The Use of Turkish in English Preparatory Schools: Where is the Balance?

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ABSTRACT The present study examines Turkish instructors' perception with regard to the role of native language (L1) in language classes. It aims to discover whether these instructors advocate L1 support, and if so, what classroom functions they are likely to use L1 for. Qualitative and quantitative data were collected through an open-ended questionnaire and a five-point Likert questionnaire respectively. Forty-six volunteer language instructors teaching in an English Preparatory school in Istanbul answered the first questionnaire. Twenty-two of these instructors completed the second questionnaire. Several findings merit consideration. First, there was an obvious clash between the school policy, which favored the exclusive use of English, and the beliefs of the majority of the instructors, which favored L1 support. Second, some classroom functions were found to be more prone to L1 use than the others. Third, a considerable number of language instructors used L1 as a compensatory device to deal with the students of low proficiency and motivation. Fourth, an excessive L1 use by some instructors had negative impact on the teaching of the instructors who had strict attitudes towards mother tongue support. The findings underscore the need for applying a more balanced approach to L1 use.

INTRODUCTION

Until recently, the bulk of literature in foreign language teaching- explicitly or implicitly- encouraged the use of the target language as much as possible (Hall and Cook 2012). It is argued that the use of native language cuts down on both the input that language learners receive and the output they produce, the two elements necessary for inter-language to develop. Language learners need to be exposed to the target language that is at the right linguistic level (Krashen 1985), and one of the main sources where they can receive the target language is language teachers. An ideal condition for language learning also requires pushing learners to make use of what they have internalized (Swain 1995) so that they can move from a stage where language is processed and used in a controlled manner into a stage where a more automatic use of language is achieved. The use of native language arguably deprives language learners of these opportunities.

The argument in favor of maximizing the target language use in language classes has also gained some psychological support. It is postulated that the exclusive use of the target language can prepare language learners for the unpredictability that they face outside their classes when they do not understand everything told to them (Halliwell and Jones 1991;

Macdonald 1993). Furthermore, it is claimed that instructors' use of L1 demotivates language learners as it shows that what they have learned as a new communication tool has no immediate applicability in real life (Turnbull 2001; Littlewood 1981). Additionally, it is often stated that language instructors allowed to use L1 usually overuse it. They get used to succumbing to the easiness of using L1 every time communication problems arise in the classroom (Mee-ling 1996).

Recently, however, the proponents of L1 support have expressed, more vociferously, their discontent with the ongoing orthodoxy regarding the exclusive use of the target language (Auerbach 1993; Brook-Lewis 2009; Butzkamm 2003; Cook 2001; Critchley 2002; Cummins 2007; Dujmovic 2007; Hall and Cook 2012; Schwarzer and Luke 2001). The advocates of L1 use contend that a meaningless exposure to a target language has no role in developing the inter-language of learners. Instead, it is the quality not the quantity of the input that matters (Van Lier 1995). Furthermore, a selective use of L1 can reduce the cognitive demand made on L2 language learners and assist them with the processing of the target language (Macaro 2006).

An argument in favor of L1 use was also made from socio-cultural viewpoint. It is held that L1 serves as a scaffolding device that helps learners move to the next stages of language learning. It is a semiotic tool for conducting media-

tion both within and between learners (Anton and DiCamilla 1998). Further debates in favor of incorporation of L1 revolve around the issues of practicality and the positive learning environment. It is argued that L1 use is time saving, adds to the efficiency of the lesson (Atkinson 1993) and fits the reality of many language classes where there is a time constraint and material overload. It is also in line with the humanistic approaches where language learners are given the right to have their voices in classrooms, and to speak in the target language when they are ready for it (Schweers 1999; Dujmovic 2007). Moreover, the reasonable use of L1 sends the message to language learners that their languages and cultures have value, which in turn boosts their self-esteem and motivation, ultimately leading to their achievement in language learning (Garret et al. 1994). In a similar line, Hall and Cook (2012) make the point that a great number of language learners need to function bilingually in their everyday life, and that the exclusive use of target language for teaching English has negative effect on the developing of bilingual skills and bilingual identity.

Despite the arguments made for and against L1 use, the result of survey studies show that the majority of instructors fall somewhere in between. They advocate maximizing the target language use and, at the same time, reserve some roles for the native language. Schweer (1999), for example, found that all Spanish language instructors at a university in Puerto Rico believed that L1 should be used in their classes to teach English. Similarly, Burden (2001) observed that of 73 instructors teaching English at different universities in Japan 63 (86%) mentioned that L1 should *sometimes* be used in language classes. Tang (2002) reported that 72% of instructors in a university in China supported the incorporation of L1 in their English language classes. van der Meij and Zhao (2010) results of a survey questionnaire given to forty university instructors in China showed that they *all* favored the use of the L1 in their classes. Crawford (2004) observed that teachers attitude towards the role of mother tongue support varied depending on the amount of instruction that students had received. As the proficiency level of students increased, more teachers considered English as a desirable main medium of instruction. Bateman (2008) found that the student teachers' attitude and beliefs towards L1 support changed through

time. All language teachers in his study initially expressed their support to conduct their classes in the target language. However, as the semester continued, some of them started questioning the possibility of conducting their classes fully in the target language and admittedly made more native language use.

Functions for L1 Use

While there seems to be consensus among the majority of language instructors that a judicious use of L1 can contribute to the language learning process, there is not much agreement on what the judicious use of L1 actually means and which classroom functions L1 use should be allowed for. Cook (2001), for example, argues that certain management issues and language-based activities such as teaching grammar, organizing language tasks, handling disciplinary issues and conducting language tests can be implemented through L1. Auerbach (1993) included other functions such as language analysis, comprehension check, explaining errors, discussing cross cultural issues and negotiation of syllabus and lessons. Weschler (1997) went so far as to suggest the use of L1 for conducting brainstorming during warm-up stages. In fact, the suggested functions for L1 use have become so extended that Turnbull and Arnett (2002) argued that there was not much left for the target language use.

Several studies also examined classroom discourse to explore the reasons why language instructors resort to L1 (Franklin 1990; Gearon 1997; Macaro 1997 2001; Polio and Duff 1994; Rolin-Ianziti and Brownlie 2002 for example). Polio and Duff's (1994) observation of 6 different foreign language classes in America showed that the instructors used L1 mainly for teaching grammar, managing classrooms, establishing relationships with students, teaching abstract vocabulary and assisting learners with their comprehension. Franklin (1990) found that French instructors used L1 for dealing with the students' low proficiency levels, handling disciplinary matters, and compensating for the instructors' lack of confidence and their physical tiredness. Macaro's (1997) classroom observation of secondary school instructors showed that L1 was mainly used to give instructions for classroom activities, provide feedback to the students, make translation and check comprehension. Gearon

(1997) showed that language instructors used L1 when students were confused and when there was a material overload. Macaro's (2001) observations of French instructors showed that they used L1 mainly to clarify classroom activities and reduce students' confusion, provide complicated instructions and deal with disciplinary matters. Rolin-Ianziti and Brownlie's (2002) analysis of French teachers showed that they used L1 for translation, explaining grammar and classroom management. Overall, these studies show that the functions for which language instructors use L1 may not always be identical and depending on learning contexts some variations may be observed. However, the fact that some functions are common between the studies (for example, explaining grammar, or handling disciplinary problems) suggests that they might be more susceptible to L1 use regardless of context.

Research Questions

The present study was designed to look at the issue of L1 use in an English Preparatory School in the EFL context of Turkey. It aimed to discover the attitudes of Turkish instructors toward L1 support, as well as the functions for which L1 use was perceived to be warranted. It also intended to examine the issue of L1 use with regard to the proficiency and motivational levels of the students since it was believed that contextual features could affect the perception and approach of language instructors. The following research questions were hence formulated:

1. What attitude do Turkish instructors of Prep schools have towards L1 use in language classes?
2. How do the proficiency and motivation levels of language learners affect the instructors' use of L1?
3. What functions does L1 use serve in language classes?

METHODOLOGY

Setting

The study was conducted in the English Preparatory School of a university in Istanbul. The school had a modular system and the language learners were required to successfully pass through five different proficiency levels (A1, A2, B1, B2 and C) before they were allowed to start their faculty courses. *Language Leader* was used as the textbook in four of the levels (A1-B2). The content of level C focused exclusively on preparing language learners for the end-of-module proficiency exam. Each educational year covered four modules, the summer program not included.

The school policy favored English as the only medium of instruction for all pedagogical and non-pedagogical purposes, and all instructors were informed of this. Nonetheless, it was obvious that the policy was not strictly followed and that the school was exercising some tolerance, if only for practical purposes, towards the instructors who did not comply with it.

Participants

Forty-six volunteer language instructors of three different proficiency levels (A2, B1, B2) in the English preparatory school participated in the study. The teaching experience of instructors ranged from three to eighteen years. Their educational levels varied from BA graduates to Ph.D candidates. Thirty-nine of the participants were female and seven were male. All of the participants were Turkish native speakers.

Instruments

The data for the study was collected through two questionnaires. Each questionnaire consisted of two parts. The first questionnaire aimed to obtain qualitative data. The first part of this questionnaire elicited demographic information from the instructors: gender, years of teaching experience, the level that they were currently teaching, and the levels that they had already taught. Since the instructors were aware that the school officials were against the L1 use in their classes, no question was asked about the identity of the participants. The second part of the questionnaire was an open-ended question that asked for the instructors' view of L1 use in language classes. It contained the following prompt:

Some language instructors believe that language classes should be conducted exclusively in English, while others believe that the exclusive use of English is neither necessary nor desirable. What is your view about the use of Turkish in the prep school classes? Where and when do you think the use of Turkish in Prep school classes is/is not warranted?

The first part of the second questionnaire consisted of three statements. The instructors were supposed to choose from a five-point Likert scale whether they *strongly agree, agree, neutral, strongly disagree* or *disagree* with each of the items. The items read:

1. A considerable number of my students are not at the right proficiency level to listen to the entire lesson in English.
2. A considerable number of my students are not motivated enough to listen to the entire lesson in English.
3. It is impossible to teach the prep school students at lower levels without using Turkish language.

The second part of the questionnaire included 25 items on a Likert scale designed to further determine the classroom activities/functions and the amount of L1 use in the classes. [1] The items were selected from the questionnaires and the findings of the previous studies (for example, Bateman 2008 Duff and Polio 1994; Franklin 1990; Macaro 1997 2001; Gearon 1997). The reliability (Cronbach alpha) for A2 and B1 levels was 0.9. Below is an example of items used in the second part of the questionnaire (see Appendix 1).

1. I use Turkish when I teach grammar.

Always	Usually	Sometimes	Occasionally	Never
(100%)	(80%)	(50%)	(20%)	(0%)

The study was conducted in the third module, during the second half of the academic year. Prior to the study, instructors were given oral information about the purpose of the study and the objectives of each questionnaire. The first questionnaire was given one month after the module started. Three weeks later, towards the end of the module, the second questionnaire was distributed among the instructors.

RESULTS

The first research question sought to gain an understanding of the instructors' attitudes towards the use of native language in language classes. The instructors' answers to the prompt used in the first questionnaire were used to examine their attitudes. The results showed that the instructors did not have identical views regarding native language use. Out of the 46 instructors who replied to the first questionnaire, 5 supported the exclusive use of the target language for all classroom functions. The other instructors, however, favored the incorporation of some L1 in their classes. They mainly argued that, despite the need for maximizing the target language use, under certain circumstances and for certain activities, some L1 use can help them with their teaching. Twenty-two instructors (almost half), for example, mentioned that they supported using native language with the lower level students. Twenty instructors also stated that they somewhat favored the use of Turkish for teaching grammar.

The second research question asked about the instructors' perception of the effect of proficiency and motivation levels on native language use. The answers given to the first part of the second questionnaire were used to answer this question. Only 29 volunteer instructors answered the second questionnaire since they were busy with the end-of-the-module preparation. Of these, 22 were A2 and B1 instructors and 7 were B2. Because the number of B2 instructors who answered the second questionnaire was considerably lower than the actual number of instructors teaching at this level, the data related to these instructors were not included in the analysis. The data related to A2 and B1 levels were merged since, as the instructors suggested, the language learners in these two levels were similar both in terms of motivation and level appropriateness. Figure 1 shows the result of the data analysis.

As the columns on the left side of Figure 1 reveal, 69% of the instructors believed that their students were not proficient enough to listen to the entire class in English. Only 17% believed that their classes could be run exclusively through the target language. The columns on the right side of Figure 1 show that the same number of instructors (69%) believed that their students lacked the required motivation level to be taught in English alone. Only 11% of the instructors disagreed with this.

The third item in the first part of questionnaire 2 asked about the possibility of conducting lessons with the students of lower proficiency without using Turkish. As Figure 2 below shows 54% of the instructors believed that it was not possible to teach exclusively in English at lower levels. Only 16% of the instructors believed this was possible. Similar attitude toward the role of language proficiency was also reported in other studies (see Crawford 2004; Mitchell 1988; Macaro 1997).
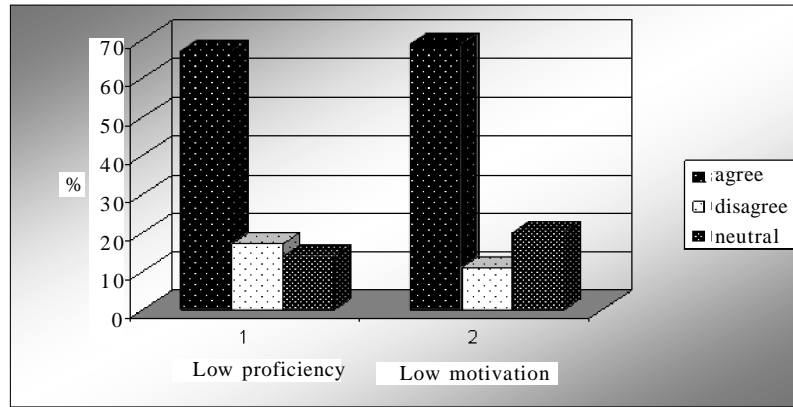
Fig. 1. A2 + B1 instructors' perception of the inadequacy of the students' proficiency and motivation levels
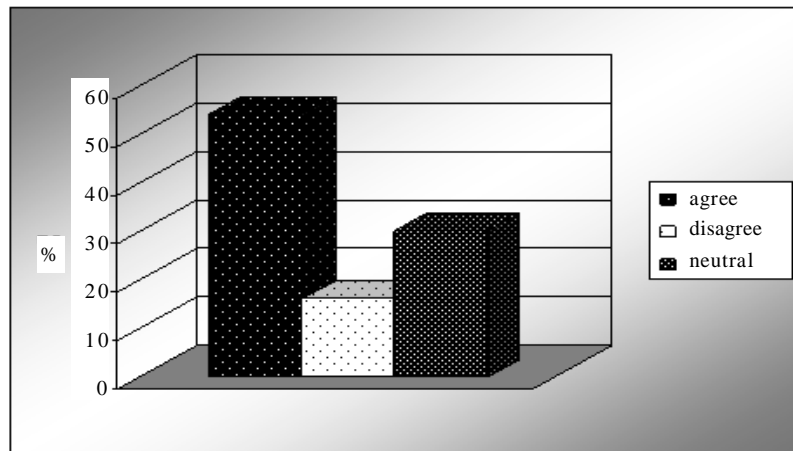

Fig. 2. A2 + B1 instructors' attitude towards using L1 with low proficiency students

The third research question asked about the classroom functions for which Turkish is used. Data collected from the second part of questionnaire 2 was used to answer these questions. However, since it is claimed that self-reported data may run the risk of underestimating the accurate use of L1 (Palio 1994; Wing 1980; Wilkerson 1994) a simplified version of the results was used where the values for L1 use were conflated into two separate columns. The values of the first, second and third columns, 'always' (100%), 'usually' (80%) and 'sometimes' (50%) were merged into a single column, to represent a sizable use of L1. Similarly, the values of the fourth and fifth columns, 'occasionally' (20%) and 'never' (0%) were conflated into a second column, to

represent a limited use of L1. A 30% value difference between 'occasional' (20%) and 'sometimes' (50%) was taken as a borderline to separate the sizable and limited use of L1. Having merged the data, the percentage of L1 use for the 25 functions mentioned in the second questionnaire was calculated for A2 and B1 instructors only.

Out of 25 functions, 15 functions were selected for which at least half of the A2 and B1 instructors claimed to make sizable use of L1. These functions were teaching difficult and abstract vocabulary (89%), dealing with disciplinary matters (82%), maintaining rapport (77%), giving individual help (75%), teaching strategies (73%), dealing with ambiguity (73%), an-

nouncing test results (73%), helping comprehension (68%), dealing with classroom tension (68%), keeping students interested (64%), explaining the differences between the two languages (63%), handling material overload (63%), making classroom announcements (54%), teaching grammar (59%), and teaching writing (59%).[2] Here, the percentage shows the proportion of the instructors who claimed to make a sizable use of L1; they always, usually or sometimes use L1 for the selected functions.

DISCUSSION

The first research question explored the attitudes of Turkish instructors towards L1 use in their language classes. The answers to the first questionnaire revealed that the instructors did not have identical attitudes towards the use of Turkish in their classes. While five instructors strongly favored the excessive use of the target language, the rest of the instructors claimed that switching into L1 can help them teach English. These findings echo the results of Burden's (2001) and Tang's (2002) studies where the majority of language instructors supported L1 use in language classes. What is noteworthy is that the findings of the present study reflect an obvious clash between the instructors' beliefs and the existing school policy that favored the exclusive use of English in the language classes. It is also interesting to note that the instructors, in general, ran their classes according to their own beliefs, if only because the school did not strictly monitor the implementation of its policy. Similar cases of mother tongue use despite the current policy were also reported in other countries (see for example Lucas and Katz 1994 for the USA, McMillan and Turnbull 2009 for Canada, Nagy and Robertson 2009 for Hungary, and Kan, 2008 for Korea).

However, it is interesting to note that not all instructors favored the incorporation of Turkish in their classes. Almost 11% of the instructors had a relatively strict attitude towards mother language use. One corollary of having instructors who use different amounts of L1 in their language classes is the negative impact that it may have both on students and other instructors. Language learners who have developed the expectation of communicating through the target language may lose their interest when transferred into a classroom whose instructors make excessive use of the native language (Wilkerson, 2008). An opposite case may happen to instructors though. The instructors who have strict attitudes towards L1 use may find themselves under pressure to make more frequent use of L1 if they start teaching students whose previous teachers had a lenient attitude towards L1 use (Mee-ling 1996). Below are the comments of an instructor who suffered from the ongoing discrepancy:

I teach in L2 very easily, but in the second and especially in the third module I observed that my students expect Turkish explanations. They have learned this behavior in modules 1 and 2. Honestly speaking, it has created a lot of problems for me since it is difficult to change their learned behavior.

An important point about the learning habits of a majority of Turkish students is that they are not satisfied with rough comprehension. Precision in meaning is required before these students feel content that learning has taken place, a problem that compelled some instructors to make more frequent use of the native language. One of the language instructors wrote:

Almost in all levels, the use of Turkish is inevitable since our students have a learning background where they need to understand all rules and structures as clearly as possible.

If the argument regarding the learning habits of Turkish students is true, then the expected outcome of teaching in a language school in Turkey (or similar educational contexts) is that, when no standard policy towards native language use is applied, the majority of students may draw upon their own experience of learning new languages and favor the instructors who make frequent use of L1 in their classes, and disfavor the ones who run their classes entirely in English. The latter group stands a higher chance of being branded as *confusing, unclear, and/or inefficient*.

The second research question asked if the proficiency and motivation levels of the language learners affected the instructors' use of L1. 69% of the A2 and B1 instructors who answered the second questionnaire stated that their students lacked the required language proficiency for their levels. 59% of these instructors claimed that L1 should be used with the students of lower levels. Also, out of the 46 instructors answering the first questionnaire, half of them maintained that they used L1 when teach-

ing students with lower proficiency levels. This is illustrated in one of the instructors' writing:

At lower levels, when instructors keep speaking in the target language, students look at them with blank eyes. We should make a decision and either keep speaking in English and disregard their lack of understanding or turn into Turkish.

An issue that might have increased the need for using L1 is that the proficiency level of students in a given module varied considerably as the semester continued. The majority of the instructors agreed that the proficiency level of the students fit their assigned level in the initial modules better than in the later modules (when the study was conducted). This might be related to the use of achievement and/or the end-of-the module tests that suffer from validity and reliability problems. The use of these testing materials made it possible for a number of less proficient language learners to somehow make their ways to the higher levels. Once a considerable number of such students are accumulated in one class, the use of native language becomes more likely. The following comments by one of the instructors reflect this point:

Whenever I try to teach my lessons in English, I feel I am alone and no one is trying to understand what I am saying at that moment. However, in my previous module I had a class of A2 students who were successful and almost 90% of the lesson was in English.

A negative attitude was also expressed with regard to the students' motivation level. The majority of A2 and B1 (69%) instructors was dissatisfied with the motivational level of their students and claimed that it affected their use of native language. The following comments by one of the instructors illustrate the point:

I think it has all to do with the motivation. When I had a highly motivated class, with positive feelings towards learning, I did not feel the need to use L1. But in the opposite case, using L1 serves as an affective factor which pulls the reluctant students a bit more into the learning environment.

The quotations mentioned above underline the importance of contextual factors in deciding the legitimacy of L1 use. The exclusive, or near exclusive use of the target language in classes where students are motivated and their language proficiency matches the levels assigned by the school, and the materials used, is both plausible and encouraging. On the other hand, requiring exclusive use of the target language in language classes where students are demotivated, and where there is a noticeable mismatch between the proficiency level of students and the difficulty level of teaching materials may lead into disappointing results (see Mee-ling 1996 for a similar argument).

The third research question asked about the classroom functions that caused the highest amount of L1 use. Only the functions for which at least half of the instructors in A2 and B1 levels claimed to have made sizable use of L1 were selected. As a result, 15 classroom functions for which instructors claimed a sizable L1 use were found. Following Cook (2001) classifications, these functions can be grouped into two main categories. 1) Functions used to control classroom organization which includes: dealing with disciplinary matters, maintaining rapport, announcing test results, dealing with classroom tension, keeping students interested, making classroom announcements, handling material overload 2) Functions used to convey meaning which encompasses: teaching difficult vocabulary, teaching grammar, teaching writing, dealing with ambiguity, helping comprehension, teaching strategies, explaining the differences between the two languages, and giving individual help. It is important to note that teaching abstract vocabulary, dealing with disciplinary issues, and maintaining rapport with students were among the top three functions. The low proficiency level of the majority of the students coupled with their lack of tolerance for ambiguity made it difficult for them to grasp the meaning of difficult vocabulary presented through English, which in turn increased the use of native language by the instructors. Furthermore, the instructors' answers to the first questionnaire showed that some of them believed that management issues were better conducted in Turkish than English because the former had a more immediate outcome and reflected the authoritative voice of teachers more efficiently. Additionally, they expressed that the use of native language makes the instructors more approachable by language learners and strengthens the bonds between them.

The current study had some limitations. First, as stated before, the instructors' self-report may not accurately reflect their actual L1 use in their classes. To deal with this shortcoming some

values were conflated into sizable and limited L1 use. However, it may be argued that this may not fully resolve the problem.[2] Second, the findings of the present study should be understood within the context of only one English Preparatory School and with a group of language learners the majority of whom were not motivated and did not fit the proficiency level assigned by the school. Third, the criteria of selecting the functions for which at least half of instructors claimed sizable L1 use was conducted as a matter of convenience. One may rightly argue that a function with a 30% claim, for example, also signifies a case of excessive L1 use. Fourth, the list of functions used in the second questionnaire may not be exhaustive enough to be used in other learning contexts and may require further development.

CONCLUSION

The findings of the present study revealed the intricacy of L1 use in English preparatory classes. The majority of language instructors favored the incorporation of L1 into their language classes despite the school policy. Some instructors, however, took issue with the supporting role of L1 arguing that the costs may outweigh the benefits. It is interesting to note that such differentiated approach towards L1 use had a negative impact on both the language learners and language instructors. Some of the language instructors and learners become distraught with the excessive use of L1 support in the language classes. Another important point was that of a range of functions examined in the study some turned out to be more prone to L1 use than the others. A majority of the language instructors appeared to hold that a more effective and engrained language learning is achieved if these functions are conducted through L1 support. The findings, however, need to be interpreted in the light of the context in which it was conducted. As for the present study, the language learners appear to suffer from low motivation, and the mismatch between their language levels and the ones assigned by the school. Studies conducted with a different population both in terms of motivation level and proficiency appropriateness may yield different results.

RECOMMENDATIONS

Two different yet related measures can be taken to deal with the negative consequences of applying a differentiated approach to L1 use. First, instead of considering English as the only medium of instruction for all proficiency levels, a policy can be made in which language learners are offered some leniency at lower proficiency levels. The L1 support, hence, acts a stepping-stone for the students with little or no knowledge of the target language. The L1 use, however, is reduced as the proficiency of students increases through time. It should, also, be born in mind that the target language should still be the major classroom language and L1 support should be only conducted selectively.

Second, attempts can be made to bridge the existing gap among instructors by training those whose use of the native language is excessive. In-service programs can introduce techniques to help these instructors stick to the target language for longer periods before switching to the native language. The fifteen functions for which the sizable use of L1 was identified can be the focus of the training programs. Additionally, language instructors can modify their students' high expectation for L1 use by explaining the importance of using target language in the classroom. Moreover, peer observation can make excessive L1 users realize that an identical classroom activity can be conducted with a lesser amount of native language support. In our case, for example, these instructors may notice that it is possible to teach grammar with no or minimum resort to L1.

Finally, the fact that the instructors were not satisfied with the proficiency and motivational levels of their students underscores the importance of designing more valid and reliable end-of-module tests that can discriminate between learners of different language abilities, as well as taking measures to enhance and sustain their level of motivation throughout the academic year. Language instructors maybe compelled to make more frequent use of native language when the difficulty of the materials that they use in their classrooms is considerably higher than the linguistic ability of the students, and if they deal with language learners who are not co-operative and motivated.

It is true that the final decision regarding L1 use is greatly influenced by teachers' judgment

regarding its legitimacy and functions. It is also noteworthy that even for an identical situation such value judgment varies among language instructors resulting in different amounts of L1 use. However, as we observed in this study, applying a hands-off approach where language teachers are left on their own to make intuitive decisions regarding the rightful amount of L1 support may not always bring positive results. An alternative, however, is to apply a teamwork approach whereby teachers take a relatively unified front. In this sense, L1 over-users may come to realize that it is possible to achieve similar or even better results by limiting the amount of L1 support in their language classes. Similarly, language teachers at the other end of the spectrum need to realize that a judicious L1 use has no detrimental effect on the process of language learning, and that it can actually contribute to a more enhanced performance of L2 learners.

NOTES

1. The initial idea was to record and analyze the classroom discourse of the instructors in different levels. However, after observing and recording the classes of four volunteer instructors, it was felt that the collected data did not reflect the accurate amount of L1 use. In the following briefing sessions, three of these instructors admitted that the amount of L1 use was considerably lower than what usually occurred in their classes. There were two reasons for this. First, as already mentioned, the school policy had formally forbidden the use of L1 in the classes. The instructors might have been worried that extensive L1 use could jeopardize their professional career. Second, a considerable number of the instructors had taken in-service programs such as CELTA, and developed a tendency to switch into English, the expected classroom language, whenever their classrooms were observed.
2. The next function in line was explaining a cultural point (37%).
3. The researcher does not believe that the use of self-reported data has undermined the findings of the present study much for two reasons. First, the alternative method of recording the classroom discourse and analyzing it is only effective when schools do not formally prohibit the use of L1. The data collected in educational settings where the use of native language is formally discouraged may misrepresent the native language use even more than self-reported survey studies do. Second, the concern with self-reported studies is always about the instructors' underestimation of their L1 use. However, in the present study, for the majority of the functions, the A2 and B1 instructors claimed to have made an excessive use

of L1. Caution, hence, needs to be exercised only with interpreting the functions where limited use of L1 was claimed.

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APPENDIX

A. Choose the appropriate letter that describes when you use Turkish language in your classrooms

I use Turkish ...	Always	Usually	Some-times	Occasi-nally	Never
	100%	80%	50%	%20	%0
1 when I teach grammar.	A	B	C	D	E
2 when I teach writing.	A	B	C	D	E
3 when I explain the differences between Turkish and English.	A	B	C	D	E
4 to make announcements in my classes.	A	B	C	D	E
5 to explain classroom activities (how an activity should be done).	A	B	C	D	E
6 to set the objectives at the beginning of each lesson.	A	B	C	D	E
7 to give homework assignment	A	B	C	D	E
8 to settle a disciplinary problems in my classes.	A	B	C	D	E
9 to discuss test results.	A	B	C	D	E
10 when I realize my students are losing their interest in the subject matters.	A	B	C	D	E
11 to teach learning strategies.	A	B	C	D	E
12 to reduce the confusion of the students in ambiguous tasks.	A	B	C	D	E
13 to give the summary of the lesson.	A	B	C	D	E
14 to help students comprehend an important point in the lessons.	A	B	C	D	E
15 to talk about personal matters, which are not related to their lessons.	A	B	C	D	E
16 when I feel a negative affective state and tension in the class.	A	B	C	D	E
17 when a student ask me a question in Turkish.	A	B	C	D	E
18 to give individual help to the student in the class.	A	B	C	D	E
19 to give the translation of difficult words.	A	B	C	D	E
20 when I am not in a good mood.		B	C	D	E
21 when I don't know an English word.	A	B	C	D	E
22 when I want to involve all students in classroom activities.	A	B	C	D	E
23 to conduct pre-reading or pre-listening activities	A	B	C	D	E
24 to explain a cultural point.	A	B	C	D	E
25 when I have a lot of materials to cover in a short time	A	B	C	D	E

Comments: