

MOTHER TONGUE USE THROUGHOUT THE HISTORY OF ENGLISH LANGUAGE TEACHING METHODOLOGY: A COMPARATIVE STUDY THROUGH A STATE MIDDLE SCHOOL IN TURKEY

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Abstract

The current study tackles English language teaching in middle schools in Turkey by discussing the inclusion and/or exclusion of the mother tongue through the eyes of teachers and students by presenting a descriptive review of the historical praxis of English teaching methods. So as to shed light on the research questions, 120 students were selected voluntarily from a state middle school and a questionnaire was applied. Additionally, an interview was given to 4 teachers working at the same school in 2018-2019 education year. SPSS 20 was employed to examine the quantitative data and for the qualitative data, the coding method was utilized. Microsoft Excel 2010 was used in order to illustrate the results via pie and bar charts. The findings revealed that all students and teachers agree that they benefit from L1 based teaching-learning models mostly with skill and activity oriented preference. Both sides emphasized that the amount of English should be more than L1 but it is not feasible due to the examination system.

Key Words: Language teaching, historical praxis, middle school, examination system,

INTRODUCTION

This study covers the shifting and transforming use of L1 and L2 in the teaching/learning process throughout history with the approaches and methods that boost the utilization, pay attention, or suggest partial usage of the mother tongue and the application. For instance, Communicative Language Teaching (CLT), The Audio-Lingual Method (ALM), and The Silent Way do not totally forbid L1, and even accept partial use when needed. However, these methods are more abstaining against the use of the mother tongue than Grammar Translation Method (GTM). On the other hand, The Direct Method (DM) is against the use of L1 in the learning process of the belief that a language must be acquired directly through the target language. Hence, with its opposers, advocates, and supporters of partial use in the field, the views about the utilization of L1 can be divided into three categories.

In Turkey, it is generally believed that language teaching methods are not sufficient in teaching the language. In addition, many people state that learning does not take place efficiently on the grounds that theoretical education is more dominant than applied education. This study primarily aims to reveal where we are now when language teaching methods in Turkey are compared with those in the historical process and to what extent these claims are true. Many reasons can be listed that impact teachers' and students' choice of the mother tongue in the class due to the dynamics of the education system, nationwide examination system, activity types, students' proficiency levels etc. Apart from these facts, answers to the following study questions were sought by generalizing which methods are preferred (with their limitations and obligations in terms of the inclusion and the exclusion of the mother tongue) by teachers and students in Turkey through a middle school example. Below are the questions:

1. What are the opinions of teachers and students about the use of L1 in the EFL classrooms in the teaching- learning process in Turkey's middle schools?
2. What is the place of L1 and L1 based methodologies in the middle school education in Turkey?
3. Where can we place middle school's English teaching methodologies in Turkey when we compare them with their historical applications?
4. How does the examination system affect teaching English (including approaches, methods, activity types, and the skills teachers refer) and the amount of its usage in Turkey's middle schools?

Historical Facts Of English

As time passed over the last century there have occurred many shifts in the world's common language predilections. Due to their political, economical, and social grounds, some languages throughout history have become more dominant than others and accepted by the global masses such as Latin, French, and later English.

At present, English is the most accepted language in terms of speaking and studying, however; several centuries ago the Latin language was superior to the others in the West. (Richards and Rodgers, 2001: 1). And Doughty (2013) claims that English is considered the “lingua franca” in the world particularly in Europe for the fact that it is already the primary communication instrument as being their L1 for many communities. Furthermore, most people believe that English will be even more widespread and popular soon. Since it is not that simple to learn every language and for this reason people will incline to obtain English (a globally accepted language) to communicate with each other easily.

English And Its Historical Development in Education

Starting from the 2nd half of the 19th century, English has been taught via the mother tongue in the classroom which has been considered the nub of instructing a foreign language through inauthentic literary texts and passages that caused insufficient exposure for the learners of the target language in the classroom in terms of communication and speaking practice. The subsequent methods identified the shortcomings of each and tried to make up for these deficiencies by expanding the use of target language and refraining from the use of L1 during the lessons with the idea in mind that it would be a cardinal sin to employ L1 for any reason while teaching. Nonetheless, the methods following the latest research including new perspectives about the application of the mother tongue approached mildly and accepted it to some degree in a disciplined and principled way. Larsen-Freeman & Andersen (2001) listed these methods chronologically as below:

Table1. The Chronological List of The Methods used in English Language Teaching

a. The Grammar-Translation Method	e. Suggestopedia/Desuggestopedia
b. The Direct Method	f. Community Language Learning
c. The Audio-Lingual Method	g. Total Physical Response
d. The Silent Way	h. Communicative Language Teaching

The Grammar Translation Method (GTM)

Dating back to the second half of the nineteenth century the GTM was the sole and preponderant method of teaching a language. It is a method that emerged in line with the language learning demands of people in western. Having its name “Classical method” from the old languages as Latin and Greek that were called the classical languages (Larsen-Freeman and Anderson, 2011: 11), GTM has been used for many years and is still the most preferred method in the Turkish middle school education system because of some certain reasons. As Cook (2001) points out the fact that GTM lectures the target language by mentioning to grammatical rules, learning and memorization of vocabulary, and translation of the literal texts and therefore employs the L1 of learners. The core goal of this method is to adapt written literacy to the target language (Larsen-Freeman & Anderson, 2011: 11) through the translation of the texts and deductive grammar teaching (including irregularities, regularities, and grammar rules via students’ mother tongue) that ignores the reality and the praxis of daily life communication of the target language. To Chastain (1988), it is a sort of comparative teaching of native and target language where the learners can identify the similarities and differences between both languages. Also, he stated that vocabulary items should be memorized and checked through the translation of L1 to L2 and vice versa. As Mart (2013), though the lack of putting it into practice, it is a supportive tool to understand the target language theoretically. Due to the centralized education system in Turkey as its content requires grammar teaching and memorization of words as soon as possible since the time is limited but the subjects are intense, the comprehension texts are translated for the children especially in the 7th and 8th classes in order to prepare students to the exam (that does not require speaking, writing, listening; only reading and comprehending) which lead teachers to choose this old-fashioned method.

The Direct Method (DM)

The 1st quarter of the 19th century witnessed a novel and fresh method called the “Direct Method” (DM) as a competitor against GTM that made up for the lack of using the target language to improve communicative skills and got its name from the reason that comprehensible learning is provided via demonstrating, showing visual aids and instead of using L1, instructing directly with the target language. (Larsen-Freeman and Anderson, 2011: 23). The notion behind this teaching model that the protagonists advocating was the natural process of language acquisition. There is not any requirement to teach L2 through learners’ mother tongue (Krashen, 1982: 10). Thus, the evolution of this method stood behind the argument that L1 should be ignored in the classroom (Harbord, 1992: 350). Contrary to the belief of GTM obtaining a foreign language is more than only translating both languages to each other. Language should be taught and learned by that language again. Unlike GTM, the way

of teaching grammar and explanation of the rules in this method is inductive. The core approach underlying in this method is in fact that language means actually speaking; in short, “language is for communication”. Hence, this method gives a high significance to pronunciation instead of grammar (Richards and Rodgers, 2001: 9). However, the glory of this method did not last long and did not go beyond a theory for some reasons. Because not all the teachers are native English speakers or close to the native-like English speaking proficiency level. Another factor is that it is time-consuming, students with low-level proficiencies are not capable of expressing themselves all the time in the target language. Furthermore, the application of this method is not appropriate for large student groups, costly to provide all audio-visual aids, and for the possible lack of attention and importance given to the written receptive and productive skills including reading and writing. For these factors, it is not a suitable and preferable method in Turkey’s Middle school education system especially when we consider that the examination system requires only reading, comprehension, vocabulary, and grammar knowledge.

Table 2: Language Skills and Their Categorization

	Receptive skills	Productive skills
Written	Reading	Writing
Verbal	Listening	Speaking

The Audiolingual Method (ALM)

After the widespread application of the Direct Method in the world when we reached the middle of the 20th century we saw a new method emerged with the name of “The Audiolingual Method (ALM)” since there was a great supply and demand in learning and teaching field because of the Second World War. As the people wanted a method that could find a solution for them to acquire a language and speak that language to some degree as soon as possible. Following simultaneous developments in psychology, a fresh approach appeared in the methodology of teaching named behaviorism (an educational theory) and structuralism (a linguistics theory). The behavioristic approach in the field of teaching language is a theory that was used in ALM to cover the application of teaching the target language patterns with certain controlled alterations in learners’ behaviors by giving them exterior reinforcement through conditioned responses. This demand-driven method continued to be popular until the 1960s and experienced its golden age in those years. The use of L1 in this method is avoided and Kirch (1967), highlighted that the core objective of this method is to succeed utmost experience of the target language possible by making learners aware and sure of what they do. But rather than mentally in this method learning proceeds habitually (mechanically) which causes learners not to utilize their mother tongue in case of interference or being stuck and they might obtain wrong habits. Hence, so as not to give rise to any fossilization, instant correction is done. Oral communication is practiced through repetition drills. Though not avoiding, there is no overall emphasis on vocabulary and grammar analysis. Memorization and repetition is the fundamental skill to learn grammar patterns and vocabulary items. Even if, this method kept its popularity for some time thanks to the political, social, and ideological grounds ALM began to be out of fashion owing to some deficits such as students’ being like a parrot after excessive repetitions, lack of autonomy due to impulse-response system, not backing up critical thinking and problem-solving skills besides practicing what the learners have learned.

The Silent Way

When we go back to the start of the 1970s we see the emergence of a new method in the field of foreign language education put forward by Caled GATTEGNO with the name “Silent Way” consisting of the opinion as Noam Chomsky (1968) stated that habit formation solely would not be enough to acquire a language as human beings make and figure out utterances they have not heard in advance. This method allows and encourages learners to take part actively in a learning environment that is self-reliant to compensate for the lack of students’ being autonomous. The underlying notion behind the Silent Way is to assist learners in the way of discovering themselves in terms of their cognitive skills and the system of that language they learn (Larsen-Freeman, 2000: 53). There are colored sticks called ‘Cuisenaire rods’ that each one corresponds to a sound. Larsen-Freeman and Anderson (2011) expressed that this method employs the colors and these sticks to teach the target language via building up blocks and creating sounds that are like the sound patterns of learners’ mother tongues and they associate them with L2. The mother tongue of learners is allowed to use for giving instruction, feedback, and boosting students in terms of advancing their pronunciation in case of any need (Larsen-Freeman, 2000: 67). However, there is a necessity for good background knowledge in accordance with a need of high proficiency level

which means that it is difficult to apply for the lower levels and might be expensive to provide all the materials such as Cuisenaire rods, sound, color, and word charts.

Suggestopedia/Desuggestopedia

Suggestopedia or otherwise known as Desuggestopedia was put forward by a Bulgarian psychiatrist and simultaneously by an educator in the 1970s. Rothman, Jason, and Amy B. Rell (2005) expressed that it is the mixture of holistic and humanistic approaches in language teaching and learning. Suggestopedia stands up for the learners' psychological facts in terms of their being relaxed and comfortable to ensure a rich acquisition. Inasmuch as this state of comfort continues, fruitful learning takes place. This state of comfort and relaxation is feasible only via limited and principled use of L1 (cited in Erdoğan, 2015: 13). It is a suggestion made as a result of studies in the field, and the main thought underlying this method is to accomplish the barriers built up by learners' psychologies which fetter learners' effective learnings and back up their achievements. In order to expand students' capacity of learning, Suggestopedia provides learners with such an atmosphere that they can make a bonfire of their unfavorable psychological beliefs and preconceptions. But for this, teachers in the classroom should prepare an entertaining atmosphere with the help of music to keep students' interests alive during the lesson. Omaggio-Hadley (1993) indicated that psychological impediments must definitely be eradicated and at the same time, the environment should be soothing and undisturbed. L1 use is not prohibited provided that it decreases in the ongoing process (Larsen-Freeman, 2000: 83). And can be an optional preference to make texts understandable since there are long dialogues deriving from lots of pages covering cultural points of the L2, and double texts including L2 on the left and its equivalence in L1 on the right side. Instructing of the target language can be applied via more authentic and actual contexts with an old idea of using contextualized perspective (Omaggio-Hadley, 1993: 125). Students analyze the texts and dialogues lexically, grammatically, or with relevant questions to the content. Large groups of students over 30 students in the classes as in Turkey and many other countries, its difficult to applicate to the curriculum, and possible limitations in the budgets make this method most of the time inapplicable.

Community Language Learning (CLL)

Having been proposed by Charles Curran the Community Language Learning Method (CLL) has its roots from psychological counseling techniques which was a fresh model of learning in the 1970s with the name of "Counseling-Learning". Rather than class, this method considers learning as a group and is affected by the ideas of Carl Roger who gave the name "Rogerian Counseling" where learners give advice to each other who needs support and help. The core of the learning is based upon the master-apprentice relationship. By creating a self-assessment and self-learning environment this method tries to make students autonomous, free of dependence, and monitor their own process of learning. Students are accepted in this method with their mistakes which helps teachers see better and diagnose their student's unfavorable manners faster and turn them into favorable attitudes. Unlike the classical views (being an orchestra chef leading students all the time or commanders causing their students to feel under pressure), teachers are considered facilitators for the students that give opportunities to their learners to discover themselves. Since it helps sustain secure learning and diminishes potential misunderstandings L1 is not banned in CLL. Nonetheless, it is hard to apply this method to learners who have low proficiency levels. Moreover, on account of less direction given by the teachers, students can be stuck desperately with indefiniteness about the goals since there is not any certain syllabus which can also lead to some troubles in assessment.

Total Physical Response (TPR)

Evolved with the emergence of the "Comprehension Approach", Total Physical Response (TPR) takes its basis from Krashen's "Natural Order Hypothesis" which considers listening as a skill that leads others coming after itself. Hence, till the beginning of speaking, there is a non-objectionable time, unlike the other approaches that force speaking in the first place. As Winitz (1981) points that learning should begin first with understanding and subsequently sustains with production. After the person has internalized what they have heard and the silent period is over, the process leaves its place to learn how to produce the target language. Instead of urging the students to speak during that period (teachers do not need to worry about it since speaking is a natural moreover inevitable outcome), a relaxing atmosphere that helps diminish their anxieties and fears should be created in order to make students feel willing to speak. L1 is not allowed in this method and in order to make the instructions clear teachers use L2 and they support meaning thanks to their body language (Larsen-Freeman,

2000: 115). The fundamental focus point is the autonomy of learners and keeping students off translating anything into their mother tongue. The principle of TPR can be listed as below:

- Do not urge students to speak, just wait since it is an indigenous consequence,
- Listening skill comes prior to speaking skill
- Learning a second language is in fact alike the acquisition of L1
- Employ body language to make explanations intelligible
- Make your students feel comfortable by waiting for their readiness to speak

These disadvantages may be sampled as having a challenging application to the curriculum. Besides, there are restricted opportunities given to students to present and give voice to their opinions in an ingenious way.

Communicative Language Teaching (CLT)

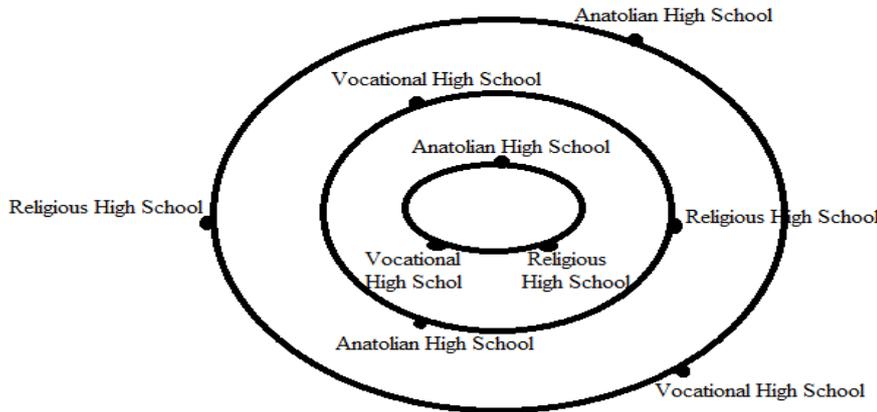
When the dates showed the late 1970s there occurred a question of whether the methods that had been put forward and applied so far met the objectives of language teaching or not. And they came up with the idea that communication is on the further side of the linguistic structure. That is “communicative competence” is at least as vital as linguistic skills which enable learners to overcome any contexts they may encounter outside of the classroom. It is the application of communicative skills in the classroom that allowed the communicative approach to emerge. By recognizing the interrelationship of language and communication skills in the language learning process, communication skills became the main objective of language teaching (Larsen-Freeman, 2000: 121). What encourages the emergence of this approach is that although students' structure-based skills develop at the end of the language learning process, their communication skills do not develop at the same rate. This reality caused teachers to seek new ways to improve their learners' communicative skills and they came up with the notion that the only way is to make students interact with each other orally all the time. Errors are seen as the natural results of the process and will be automatically corrected by students. As it is interactive and dynamic and also offers the opportunity to put the learned knowledge into practice, CLT keeps its fame still alive. CLT includes a rich environment for learners with visual aids, role plays, pictures, problem solving activities, and information gap assignments. Even if the use of L1 is accepted to some extent in this method, it is the target language that is preferred by the teachers during activities, instructions, and giving homework (Richards and Rodgers, 2001: 81).

Middle School English Teaching And High School Enrollment System In Turkey

As seen in the historical process of language education worldwide, education cannot be separated from political, economic, cultural, and social phenomena. Thus, due to the developments in Europe, English has gained a great reputation in Turkey as well and it has become a must rather than a need so as to not fall behind the world and even compete with the developed countries. This is very meaningful for Turkey as an emerging and striving country to take a leading place in European and world politics besides being in its effort to enter the European Union and gain global recognition. Depending on the balance of supply and social demand, there are lots of languages being taught in Turkey but the leaders are respectively; English, Spanish, German, Italian and French. Regardless of their status (private or state), all schools in Turkey are affiliated with the Ministry of National Education (MONE). Though some schools basically include French and German, most schools give the priority to English as the first foreign language option to be taught and it is mandatory while the other languages are elective. The frame of English education is regulated by the MONE. However, in detail institutions and teachers are free to apply their own methods in order to fulfill the outcomes stated by the ministry since there is a common education concept in Turkey that was enacted on March 3, 1924; under the name of (Tevhid-i Tedrisat Kanunu) Education Union Law. Hence, all the regions in Turkey follow the same schedules, plans, and textbooks for the corresponding levels. The text and supplementary books are given to schools free by the government. The compulsory education before the year 1997 was covering just the first 5 primary school years. However, in accordance with the developments in the world compulsory education was increased to 8 years without interruption but this caused some problems for the students as they were studying all at the same school. (ages from 6 to 14). Hence, the ministry started a new system called (4+4+4) which covers the new compulsory years starting from the 1st class up to the 12th class and each of them corresponds to a level of education separated from each other listed as primary, middle, and high school. The first 4 years (1st, 2nd, 3rd, and 4th grades) cover primary education (learners' ages range from 6 to 10), and the next 4 years (5th, 6th, and 8th grades) middle school education (learners' ages range from 10 to 14) and the last 4 years (9th, 10th, 11th, and 12th grades) high

school education (learners' ages range from 15 to 18). There is also an open education opportunity alternative to formal education which means students may also complete compulsory education through distance education. The annual plans for the lessons are determined by the MONE. The plans include units, functions, and language skills such as listening and reading (receptive skill), speaking and writing (productive skills) and outcomes, suggested context, tasks, and assignments. Teachers are expected to follow these plans all education year long. Teachers in language teaching are expected to use English in the classroom more frequently than Turkish. This means L1 is not forbidden in language classes. They are also expected to teach all language skills in addition to grammar and vocabulary teaching. In theory, the classical teaching methodologies in Turkey have given way to communicative language methods by using the target language rather than discussing only the grammar points through the use of L1 as in the past but in practice, this may not be possible for various reasons as it has been mentioned so far. Even though the syllabus is the same for the whole country, teachers are independent in selecting their own teaching styles, methodologies, and practices. But this is still limited because of the examination system called "Liseye Geçiş Sistemi" which means "High school Enrollment System" in English. Learners are enrolled in high schools according to the scores they get from this nationwide examination. All the students can take this exam but approximately 10% of the students will be enrolled in high schools that are classified as "Qualified High Schools" by the government. The other learners are expected to enroll in the nearest high schools to their residences. They are allowed to make a list of 5 high schools near their homes. They are allocated to suitable schools with a system which is called the "Circle System"

Figure 1. Circle System Used for High School Enrollment in Turkey



There are three types of schools in each circle and nine schools in total. Learners are expected to choose five schools from any of them. They can choose maximum of 3 Anatolian high schools and at least one Religious and one Vocational School. After they have made their choice the central system makes a list of the students' graduation points from the highest up to the lowest that determines which school learners can enroll in.

Table 3. Expected Proficiency Level and Competence for Each Grade in Turkey

Expected Proficiency Level	Grade	Target Competence	Strategies/Activities
Level A1	5th	Listening & Speaking	Arts and Crafts
		Restricted reading	Drawing and Coloring
		Restricted writing	Drama (Role Play, Simulation, Pantomime)
	6th	Listening & Speaking	Games
		Restricted reading	Labeling
		Restricted writing	Making puppets
7th	Firstly: Listening & Speaking Secondly: Reading & Writing		Matching
			Questions and Answers
			Drama (Role Play, Simulation, Pantomime)
			Find Someone Who... Games

Level A2	8th	Firstly: Listening & Speaking Secondly: Reading & Writing	Guessing Information/Opinion Storytelling Matching Questions and Answers True/False/No information
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Besides the plans and syllabus and the weekly time schedule of lessons are also determined by the Ministry of National Education and it is the same in every part of the country. There are 7 hours in each middle school level without after-school courses in a day but the beginning and the end of the lesson hours may change.

Table 4. Weekly Time Schedule for English Lesson in State Middle Schools

Grade	5th	6th	7th	8th
Compulsory	3	3	4	4
Elective	2	2	2	2

Teachers in Turkey are expected to fulfill 15 hours of teaching per week for their net salary and for other courses, there is an additional fee paid for each one. If necessary, an extra 6 hours can be given by the principal, and if the teachers wish they can teach the utmost 40 hours a week. Besides the teaching hours, there are also extra courses at school which are chosen by the students called “Destekleme ve Yetiştirme Kursu” in Turkish and “Supportive Training Courses” in English.

METHODOLOGY

In a study, concrete data is needed to support or refute the hypotheses in the minds of researchers. For this reason, every research tries to interpret the abstract information obtained by various instruments by making them tangible. The instrument of the data cannot be considered separate from the aim and the structure of the study. However, the meaningful thing is to be able to put these components together with their correct counterparts to respond to the inquiries. Therefore, Fink (2009) stresses that the researcher should create an instrument suitable for the study or choose the one that best serves the purpose. This research was carried out with a mixed research approach in which quantitative and qualitative research were used together which means that this study consists of a student survey prepared to evaluate the collected data in the context of quantitative research and a semi-structured teacher interview form that was created to interpret the information gathered from the teachers for the qualitative part of the research. The questionnaire is formed as four parts starting with the participants’ demographic information and continuing with a part made of 12 five-point Likert scale questions. The next part covers 5 close-ended true-false questions and the last part includes 9 close-ended questions with multiple-choice answers. The interview questions were prepared for teachers and were discussed in a friendly environment in order to obtain more detailed information about the use (necessity/obligation), preference, advantages and disadvantages of the mother tongue while teaching English by asking them relevant questions such as, “Is L1 a necessity or obligation in teaching a foreign language? Does the use of L1 provide advantages or disadvantages for the educators in teaching a foreign language? Why? In which cases do you need L1? To what extent should L1 be used in the class? Is the effect of L1 positive or negative for the students while learning a foreign language?” These were some of the inquiries given as an example in order to shed light to the aim of the study. However, the interview consists of 10 questions in total that try to reveal which methods the teachers working in the same school use in the classes and levels they enter, and to what degree, when and where they prefer the mother tongue.

Population And Sample For The Quantitative Part of The Research

120 students (studying at the 5th, 6th, 7th, and 8th grades with ages between 10 and 14) from Havsa Atatürk Middle School were picked up in 2018-2019 academic year voluntarily and randomly but considering their being equal in number and gender (30 learners from each grade; 15 of them were male and 15 were female with the level of A1 for the 5th and 6th grades and A2 for the 7 and 8th grades) so as to examine and find responses to the research questions. In order to avoid misunderstanding or ambiguity due to their proficiency levels, they were given the questionnaire in Turkish translated form.

Table 5. Demographic Background of the Learners Participating in the Questionnaire

Language Proficiency Levels	Grade	Gender		Weekly Hours of English				Years of English Experience			
		Male	Female	1-2	3-4	5-6	more than 7	Less than a year	1-2	3-4	5 or more
A1	5	15	15	-	21	8	1	-	1	27	2
	6	15	15	-	7	17	6	-	2	7	21
A2	7	15	15	-	3	24	3	-	-	24	6
	8	15	15	-	30	-	-	-	-	14	16
Total		60	60								120

Population And Sample For The Qualitative Part of The Research

As mentioned formerly there was also an interview conducted to teachers including 10 questions. Four teachers working at the same school "Havsa Atatürk Middle School" were selected voluntarily.

Table 6. Background Information About the Educators Participating in the Interview

Participants	Gender	Age	Department graduated from	Years of teaching experience
Teacher 1	Female	38	ENGLISH LANGUAGE TEACHING (certification program)	13
Teacher 2	Male	32	ENGLISH LANGUAGE TEACHING	8
Teacher 3	Female	36	ENGLISH LANGUAGE TEACHING	15
Teacher 4	Female	31	ENGLISH LANGUAGE TEACHING	4

The Procedure of The Study

This study, implemented in Havsa Atatürk middle school, aims to reveal the role of the mother tongue in the Turkish education system, which also plays a role in foreign language teaching in middle school education institutions with its historical process, from the perspectives of students and teachers. The entire research process was carried out with the knowledge and official permissions of the administration which means that the questionnaire created by the researcher was sent to the R&D department of the Edirne Provincial Directorate of National Education and was applied within the specified time with the approval of the ethics committee and the permission of the governorship. In addition, the families of all students who will participate in the research (since they are underage) signed a consent form. All the data including validity and reliability check of the survey were done via "Statistical Packages for Social Sciences (SPSS 20)." To reveal the relationship between the variables the "T-Test and One-Way Anova" were utilized. Though the questionnaire initially was prepared in English, due to the limited proficiency level of the students and so as to not cause any misunderstanding or ambiguity the survey was also translated into Turkish. A pilot study was conducted to 100 students at first to ensure the fundamental requirements of the instrument that is validity and reliability. After having checked, via revising and re-writing some items that might cause any misunderstanding and ambiguity, 5 items were removed whereas 2 of them were altered. After all, for the 26 items of the questionnaire, it was measured as 0.80 for the value (accepted in the social sciences) of Cronbach's Alpha Coefficient as shown in the table below.

Table 7. The Results of Reliability for the Learners' Questionnaire via Cronbach's Alpha

Number of Items	Cronbach's Alpha Coefficients	
Student Attitudes	12	.80
English practice in the class	5	.70
L1 usage in the class	9	.74
Total	26	.80

In addition to the reliability test, the construct validity of the instrument was measured via factor analysis where all the variables from the questionnaire were taken into account. This is presented in the table below:

Table 8. The Results of Validity for the Questionnaire via KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.721	
Bartlett's test of Sphericity	Sig	.000
Items	26	
Df	120	

The questionnaire was written in both languages (English & Turkish). The participants were informed and clarified about each item on the questionnaire in advance in order to prevent any vagueness and misapprehensions. They were informed that there was no limitation in time and no true or false answers. Furthermore, they were told that the answers obtained from the survey would be solely appraised within the context of the study. In order to make them feel relaxed and comfortable to answer the questions without any pressure they were acquainted that the outcomes would be kept confidential. It lasted about 15 to 20 minutes for the students to fulfill the questionnaire. The other instrument of the study was an interview conducted to four teachers working at Havsa Atatürk middle school in a still and comfy place where they could fulfill the 10 interview questions sincerely, willingly, and voluntarily in a cozy atmosphere. So as to provide the validity and reliability of the interview questions, member checking (after the interview they were shown their answers and asked again in case of any misinterpretation) and peer debriefing (the questions were shown to an expert of this field) were applied. Also the participants were the colleagues of the researcher working at the same school which means the researcher was sure that they answered the questions in a cozy and reliable atmosphere. Also, some of the questions were asked to the students in the questionnaire in order to detect any contradictions with the responses of the teachers.

FINDINGS

What Are The Opinions of Student About The Use of L1 In The Classroom?

This section of the study tried to find out the opinions of the students about the use of L2 in some parts of the lesson, and the dosage of English used in the classroom by students and teachers.

Table 9. Responses of Participants to the Questionnaire

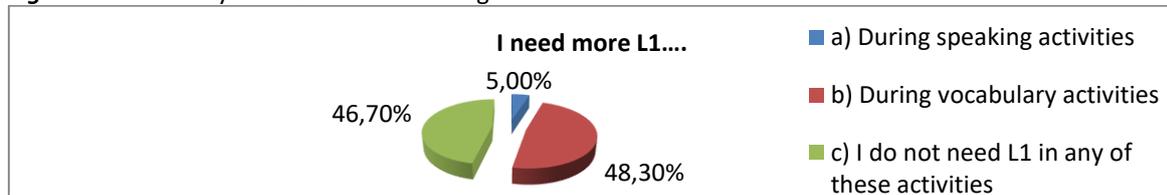
	I strongly disagree	I disagree	I am not sure	I agree	I strongly agree
S1. I never use Turkish during speaking activities.	14 11.7%	20 16.7%	43 35.8%	30 25.0%	13 10.8%
S2. I can understand clearly whenever our teacher explains grammar in Turkish.	2 1.7%	11 9.2%	14 11.7%	35 29.2%	58 48.3%
S3. I understand better when our teacher explains new vocabulary items in Turkish.	4 3.3%	2 1.7%	16 13.3%	38 31.7%	60 50.0%
S4. I understand and memorize better when the words are similar to Turkish.	10 8.3%	5 4.2%	17 14.2%	36 30.0%	52 43.3%
S5 I understand better when our teacher translates the reading passages/texts into Turkish.	6 5.0%	8 6.7%	18 15.0%	43 35.8%	45 37.5%
S6. I can understand easily when our teacher presents the classroom activities and instructions in Turkish.	3 2.5%	16 13.3%	27 22.5%	41 34.3%	33 27.5%
S7. I can understand better when our teacher gives clues in L1.	3 2.5%	5 4.2%	33 27.5%	37 30.8%	42 35.0%
S8. When switching to a new topic I can understand better if our teacher explains in Turkish.	7 5.8%	7 5.8%	20 16.7%	44 36.7%	42 35.0%
S9. In group work activities during the lesson I speak Turkish with my classmates.	7 5.8%	20 16.7%	18 15.0%	34 28.3%	41 34.2%
S10. At any part of the lesson whenever I hear Turkish, I pay more attention and feel the desire to participate.	10 8.3%	13 10.8%	26 21.7%	42 35.0%	29 24.2%

S11. I feel more comfortable when I have the opportunity to speak Turkish in classroom activities.	7	15	28	31	39
	5.8%	12.5%	23.3%	25.8%	32.5%
S12. I have difficulty in producing sentences in English whenever I think of it in Turkish.	3	16	27	41	33
	2.5%	13.3%	22.5%	34.3%	27.5%

For the first statement 43 (35.8%) of the students agreed and 43 (35.8%) of them stayed refrained for the use of mother tongue during speaking. In the following case 93 (77.5%) of the students emphasized that they want to be informed in L1 during grammar teaching. For the next one 93 (77.7%) of them stated code switching during grammar instruction is beneficial and the consequent statement showed that 98 (81.7%) of the learners need to learn new vocabulary in L1. The fifth one revealed that of the students 88 (73.3%) learn better when they are given text in translated versions. The following statement showed that 74 (61.8%) of them agreed that they understand better when the instructions are given in Turkish. The next one illustrated that of the learners 79 (65.8%) make out better when clues are given in L1. The eighth statement shed light to the opinion that 86 (71.7%) of them figure out faster when they are prepared for the next topics in Turkish. The next one showed that 75 (62.5%) of the students admitted that they utilize mother tongue in group works during classroom activities. In the tenth statement we understood that 71 (59.2%) of the learners feel more willing to participate when they hear Turkish and in the next statement 70 (58%) of them pointed that they feel more comfy when they are free to speak their mother tongue and in the last statement 74 (61.8%) of the learners stated that it is difficult to make new sentences in mind due to the structure of Turkish language when they think in their mother tongues.

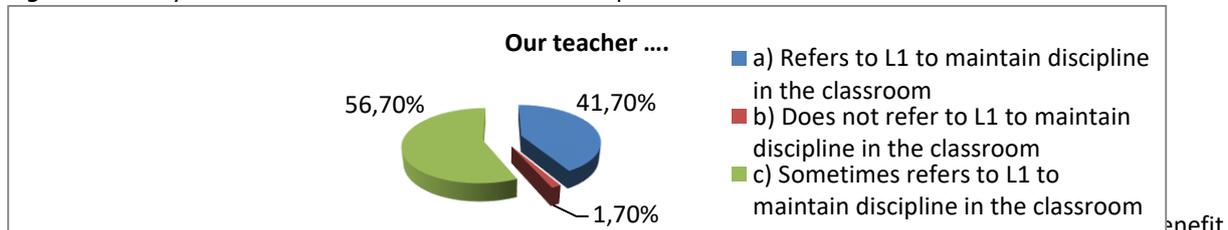
When they were asked, "When do you need more L1 during the lesson?" Of the students, 48.30% pointed out that during vocabulary activities, 46.70% of them stated that they do not actually need L1 during speaking or vocabulary activities whereas 5% of the students circled the option "during speaking activities."

Figure 2. When do you need more L1 during the lesson?



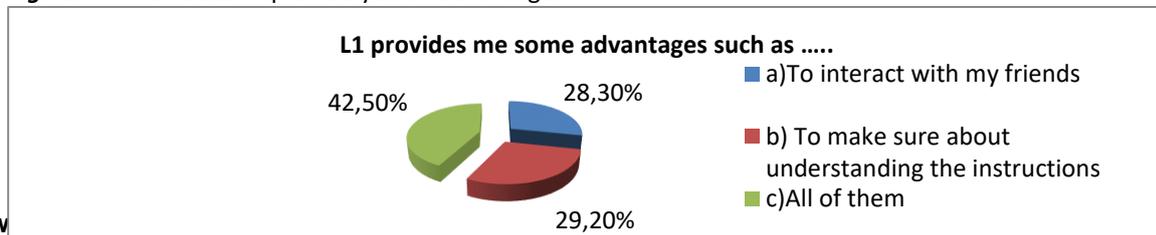
One of the questions posed to the students was "Does your teacher refer to L1 to maintain discipline in the classroom?" 56.7% of the students responded that their teachers sometimes refer to L1 and 41.7% expressed that their teachers utilize L1 every time they need while 1.7% of them pointed out that their teachers do not refer to L1 by no means to maintain discipline.

Figure 3. Does your teacher refer to L1 to maintain discipline?



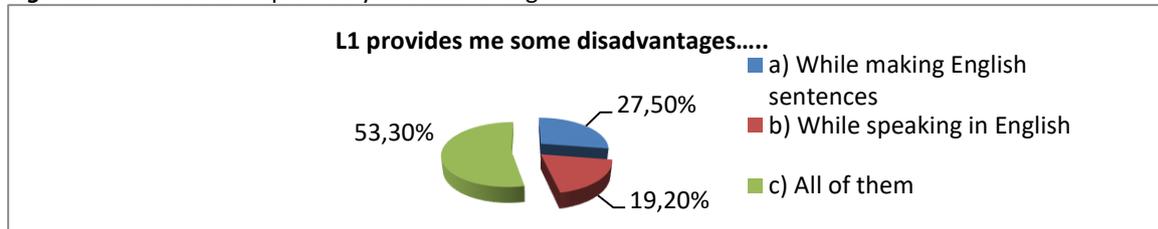
benefit from L1 to interact with their friends and make sure about understanding instructions, while 28.3% of them stated only to interact with their friends and 29.2% of them stated only to make sure about understanding the instructions.

Figure 4. When does L1 provide you an advantage?



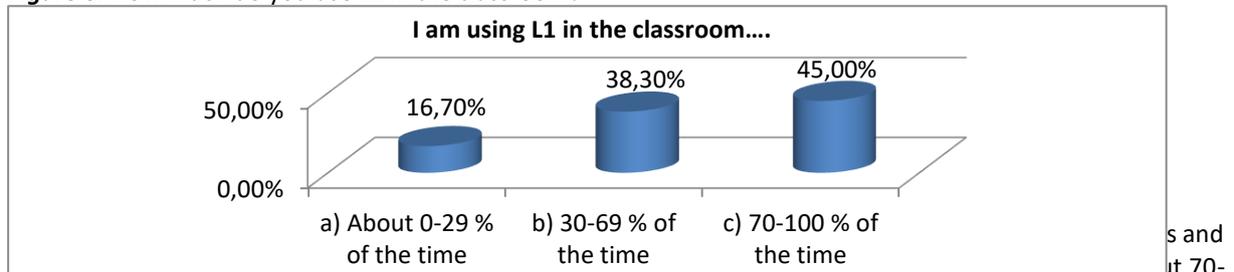
The next question was “When does L1 provide you disadvantage?” Of the students 27.5% declared while making English sentences, 19.2% of them indicated while speaking English and 53.3% of them stated both of them.

Figure 5. When does L1 provide you disadvantage?”



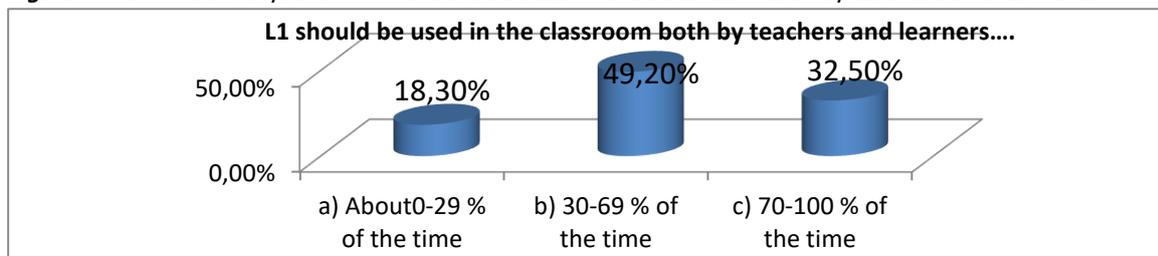
The following inquiry was “How much do you use L1 in the classroom?” 16.7% of the students stressed about 0-29% and 38.3% of them expressed about 30-69% of the time while 45% of them stated that they use their mother tongue in the classroom about 70-100% of the time during the lesson.

Figure 6. How much do you use L1 in the classroom?”



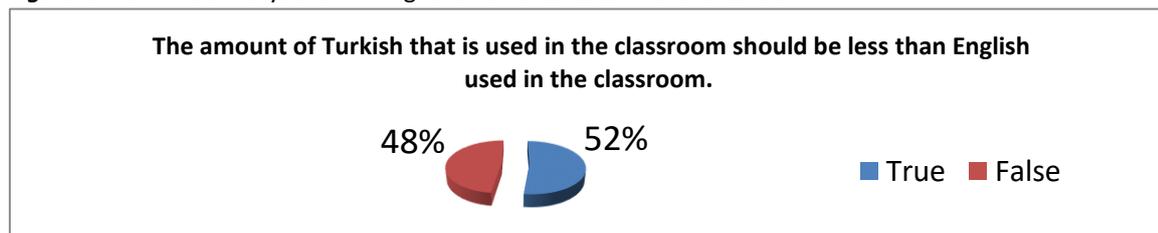
100% of the time, and 49.2% of them stated 30-69% of the time L1 should take place in the classroom during the lesson.

Figure 7. How much do you think L1 should be used in the classroom both by teachers and learners?”



The other inquiry created to reveal the opinions of the learners about the amount of English application in the classroom was “How much do you think English should be used in the classroom?” Among the students, 52% of them stated they the amount of Turkish should be less than English while 48% of them expressed vice versa.

Figure 8. How much do you think English should be used in the classroom?”



What Are The Opinions of Teachers About The Use of L1 In The Classroom?

To reveal their views about the application of L1 in the classroom, an interview was conducted to four teachers working at the same school.

One of the question was “ *Is L1 a necessity or obligation in teaching foreign language?*”

T1: I think L1 in English teaching is an obligation for teachers because of the examination system in our country.

T2: I think using L1 is not extremely vital but sometimes it can be taken into consideration for the level of the students. We might need it more in lower grades than in higher grades.

T3: In my opinion, L1 is a necessity in teaching English depending on the student’s proficiency levels.

T4: L1 is an obligation for educators in language teaching because of the examination system.

Of the participants two believe that the utilization of the mother tongue in the classroom is unfortunately an obligation due to the nationwide centralized examination system even though 10% of the students can enroll in a qualified high school, much more students take the exam hoping to get into those schools. The other two participants stated that it is very important to use L1 in the classroom considering the different proficiency levels of students. Indeed, all the participants have the same opinion that L1 use is essential and beneficial in the classroom. By reasoning, they underlined various facts about the use of L1 in the middle school context such as the homogeneous proficiency level of the students and the centralized examination system.

They were asked “*Does the use of L1 provide advantages or disadvantages for the educators in teaching a foreign language? Why?*”

T1: The use of L1 provides advantages for educators because it is almost impossible for the lower proficiency level students to understand all the instructions given by the teachers.

T2: I think using L1 in the classroom provides positive attitudes between teachers and students when they interact in their own language not only during the classroom activities but also outside of the classroom.

T3: Using L1 during the classroom activities has disadvantages for the teachers in teaching language because this prevents students from being exposed to and learning English.

T4: L1 usage provides an advantage for the teachers because it is not easy to teach students another language if they don’t know their own language better. Therefore, I use L1 to support their mother tongue and compare with the target language.

Three of the participants stated that the mother tongue use may have some benefits for teachers in some circumstances, for instance, clarification of the instructions for students who have low proficiency levels, contributing to their students’ comprehension. Mother tongue utilization also supplies some positive manners in the classroom towards English and to their teachers both in and out of the classroom. With a different viewpoint, one of the teachers pointed to the fact that knowing one’s own language well in all aspects boosts and makes it easier to learn another language. Hence, this teacher indicated that s/he employs the mother tongue to support students’ L1 with the belief that students would learn the target language easier and faster. Besides stating the positive effects all of the teachers also pointed out by admitting that overuse of the mother tongue may diminish the exposure of the target language which may constitute an impediment.

The next question was “*Does the use of L1 provide advantages or disadvantages for the learners in teaching a foreign language? Why?*”

T1: I think using L1 provides advantages for the students especially for the lower grades, for maintaining discipline and making the instructions clear.

T2: I think using L1 provides advantages for the students from the aspect of establishing positive attitudes towards their teachers and English.

T3: Using L1 provides advantages for the students especially in clarifying the instructions and grammar teaching. This helps students learn better and faster.

T4: L1 usage provides advantages for the learners but the target language ought to be used more than L1. The underlying idea is that the students should know the equivalent of what they learn in their own language

All the teachers defended the idea that the application of L1 has some benefits such as maintaining discipline, making the instructions understandable for the students in lower grades, and based on this having a low level of

proficiency and also developing favorable manners towards the class, their mates and activities in and out of the classroom. With a more positive perspective, they tend to express the advantages of L1 during grammar teaching and explaining vocabulary items especially, for the lower grades. Though L1 has both advantages and disadvantages and with the desire of applying more L2 in the classroom teachers stated the fact that for some hindrances such as the examination system; some obligations such as the students' proficiency levels, saving time; some reasons such as the skills and the activities requiring L1, they inclined to choose their students' mother tongue as the dominant instrument for instructing.

What Is The Place of L1 And The L1 Based Methodologies In English Teaching?

To find out the place of L1 and the methods that teachers prefer due to the benefits or necessities of L1. The following inquiry was *"In which cases do you need L1?"*

T1: I use L1 especially when teaching the grammar points.

T2: I use L1 when teaching vocabulary items especially at the beginning of the new units.

T3: I use L1 to clarify the instructions for the students and to maintain discipline especially for the lower levels.

T4: Especially during grammar teaching. Firstly, I use Turkish and after I go on teaching in English

Two out of four teachers indicated that the mother tongue would be helpful, particularly in grammar teaching. They all accepted code-switching is a natural process in learning a language. Thus, it is vital. One of them pointed out that L1 is useful in the course of vocabulary teaching taking part at the start of the units in particular for the lower levels as they do not understand their explanations or know their synonyms or antonyms. And for the 8th grades to save time due to the intense curriculum and examinations system. One of the participants also expressed that s/he employs L1 to make the instructions comprehensible for the learners and to maintain discipline by asserting that L1 is very effective as it sounds more sense for the learners than English. Thus, it can be inferred from the statements that all the teachers consider the mother tongue application useful to teach well, particularly in teaching grammar points, explaining vocabulary items, clarifying instructions, maintaining discipline, saving time, accelerating the lesson to follow the curriculum (especially for the 8th grades). And the statements highlighted for what reasons teachers choose to benefit from L1.

In order to find out the amount of L1 they were asked *"Does the proficiency level of the classroom affect your rate of L1 use?"*

T1: Yes it does. I speak more Turkish in lower grades.

T2: Yes, it affects it. I use more Turkish in higher grades because of the examination system I need to teach more vocabulary items in a short time and teach grammar points.

T3: Yes. The lower the grade is, the more I use Turkish.

T4: Yes. No matter which grade it is if the success of the class is lower I use more Turkish.

All teachers accepted that the level of the class determines the quantity of the mother tongue ("the higher the grade, the less they need L1" and their views are in line with what the students stated in the questionnaire "the higher the grade, the more English they demand") application in the classroom except for the 8th grades though their relatively higher proficiency level of English compared with the other classes, the mother tongue is the main language of instructing the students in the class most of the time due to the centralized exam. The other reason for making their choices in favor of using the mother tongue is the desire of informing the class deductively in order to save time. One of the teachers stressed that no matter what the proficiency level and the grade is, s/he utilizes Turkish more than the target language during the lesson. The participants accepted that they use L1 and it is a requirement. The most important fact here is the amount of the mother tongue compared with the English instruction and the outcomes of these language preferences for the learners and instructors.

What Should Be The Amount of Using L1 In The Class?

To find out their opinions about the ideal amount they were asked *"To what extent do you think L1 should be used in the classroom in teaching foreign language? Why?"*

T1: I think we must use at least 40% L1 during teaching because the proficiency level of the students is not totally equal therefore we need to benefit from L1.

T2: Not more than the target language but when teaching grammar points and vocabulary teaching we can switch to L1.

T3: The use of L1 in the classroom must be minimum. The more we use English, the more the students are exposed to it.

T4: I think 10% Turkish use is suitable for the students because the more we expose our students to English the more they learn.

In spite of the fact that they stated different percentages about the use of the mother tongue in the class during instructing the learners all teachers agreed that the use of L1 is inevitable and can be used judiciously in the classroom that is provided the mother tongue is no more than the target language. Based on the fact that teachers' answers are objective, we should note that the mother tongue is important in the teaching phase. And the more essential point of teacher replies is the indication that the utilization of L1 should not exceed L2 which might lead to the collapse of language learning goals.

The next question posed to the participants was *"Do you refer to L1 in the classroom to maintain discipline?"*

T1: Yes, I do.

T2: Yes, I do because it does not have the same effect on students as English.

T3: Yes, I do.

T4: Yes, but I rarely use L1 for discipline.

In addition to presenting different perspectives, reasons, and frequencies for the use of the mother tongue in the classroom, when we specifically discussed the discipline issue, all teachers stated that they refer to their mother tongue in order to provide discipline in the classroom, although one teacher stated that s/he uses it much less than the others. We can infer that L1 is remarkably considered a crucial instrument for discipline and classroom management by language teachers.

To find out whether the preference of L1 changes depending upon the language skills, they were asked *"In which language skill(s) do you need more L1 when teaching a foreign language?"*

T1: I refer to L1 more when I teach grammar and writing skills.

T2: Except for 4 basic skills, when teaching vocabulary and grammar points I use more L1 for the students.

T3: I use L1 more during vocabulary teaching.

T4: I benefit from L1 in grammar teaching.

Three out of four participants of the study emphasized the benefit of using L1 whilst teaching grammar and doing activities including writing skills. Additionally, two of them stated that L1 is a facilitating tool for vocabulary teaching. Hence, all the teachers use L1 during both grammar and vocabulary teaching. We can deduce that the mother tongue is used in teaching language competencies, and is an essential component for language teaching.

To reveal the ideal teacher perspective and L1 inclusion and/or exclusion indirectly they were asked *"Who do you think should teach foreign languages, native or non-native educators? Why?"*

T1: I think native speaker educators should teach the class with high levels because they can create more positive attitudes.

T2: I think native speaker educators with certain L1 knowledge should teach the students English starting from the 2nd grade up to the 8th grade. Otherwise, a native-speaker educator cannot contribute to the students' English in the 8th grade.

T3: I think native speakers should teach the students English. They can teach the cultural points better.

T4: I think non-native speakers should teach English in order to make the instructions clear by using L1 and save the time in the class and because of cultural gaps.

Three of the teachers think that native speakers would be better in teaching for some reasons in terms of creating positive attitudes towards the target language and its culture. One teacher emphasized that a native speakers can only be effective for students in Turkish education system providing that they start to teach the learners from the 2nd grade and continue to teach till the 8th grade otherwise it will not be beneficial. Unlike, these

opinions, one asserted that non-native speakers should teach the students since they need to understand the instructions and save time in teaching the curriculum. Also there might be a cultural gap between the students and teacher if the teacher is a foreigner. Though agreeing that the use of L1 is necessary they are for the opinion that native speakers would be better. They are trying to state that for some points native speakers are the ideal ones such as creating positive manners, teaching cultural points better but in general they do not think that native speakers are ideal as one of them says natives must teach from the 2nd grade and the other one says they can not be understandable for the lower levels and they must have some knowledge of L1 if not they can be efficient in teaching high proficiency levels.

What Is The Effect of L1 On Learning A Foreign Language?

The last question was *“Is the effect of L1 positive or negative for the students when learning a foreign language?”*

T1: I think it is positive because of the cognates and some similar points in grammar.

T2: I think there are some positive cases such as the cognates used in both languages. But in warm-up exercises, English is important for students to prepare them for the lesson.

T3: I think L1 has a negative effect on learning English because of the different syntactic order of English in sentences compared with Turkish.

T4: I think both of them, in the classroom provides an advantage but outside of the class, students are exposed to L1 and this causes students forget what they learn at school and this constitutes a disadvantage for the students.

All the teachers who participated in the interview expressed different opinions about the positive and negative impacts of the mother tongue in the foreign language learning process. Two of the four teachers believe that the mother tongue affects in favor of the students due to the cognates and some certain common grammar points. Contrary to this tenet, one of the participants stated the negative side effects of L1 use as being a hindrance to learning due to the dissimilar syntactic system. Unlike the previous example, as another view, one teacher pointed out that it has both pros and cons in terms of grammar, vocabulary teaching, and activities containing writing and speaking skills. Nonetheless, they agreed that the amount of the mother tongue application should be cautiously planned since the learners require sufficient English exposure to advance their English competencies. And one of the teachers again emphasized that the mother tongue should be used to a plausible degree since outside of the classroom students do not have the chance to expose to the target language. All the teachers were steady about the significance of L1, however, everyone emphasized that they ought to be careful about the quantity of the mother tongue application so as not to hinder their learning of English.

DISCUSSION AND CONCLUSION

In line with the changing perspectives in the history of language teaching, today, competent people who can speak that language are desired instead of individuals who technically know the language with all grammatical rules. This has undoubtedly emerged as a result of the vogue of “Communicative Based Language Teaching” applications in language teaching that replaced the old methods such as “The Grammar Teaching Method” in the early 1980s. This revolutionary movement was first pioneered by the “Direct method” (with a view that considers L1 as a sin) which was born as a reaction to a teaching approach in GTM, which ignores communicative competence and via using only technical translation with the mother tongue and teaching over texts without any authenticity. And this process ignited the fuse of the debate on whether the mother tongue should be in the classroom or not. This has been a subject of serious debate in the field of teaching until teachers reassessed it. As an alternative to the defenses made on the theses of whether language teaching should be done only in the target language or in the mother tongue, in recent studies, arguments have been developed for the use of the mother tongue in a reasonable, planned way and not getting in the way of the target language. Recent research supporting this study in the field reveals that it is acceptable to use the mother tongue at a reasonable level, as opposed to those who previously viewed the use of the mother tongue in the classroom as a sin.

Nonetheless, this would not be so simple to break down all these prejudices as Deller& Rinvoluceri (2002) stated that daring to use the native language in the classroom is like trying to swim not only against an insurmountable wave but also against the tides of 30 years-long direct method orthodoxy of Western (cited in Kılavuz, 2014: 93). In fact, as a result of recent research, it would be more appropriate to set aside the issue of using the mother tongue or not and focus on how we can use the mother tongue more effectively in the learning processes of the

students. Of the participant teachers 2 pointed out that the mother tongue is a must owing to the learners' proficiency levels whereas the other 2 expressed by virtue of the examination system applied nationwide in Turkey which shows that by any means L1 is indispensability. Both sides of this research including teachers and students have the same idea that L1 supplies some advantages in certain cases for instance, when maintaining discipline, and clarifying instructions. Additionally, it helps learners create positive manners towards the courses with little anxiety, facilitates students' communication with each other, and makes them more interested in the lesson and activities by enabling them to express themselves easier when they need.

According to the inquiries gathered from the questionnaire conducted to the learners, they expressed that they can figure out easier when they are taught difficult grammar subjects in their mother tongue. Moreover, the learners stated that the mother tongue facilitates making out the new vocabulary items and also they expressed that they can figure out the new words they encounter easier when explained in their mother tongue. The words resembling Turkish (cognates) are simpler to bear in mind and useful to accelerate learning and make the students feel more confident especially, for the students having lower-level proficiency. Therefore, the English curriculum and the contents including vocabulary items are selected carefully considering this fact (more cognates in lower-level books). The students pointed out that especially, in reading activities they need to see the translated forms of the passages and texts to comprehend better whereas it is adverse in the activities including speaking. The mother tongue has an impulsive effect on students in terms of being more alert and feeling more willing to participate in classroom activities as well as feeling more assured and cushioned. For the cognitive effect, both sides agreed with the opinion that the mother tongue is very beneficial for clarifying instruction, making up for misunderstandings, helping them comprehend difficult grammar structures better, and memorizing new words easier. For the social effect, they stated that they incline to employ their mother tongue to keep in contact with their mates during the activities and create better relationships. For the psychological effect, they expressed that they feel more comfortable during the activities in the classroom and the opportunity to speak or hear their mother tongue helps them cope with their fears and diminishes their anxiety. Foreign language teachers entering the course should definitely increase the use of L2 and at the same time, use their students' mother tongue when necessary to make students feel more comfortable. (Nazary, 2008: 145). As previous studies in the literature have shown, as students' proficiency levels increase, their desire to hear English and their ability to learn the lesson in the target language increase, which determines the amount of teachers' use of the target and the mother tongue. However, it is not always possible especially, for 8th grade students. In line with the findings obtained from the research, although students with higher grades need the target language more, this is not possible due to the central examination system. As a result, the function of mother tongue is too important to ignore today and it is used for certain reasons (discipline, time saving, intensive curriculum and central examination). For this reason, methods that support the acceptance of the mother tongue are used such as Communicative Language Teaching (CLT), The Audio-Lingual Method (ALM), and The Silent Way but among them, the Grammar Translation Method (GTM) which depends strongly on L1 still exists today. Rote-based education methods, which are preferred for various reasons, stand before us as the reason why students still cannot go beyond theory into practice. However, the method that is more popular than the others and tried to be applied in public middle schools is CLT. Although there are differences in some applications (such as the use of mother tongue more than CLT accepts or instant corrections that CLT does not accept), in the context of putting theory into practice and referring to 4 basic skills and using visual and auditory materials in lessons, and tries to refer communication skills rather than grammar this method is the most preferred method in public middle schools today.

SUGGESTIONS

The views of the learners and educators about employing the mother tongue made up their own reality backing up the use of L1 both for students in the aspect of cognitive, social, and psychological processes they live and for teachers as a tool that helps save time, clarify instructions, and maintain discipline. This inquiry revealed from the feedback of the participants that L1 use is not an apple that is forbidden to eat, as some educators have believed and some researchers have claimed so far. On the contrary, it is a blessing that saves and supports teaching a language in lessons provided that it is used reasonably. Despite all these, there are still opposing ideas advocating the monolingual approach based mostly on the concern that L1 abuse may bring about damage to nature of the learning phase. Nevertheless, the field of pedagogy needs to be reformulated again by such

research as this one. By means of more profound and comprehensive views, including similar topics and discussions. And the studies might be replicated as both sides have lots of ideas to share and it is pretty worthwhile to listen to students and teachers in order to gather information firsthand about these subjects accurately taking into consideration of their expectations, needs, and challenges they may try to overcome or their proposals for solutions since they are in the kitchen. Two sides of the participants sincerely emphasized their views and perceptions about L1 as a facilitating and contributing source not only for teaching but also for learning. It has been shown that reasonable use of the mother tongue is no longer an issue and is even in the best interest of the student. However, the issue is that the central examination system taking place in the Turkish middle school education system for students in order to enroll in a qualified high school measures the English language learning components in a very limited way, so the students stay away from the basic function of the language since teachers have to revise their teaching method-plans and classroom activities on the basis of this exam. This research, first of all, suggests that the curriculum (as it is currently) ought to be arranged in accordance with the components of language learning (4 skills) and should be structured considering more accurate timing while organizing the lesson plans and activities for each unit of teaching. And for the most important phase, if we consider that the fundamental purpose of learning a language is to communicate at first glance, and subsequently the 4 basic skills and grammar knowledge besides vocabulary, the central examination suggesting only reading comprehension skills evaluation should be put aside and restructured as a proficiency test in which the mentioned 4 basic skills with grammar and vocabulary knowledge are measured. To reasons this study mentioned, the inputs and outputs of education conflict and cause teachers not to act in accordance with the purpose of the language teaching as well as to break the motivation of the students to learn the language and lead them to realize technical learning only to pass the exam. In order to find a solution to this paradox, several options can be offered, such as a proficiency test at the end of the 6th grade which measures the A1 level of students including the language skills of writing, listening, speaking, and grammar in accordance with the proficiency levels determined by our ministry, and based on this, at the end of the 8th grade, the same test evaluating this time the proficiency level of A2 can be done. Instead of preparing students for a system that only measures reading comprehension on paper, it will provide students with a system that constitutes more comprehensive feedback that measures 4 language skills, which are the basic elements of language, as well as grammar knowledge since when we look at the textbooks, we see that all units allow students to practice their reading-comprehension, speaking, writing and listening skills besides vocabulary and grammar teaching that prepares students for such an exam as this study mentions. However, there is not any unit boosting learners' test-solving skills all the time to prepare them for the central exam.

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