most efficient one. Cole (1998) also examined the importance of L1 translation and concluded that instead of wasting time and effort on explaining an unknown word it would be better to use the translation in order to save time and avoid stress. It has also been found out in Cook (2001) that L1 fosters the process of vocabulary comprehension and grammar learning. Çelik (2008) suggests L1 use for maintaining discipline problems, like warnings. He points out students do not react to the warnings in TL in the same way as in L1. These and other studies show that L1 integration is supported by learners, practitioners and researchers (Auerbach, 1993).

From the discussions above it must be acknowledged that L1 employment takes place in every TL class for some particular reasons and it is inevitable to exclude it from English classroom totally.

2. Purpose of the study

Despite the fact that the issue of using L1 in English language classrooms is currently under investigation by many second language researchers, little research is found in the context of English being taught as EFL in Turkic countries like Turkey and Kyrgyzstan. Thereby, this study is going to make its own contribution to foreign language learning and identify teachers' attitude towards L1 and learn whether it plays the role of a facilitator or distracter at the high institutions of Turkey and Kyrgyzstan. This study is also going to identify whether there is a difference between the perception of Turkish teachers and Kyrgyz teachers.

Research Questions

The present study aimed at answering the following questions:

1. What are the teachers' attitudes towards *Teachers'* L1 uses in EFL classroom?
 - a. Is there a difference between the attitudes of Turkish teachers and Kyrgyz teachers?

2. What are the teachers' attitudes towards *Students'* L1 uses in EFL classroom?
 - a. Is there a difference between the attitudes of Turkish teachers and Kyrgyz teachers?
3. What activities are best carried out through L1 and TL in English classroom?

2.1. Setting

The questionnaires were collected from universities of Sakarya and Kocaeli in Turkey and universities of Bishkek in Kyrgyzstan. Participants of this survey were teachers of English Language and Literature, English Language Teaching and Simultaneous Translation departments. Among survey respondents participated from Kyrgyzstan there were teachers from different departments except for English Language Teaching. As there is no English Language Teaching Department at the universities of Kyrgyzstan. However all Turkish survey participants were teachers of English Language and Teaching department.

2.2. Participants

Data on teachers was also gathered from universities of Turkey and Kyrgyzstan. The study included 41 teachers from both universities of Turkey and Kyrgyzstan. 21 teachers participated from the universities of Turkey and 20 teachers participated from the universities of Kyrgyzstan.

It is worth noting that both Kyrgyz and Russian languages are spoken and understood quite well in Kyrgyzstan. So in the following survey analysis "L1" refers to both Russian and Kyrgyz languages as well. This note is applicable only for survey participants attended from Kyrgyzstan.

3. Data Analysis and Results

This study employed qualitative approach of data analysis. Handwritten versions of the open-ended questionnaires were transferred into Word documents and all questionnaires were imported into NVivo12 program. Answers to the open-ended questions of the survey were analyzed descriptively. Data obtained from the open-ended survey was analyzed, coded and transferred into codebooks with the help of the NVivo12 software program. Finally, participants' responses were placed into tables with number of participants (N) and number of references (R).

Teacher's attitude towards teachers' L1 Use

The first research question aimed to reveal teachers' attitude toward *teachers'* L1 use in English classroom. This section displays the survey results of the teachers' belief regarding their own use of L1. To answer the first research question on teachers' attitude towards their own use of L1 in English classroom a qualitative analysis of the survey findings was made. Survey results are illustrated in Table 1.

Table 1: Teachers' Attitude Towards Their Own Use of L1

TEACHER'S ATTITUDE	N	R
Positive	25	25
Negative	16	16

This table illustrates the number of reference and total number of teachers participated from Turkish and Kyrgyz universities. The study revealed that the considerable number of teachers (25) have positive attitude towards teachers' L1 use in EFL classroom. Minority of the teachers (16) had negative attitude with regard to their own use of L1. Most of the teachers who had positive view emphasized the importance and necessity for L1 use in EFL classroom and reported that L1 can be employed for beginner and elementary level student; to create comfortable and stress free atmosphere, explain complex grammar rules, increase motivation, save classroom time, increase students' comprehension. However most of them pointed out that it should be used in limited and judicious way and the amount of L1 should be reduced gradually.

16 teachers who had negative view were strongly against L1 use in EFL classroom and pointed out that there is no benefit from its use in English classroom.

These findings were in line with some other related studies on this topic. Research study results provided by Alshammari (2011)'in Saudi Arabia revealed that 69% of teachers used Arabic for different reasons and this identified their positive view towards its use. Questionnaire results of study provided by Tang (2002) show positive attitudes of Chinese teachers towards L1 use in English classroom. According to the results of his study 72% of the teachers reported their positive view towards the use of Chinese.

Is there a difference between the attitudes of Turkish teachers and Kyrgyz teachers?

To answer this research question survey findings revealed that there is an ample difference between the attitudes of Turkish and Kyrgyz teachers. Majority of respondents from Turkish context tend to have positive view while majority of respondents from Kyrgyz context tend to have negative attitude towards teachers' L1 use in EFL classroom (see Table.2).

Table 2: Teachers' Attitude Towards L1 Use According to Their Nationality

TEACHER'S ATTITUDE TOWARDS THEIR OWN USE OF L1	TURKISH N	KYRGYZ N	TOTAL N	R
Positive	18	7	25	25
Negative	3	13	16	16

Teachers from Kyrgyz context proposed several reasons for their negative attitude with regard to L1 use by teachers. Most of the teachers responded that students will get used to L1 and will further rely on teachers’ prompts. Some of the teachers reported that students should not only talk in TL but also think in TL. One of the teachers replied that L1 use makes lesson theoretical however conducting lesson in TL makes lesson more practical.

Turkish colleagues proposed their own reason of their positive view towards the use of L1 in English classroom, most of them preferred to use L1 particularly for beginner level students as well as to save time, provide better comprehension and clarification, increase motivation and to teach grammar.

Teachers’ attitude towards students’ L1 use in English classroom

The second research question sought to reveal teachers’ attitude towards *students’* L1 use. To answer the research question survey results are illustrated in Table 3.

Table 3: Teachers’ Attitude towards Students’ L1 Use

TEACHERS’ ATTITUDE TOWARDS STUDENTS’ L1 USE	N	R
Positive	21	21
Negative	20	20

As it can be observed from Table 3 there is no considerable difference between teachers’ view towards students’ use of L1. The number of teachers (21) with positive view slightly dominates the number of teachers (20) with negative view. Teachers with positive attitude towards *students’* L1 use highlighted the supporting and facilitating role of L1 however they have pointed out that it should not be overused and must be diminished with time.

To understand the rationale behind teachers’ positive view several reasons were proposed. According to teachers’ beliefs L1 is beneficial for beginner level students; to deal with new vocabulary or unknown words; to deal with complex grammar rules; to create comfortable atmosphere (*as a solution for students to overcome feeling of anxiety and fear*) and cooperate with other students (*through pair work activities*).

Teachers who were not in favor of L1 use by their students indicated that L1 prevents students from fluency and TL practice. Teachers stated that practice is the main key of learning foreign language, so teachers should not deprive students from it. Some of the teachers suggested that prohibition of L1 or setting rules which does not allow the use of mother tongue will lead to positive results and increase TL learning efficiency.

Most of the teachers who were not in favor of L1 use by students, reported that L1 deprives students from exposure to TL. According to them practice is the main element of TL success, without practice students will lack of fluency and progress. Some of the

teachers suggested punishing learners who use their own language and some of the teachers suggested setting rules that prohibit L1 use in English classroom.

Is there a difference between the attitudes of Turkish teachers and Kyrgyz teachers?

According to Table 10 it can be observed that findings of the survey did not show a great variation between Turkish teachers and Kyrgyz teachers with regard to their attitudes concerning students' L1 use. The number of teachers who have positive and negative attitude is almost close to each other. Out of 21 participants who had positive attitude 12 were Turkish teachers and 9 were Kyrgyz teachers. Out of 20 participants who were not in favor of L1 use 11 were Kyrgyz teachers and other 9 respondents were Turkish teachers. Anyhow number of Turkish teachers (12) supporting students' L1 use slightly exceeds the number of their colleagues (9) from Kyrgyz context. Among teachers who had negative attitude the number of Kyrgyz teachers (11) barely prevails their Turkish colleagues (9).

Table 4: Teachers' Attitude towards Students' L1 Use According to Their Nationality

TEACHERS' ATTITUDE TOWARDS STUDENTS' L1 USE	TURKISH	KYRGYZ	TOTAL	
	N	N	N	R
Positive	12	9	21	21
Negative	9	11	20	20

Survey analysis didn't reveal any difference between the attitudes of Turkish and Kyrgyz teachers with regard to students' L1 use. Turkish and Kyrgyz teachers reported same reasons for their positive and negative view. Turkish teachers expressed their positive view towards students' L1 use for the following reasons: students' low level of English, lack of vocabulary, difficult grammar rules, translation activities, difficulty in explaining or expressing themselves, to provide motivation and as a last resort. Kyrgyz teachers reported that they support students' employment of L1 when learners have just started learning English; when students have problems with understanding grammar rules; for translation activities; to facilitate each other and save time.

Both of the parties reported similar reasons for their positive view towards students' L1 use, like students' level of English, grammar issues and translation activities. However Turkish teachers had some extra uses for L1 employment, they say that learners may refer to L1 when they do not have enough vocabulary to express themselves or explain task. Teachers go on to explain that sometimes they allow learners to use L1 in order not to destroy their motivation for learning. This is most probably because teachers' continuous correction and call for only TL use may intimidate learners. Teachers also indicated that students may refer to L1 as a last resort in situations when they really feel need for their native language.

Concerning Kyrgyz teachers' reasons, they were not eloquent as their Turkish colleagues. Except for similar activities that we had discussed above Kyrgyz teachers

added that students may use L1 to facilitate each other. In other words stronger students should help weaker students to explain the materials they did not understand during the classroom. Teachers also reported that sometimes they allow their students to use L1 when they want to save time or quickly generate ideas. This may be because teachers have loaded lesson schedule and very little time to grasp all classroom topics.

Both Turkish and Kyrgyz teachers who were against L1 use by students believed that L1 deprives students’ from TL exposure and TL practice. Teachers believe that students should be encouraged to use English all the time regardless of the type of the activity they are dealing with.

Activities best carried out through L1

In order to answer this research question teachers were asked to list activities that are best carried out through L1 and TL. Findings of the survey are illustrated in Table 12. Survey analysis revealed that majority of teachers suggests L1 for explanation of grammar rules. 14 of the teachers responded that L1 can be employed for translation activities. 6 of the participants necessitated L1 use for creating comfortable and relaxed atmosphere. Different classroom activities like using humor, employing warm up activities and games, conducting simple every day dialogues or discussions were suggested as a clarification for their answer. 6 teachers expressed their belief that L1 is beneficial for classroom management. 4 of the teachers suggested L1 use for explanation difficult and abstract concepts, like idioms, figurative language and sayings used in both cultures. 3 of the teachers responded that L1 can be successfully employed for comparing similarities and differences between L1 and TL in terms of grammar or exploring cognates and the last 2 participants preferred L1 use for checking comprehension. Taking into account that among total amount of participants there was other group of teachers who had negative attitude towards L1 employment it worth pointing out that 6 of the participants reported that none of the activities should be conducted in L1.

Table 5: Activities Best Carried Out Through L1

ACTIVITIES BEST CARRIED OUT THROUGH L1	N	R
Explanation of grammar rules	22	25
Translation activities	14	19
Creating ‘stress free’ atmosphere	6	9
None	6	6
Classroom management	6	9
Explanation of difficult and abstract concepts	4	5
Comparison of L1 and TL	3	4
Checking comprehension	2	3

Sufficient number of activities was proposed by teachers where L1 can be successfully employed. These findings are consistent with those of Solhi and Büyükyazı (2011), who revealed positive attitude towards L1 use among non native speaker teachers in Turkey and different reasons of teachers' L1 use that are similar to the findings we have obtained and discussed above. These results also confirm the findings of study by Mahmutoğlu and Kıcıır (2013) which aimed to identify teachers' and students' perceptions on MT use and situations where L1 can be used. Research findings of their study revealed that L1 can be used to understand the meaning of unknown words and explain tough grammar ideas.

Activities best carried out through TL

Teachers' survey also aimed to find out activities that should be conducted through TL. Survey findings revealed following list of the activities that are best carried out through TL according to teachers' view (see Table 6).

Table 6: Activities Best Carried Out Through TL According to the Teachers' View.

ACTIVITIES BEST CARRIED OUT THROUGH TL	N	R
All activities should be in TL	10	10
Activities promoting speaking skills	4	4
Discussions	3	4
Functional language	2	2
Reading activities	2	2
Drills	1	1
Task-based activities	1	1

As it can be observed from Table 6 a considerable number of teachers responded that all activities should be taught in TL. They explain their responses by stating that the main purpose of FL classroom is to make students not only communicate in TL but also live that language's culture and be exposed to TL environment as much as possible. 4 of the teachers replied that any kind of activities that promote speaking skills should be employed in FL classroom; however teachers didn't provide any concrete information about these activities unfortunately. 3 of the teachers responded that different type of discussions should be carried through TL, like discussions about passage or video or conducting debates. 2 teachers suggested that functional language can be successfully performed in TL so that students could practice basic conversations in their daily speech. 2 of the participants think that reading activities which are conducted in TL improve students' creative thinking. Drill and task based activities complete our list of the activities that should be taught in TL.

4. Conclusion

Teachers' attitude towards their own use of L1

The results of the first research question revealed that teachers have mostly positive attitude with regard to their own L1 use in EFL classroom. Although most of the teachers emphasized and highlighted the significant and facilitating role of the L1, they tend to clarify their answer by stating that it should be used in a limited and judicious way. This finding corresponds with research findings conducted by (Schweers, 2003; Tang, 2002; Jingxia, 2010; Alshammari, 2011, Kim & Petraki, 2009, Timor, 2012). Majority of the teachers indicated that L1 should be employed for beginner level students to make them feel more secured; to create comfortable and stress free atmosphere; explain complex grammar rules by comparing TL and L1 peculiarities and structure; save classroom time and increase students' comprehension by giving explanations in their own language. Teachers also reported that the important role of every instructor is to gradually decrease the amount of L1 by the time learners' English proficiency becomes sufficient; create TL environment and increase exposure to English as much as possible. The most sensible and satisfactory conclusion we can come to is that teachers use L1 not as a communication tool but as a supporting and facilitating instrument that helps to improve learners' TL proficiency.

The difference between the attitudes of Turkish teachers and Kyrgyz teachers towards their own use of L1

This paper also tried to identify is there a difference between the attitudes of Turkish and teachers' attitudes towards their own use of L1 in EFL classroom. Findings of the survey indicated substantial difference between the attitudes of Turkish teachers and Kyrgyz teachers. Results demonstrate that teachers from Turkish universities tend to have more positive attitude with regard to L1 use than their Kyrgyz colleagues. Turkish teachers supported L1 use mainly for the pedagogical reasons, classroom management issues; to increase motivation and teach students with low level of English. These results draw parallels with the findings of Sariçoban (2010) and Taşkın (2011).

Teachers' attitude towards students' use of L1

In an attempt to answer second research question concerning teachers attitude with regard to students' L1 use, it was interesting to reveal that teachers split into two camps, one camp supported students' use of L1 and the other prohibited its use. However when it comes to teachers' employment of L1 in English classroom most of the teachers had positive attitude towards their own use of L1. Similar to the results of the previous research question teachers think that students with low level of English can benefit from their own language use. Difficulties in understanding grammar rules and new words were another reason for L1 employment by students. Teachers reported that they do not mind when

their students refer to L1 while dealing with the above mentioned activities. Teachers also believe that the role of the classroom atmosphere should not be underestimated and state that they permit their learners to use L1 as a last resort especially when they have difficulties in expressing themselves in order to avoid misunderstandings and stressed atmosphere. According to teachers' view pair work activities could be good solution for these issues; it might help to create friendly atmosphere and result better understandings of some complex tasks. This view is also supported by Storch and Wiggleworth (2003) who suggest that L1 should not be banned in group and pair work activities as it helps to maintain verbal interaction between the learners.

The difference between the attitudes of Turkish teachers and Kyrgyz teachers towards students' L1 use

Results obtained from the research findings did not reveal any concrete difference between the attitudes of Turkish and Kyrgyz teachers towards students' L1 use in English classroom. Teachers who were in favor of students' L1 use expressed similar reasons for their positive view. Both of the parties indicated that students may refer to L1 when they have low level of English, difficulties with grammar and for translation activities. However Turkish teachers expressed some additional reasons for the students' employment of L1. According to their view L1 may be employed by students when they have weak vocabulary of English. Because of this most of the students cannot express their thoughts or ideas or explain classroom topic and most of the time they would prefer to remain silent. Teachers also believe that L1 helps to increase students' motivation. This may be because L1 most of the time plays supporting role for learners who have just started learning English. When students are given the opportunity to refer to their native language when there is an urgent need, students feel free and protected. Otherwise they won't be able to get out of situation and feel frustrated. It may also have some bad consequences for their future classroom performance. Bolitho (1983) explains this as a humanistic method with regard to students when teacher let their learners to express themselves in their own language (cited in Atkinson, 1987). Teachers also suggested that learners may use L1 as a last resort or in emergency cases.

Kyrgyz colleagues suggested several reasons for their positive attitude towards students' L1 use. They believe that students' cooperation in classroom may produce better results than teachers' explanation in TL. This view also supports Atkinson's (1987) indication that even detailed and clear explanation of teacher may not achieve better results for students, sometimes weak students may ask for help from their peers to explain topic that they didn't understand. Teachers also reported that they allow students to use L1 when they want to save time or quickly generate ideas from students.

Teachers from both parties indicated their negative view towards students' L1 employment mostly because of the harmful effect of L1 overuse. They stated that L1 deprives students from the most important elements of TL learning, exposure and practice.

Teachers suggest prohibiting, punishing and ignoring L1 use when it is employed by students.

Activities best carried out through L1 and TL

At the end of the teachers' questionnaire teachers were asked to list activities that are best carried out through L1 and activities that are best carried out through TL. Results of the survey demonstrate that majority of the teachers believe that grammar and translation activities should be conducted in L1. Teachers reported that L1 should be used to define the meaning of new and unknown words and explain difficult concepts. Teachers also suggested that L1 helps to create friendly atmosphere that in turn increases students' motivation and helps to deal with some trouble in the classroom with the help of the warm up activities, dialogs and jokes. Teachers also believe that comparing TL and L1 peculiarities as well as classroom management activities, checking comprehension activities are best carried out through L1. The results of this survey question bear many similarities to the findings of the research study conducted by Shuchi and Islam (2016) that aimed to identify teachers' and students' attitudes as well as their reasons for their L1 use in the context of Bangladesh and Saudi Arabia.

In an attempt to identify what activities should be conducted through only TL teachers' survey was analyzed. Majority of the teachers responded that all activities in English classroom should be taught in TL. It is due to those teachers who had negative attitude towards L1 employment. It is worthy of remark that these teachers suggested TL for all the activities in English classroom. Another activity proposed by teachers was speaking activities. Teachers also reported that any type of discussions in English classroom should be conducted in TL, like discussions about video or passage and debates. According to teachers' view reading activities, task based activities as well as drills are best conducted in TL. Some of the teachers indicated that practicing functional language in every day speech may enhance students' TL speaking skills.

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