



NEAR EAST UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**USE OF FIRST LANGUAGE IN EFL CLASSROOMS: THE PERCEPTIONS
OF TEACHERS IN NORTHERN CYPRUS**

MASTER THESIS

Gülsen BURAT

Nicosia

June, 2020



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Nicosia

June, 2020

APPROVAL OF THE THESIS

We certify that we have read the thesis submitted by Gülsen Burat titled “ Use of First Language in EFL Classrooms: The Perceptions of Teachers in Northern Cyprus” and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Educational Sciences.

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by the rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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Gülşen Burat

To my parents and my brother...

ABSTRACT**Use of First Language in EFL Classrooms: The Perceptions of Teachers in Northern Cyprus****Burat Gülsen****MA Program, Department of English Language Teaching****Supervisor: Assoc. Prof. Dr. Çise Çavuşoğlu****Jun, 2020, 193 pages**

The use of the first language (L1) in English as a Foreign Language (EFL) classes has been a controversial topic in the field. There are approaches towards using L1 in EFL classrooms; While some teachers claim that L1 should not be used, others think that it has an important role in facilitating EFL learning. The present study aimed at investigated EFL teachers' perceptions about using L1, the frequency of teachers' L1 use, and the cases in which they do so in the context of state schools in northern Cyprus. In addition, possible differences in their perceptions and practices based on age, gender, first language, level of education, place of graduation, faculty of graduation, years of teaching experience and grade level taught were analyzed. In total, 170 EFL teachers participated in the study, where a researcher-made questionnaire was employed to collect data about their perceptions. Data were analyzed quantitatively through descriptive statistics and parametric tests were also run to identify possible differences based on the given categories. The results showed that the majority of the teachers had neutral approach towards using L1 in EFL classrooms, they prefer to use L1 when there is a need. The results also revealed that while there is no difference in their perceptions and uses of L1 in the classroom based on gender, several differences were identified in terms of years of teaching experience, year group taught, level of education, school of graduation and first language.

Keywords: use of first language, L1, English as a foreign language, teachers' perceptions, mother tongue use in EFL

ÖZ

Yabancı Dil Olarak İngilizce Sınıflarında Anadil Kullanımı: Kuzey Kıbrıs'taki Öğretmenlerin Algıları

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Haziran, 2020, 193 sayfa

Yabancı dil olarak İngilizce (YDİ) sınıflarında, anadil (AD) kullanımı konusunda devam eden bir tartışma söz konusudur. YDİ sınıflarında AD kullanımına yönelik yaklaşımlar vardır; Bazı öğretmenler YDİ eğitiminde AD'nin kullanılmaması gerektiğini iddia ederken, diğerleri ise öğrenimi kolaylaştırmada önemli bir rol oynadığını düşünmektedir. Bu çalışma, kuzey Kıbrıs'taki devlet okullarında çalışan YDİ öğretmenlerinin AD kullanımına ilişkin algılarını, öğretmenlerin AD kullanım sıklığını ve hangi durumlarda AD kullandıklarını araştırmayı amaçlamıştır. Ayrıca, öğretmenlerin yaş, cinsiyet, anadil, eğitim düzeyi, mezuniyet yeri, mezuniyet fakültesi, öğretim yılı tecrübesi ve öğretilen sınıf düzeyine dayalı algı ve uygulamalarındaki olası farklılıklar incelenmiştir. Araştırmacı tarafından hazırlanan bir anketin kullanıldığı çalışmaya 170 YDİ öğretmeni katılmıştır. Veriler tanımlayıcı istatistikler kullanılarak nicel olarak analiz edilmiş ve belirlenen değişkenlere göre olası farklılıkları belirlemek için çıkarımsal istatistikler de kullanılmıştır. Sonuçlar, öğretmenlerin çoğunun YDİ sınıflarında AD kullanmaya yönelik tarafsız bir yaklaşıma sahip olduklarını ve ihtiyaç duyulduğunda AD kullanmayı tercih ettiklerini göstermiştir. Sonuçlar ayrıca, öğretmenlerin AD kullanımına yönelik cinsiyete dayalı algıları ve kullanımları arasında bir fark olmamakla birlikte diğer faktörlere bağlı olarak öğretmenlerin görüşlerinde çeşitli farklılıklar olduğunu göstermiştir.

Anahtar Kelimeler: ana dil kullanımı, yabancı dil olarak İngilizce, öğretmen bakış açısı, İngilizce dil sınıflarında anadil kullanımı,

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LIST OF ABBREVIATIONS

L1 : First Language

L2 : Second Language

TL : Target Language

EFL : English as a Foreign Language

TEFL : Teaching English as a Foreign Language

ELT : English Language Teaching

GTM : Grammar Translation Method

DM : Direct Method

CLT : Communicative Language Teaching

NEU : Near East University

SPSS : Statistical Package for Social Sciences

SARS-CoV2: Severe Acute Respiratory Syndrome-Related Coronavirus

FOS : Free Online Surveys

CHAPTER I

Introduction

During the decades, the use of the first language (L1) has been one of the arguments in English Language Teaching (ELT). There have been various opinions of researchers and English as a Foreign Language (EFL) teachers about using L1 in EFL classrooms because of different factors. The primary purpose of the foreign language teachers should be enhancing students' skills in the target language. In this case, teachers should apply the most appropriate methods and approaches while teaching a foreign language. Therefore, different approaches and teaching methods have been used by the teachers according to their perceptions. While some teachers support using L1 in EFL classes which is called the bilingual approach, others support using the only target language (TL) in EFL classes which is called the monolingual approach or "English only" policy. According to the monolingual approach, the use of L1 in TL classes could cause some problems. Thus, teaching English can only be pursued by the monolingual approach. Using TL is very crucial to make students enhance their language skills, especially speaking skills (Atkinson, 1987; Cole, 1998; Krashen, 1981). In this first chapter of the thesis, in the following sections, detailed information about the background of the study, the problem statement, the purpose of the study, the significance of the study, limitations, and definition of terms will be provided.

Statement of the Problem

Using L1 has been a controversial topic, and the problem is there has been no certainty whether the use of L1 is necessary for ELT or not. The attitudes and perceptions of the EFL teachers towards using L1 in second language (L2) classrooms have been investigated in different contexts and the results have been quite contradictory. Some researchers investigate that L1 is a facilitator in teaching and learning L2 (Atkinson 1987; Cook, 2001; Cummins, 1978; Freeman, 2011; Machaal, 2012; Nation, 2003; Tang, 2002; Vygotsky, 1962). Şahin and Şahin (2019) stated that teachers prefer to use L1 when their students have difficulties in grammar.

Yenice (2018) conducted a study on state elementary school teachers, and the results showed that L1 is very important for instructional reasons to make the meaning clear.

On the other hand, some other researchers reject using L1 in EFL classes (e.g. Cook, 2001; Cameron, 2001; Ellis, 2012; Krashen, 1982). Cook (2001) provides several arguments about the avoidance of L1. For instance, students should learn TL in a way that they learn their L1, and also students should keep the two languages separate in their minds (Cook, 2001). The primary purpose of the EFL teachers is to enable students to improve their knowledge and skills in the TL, and that works best when the students are exposed to the language by listening, speaking, reading and writing in the target language rather than using L1 (Puchta & Williams, 2013). İnal and Turhanlı's (2019) study investigates that teachers should use English in the classroom because the students take teachers as role models, so if the teachers prefer to use L1, students will also prefer to use L1 rather than using English. In Debreli's (2016) study on non-native English teachers in northern Cyprus context, it is stated that English is best learned when the students get exposed to English in the classroom. Therefore, teachers should provide them L2, and they should minimize the use of L1. L1 can be used when there is a necessary situation like defining new vocabulary and explaining difficult topics. Moreover, it was stated that the use of L1 should be more minimized with higher-level students than lower-levels (Debreli, 2016). Bensen and Çavuşoğlu (2013) also stated that teachers prefer to use code-switching to clarify the meaning for the students to prevent any misunderstanding. However, if the tendency of using the native language is high, it may lead students to get used to instructions being translated into their L1. As the students do not have enough chance to get exposed to TL, they may lose their interest in TL (Bensen & Çavuşoğlu, 2013). Kaymakamoğlu and Yıltanlılar's (2019) study on five non-native English teachers at a preparatory school in Northern Cyprus investigated that L2 should be used mostly because getting used to the L1 may not enable students to acquire the target language. However, they claimed that they prefer to use L1 with lower-level students to make the meaning clear for them.

Furthermore, according to the researcher's observations on teachers' L1 use during her internship in a state secondary school, it was investigated that the majority of the EFL teachers prefer to use Turkish in EFL classrooms. She observed four teachers and only one of them preferred to use English more than Turkish. The

students whose teachers used L1 always preferred to use L1. This means that students got used to using L1 in the classroom and they were not exposed to the TL so that they could enhance it. The researcher observed that students were unable to speak in English. They gave answers and asked questions using Turkish. If a teacher's talking time in L1 is more than L2, this means that students may not be exposed to enough L2 to acquire it appropriately. Thus, students may not enhance their pronunciation, listening, and speaking skills. Moreover, the teachers who mostly prefer to use L1 in the class use the Grammar Translation Method (GTM). The researcher claims that the GTM turns students into robots because they always need to memorize grammatical rules and meanings of the given vocabulary. They just memorize them for a short time, they do not learn them effectively. EFL classes should be much more communicative by using TL to develop their language skills. L1 can be used when students have difficulties and it can be only clarified by using their mother tongue. On the other hand, only one of the teachers preferred to use L2 more than L1 in the class. The researcher observed her students, and it was very obvious that most of the students were willing to use L2 and they were active in the class activities. She also used L1 but when it was necessary, not often.

Teachers' L1 use is a problem in this case because students need to be exposed to the TL they are learning. The researcher argues that if teachers use L1 carefully while teaching a foreign language, it may not prevent students from enhancing the target language. Because of all these factors and disadvantages, this study attempts to investigate the EFL teachers' frequency of use of L1, and the cases in which they do this.

Purpose of the Study

The present study aimed to investigate the perceptions of the EFL teachers at state secondary schools in northern Cyprus about using L1 (Turkish) to teach the target language (English). This study aimed to reveal whether the teachers preferred to use the bilingual teaching method which includes either using both L1 and L2 or monolingual method which supports the "English only" policy. Moreover, it investigated how often the EFL teachers prefer to use L1 in their classes and in

which cases they preferred to do so. In this respect, the current study aimed to answer the following research questions:

- What are the perceptions of EFL teachers in northern Cyprus about using Turkish (L1) in English language classes at the secondary level?
 - What are the main purposes of EFL teachers for using L1?
- Are there any significant differences between the participants' perceptions based on:
 - age?
 - gender?
 - first language?
 - level of education?
 - place of education?
 - faculty of education?
 - years of teaching experience?
 - and the grades they teach?
- In what cases do EFL teachers prefer to use L1?
 - To what extent do EFL teachers feel the need to use L1?
 - Are there any differences in the frequency of L1 use based on:
 - age?
 - gender?
 - first language?
 - level of education?
 - place of education?
 - faculty of education?
 - years of teaching experience?
 - and the grades they teach?

Significance of the Study

EFL teachers may have different perceptions of using L1 in English language classrooms. Some of them prefer to use L1 while some others do not because of several factors, and this study was designed to investigate whether the perceptions of teachers show differences according to several factors such as; their age, gender,

level of education, faculty of graduation, place of graduation, years of teaching experience and the grades of the students. The need to reevaluate the EFL teachers' perceptions about using L1 emerged from the gaps in the previously conducted studies. There have been several studies (Bensen & Çavuşoğlu, 2013; Çelik & Aydın, 2018; Debreli, 2016; Kayaoğlu, 2012; Mahmutoğlu & Kıcıır, 2013; Sali, 2014; Şahin & Şahin, 2019; Yenice, 2018) which have investigated the teachers' and students' attitudes towards code-switching and the role of the L1 in L2 classes in the Turkish context, but little attention has been paid to teachers' perceptions about using L1 in secondary-level state schools in northern Cyprus. Therefore, the present study was designed to focus on this controversy in the Turkish Cypriot context by investigating EFL teachers' perceptions of using L1 in EFL classes. In this respect, the present study offers valuable contributions with significant data on these aspects. This study will also reveal which approach is commonly used in English Language Teaching (ELT) classrooms in northern Cyprus, which can pave the way for further in-service teacher trainings as well as further research on the issue in the future. Therefore, this study will have contributions for the ELT education programs and teacher training programs to revise the courses to make teachers and teacher candidates be aware of the importance of using the TL in the EFL classroom.

Definition of Terms

The operational definitions of the key terms in the study are given in this part to understand and clarify their meanings.

Bilingual Approach

The bilingual approach is one of the approaches which is used by teachers in EFL classrooms, supports using the first language (L1) in EFL classes (Afzal, 2013; Ahsan et al., 2016; Jadallah & Hasan, 2011; Kayaoğlu, 2012; Liu et al., 2004; Mahmutoğlu & Kıcıır, 2013). According to this approach, using L1 is very important to provide scaffolding for students in their foreign language learning process (Brown, 2001). In this study, using the bilingual approach means that the state secondary

school EFL teachers prefer to use both Turkish (L1) and English (L2) during the teaching and learning process.

English as a Foreign Language (EFL)

Iwai (2011) defined EFL as learning English in non-English-speaking countries (Iwai, 2011). EFL in this context means the English language taught in secondary state schools' context in northern Cyprus. The students' native language is Cypriot Turkish and they are learning English as a foreign language.

EFL Teachers' Perceptions

The perceptions are the thoughts which teachers have about their professional area, and there are various perceptions of EFL teachers about using L1 while teaching English (Ahsan et al., 2016; Çelik & Aydın, 2018; Debreli, 2016; Kayaoğlu, 2012; Mahmutoğlu & Kıcıır, Sali, 2014). This study aims to investigate state secondary school EFL teachers' perceptions about using Turkish (L1) in English classes.

First Language (L1)

According to Pokharel (2001), first language, mother tongue, and native language are the common terms for the language which a person acquires from birth. It means that L1 is the language that is learned naturally by people from their environment before they learn other languages (Silvani, 2014). In the context of the current study, the first language (L1) is Turkish.

Monolingual Approach

The monolingual approach is also called "English only" policy. Using learners' L1 is avoided in EFL classes according to this approach (Cook, 2001). In

this study, using the monolingual approach means that using only English rather than using Turkish at the state secondary schools in northern Cyprus.

Limitations of the Study

The participants of the study were targeted as the whole population of the English teachers at secondary-level state schools in northern Cyprus. It was planned to collect the data by going to the relevant schools and distributing the questionnaires to the EFL teachers in pen-and-paper form. However, the researcher could collect only 85 questionnaires out of 130 which were distributed. Many teachers were unwilling to respond to the questionnaire and therefore the collected data in the initial phase of the study was limited to the volunteers only.

On top of the issues faced with the response rate, due to the Severe Acute Respiratory Syndrome-Related Coronavirus (SARS-CoV2) pandemic, which broke out during the time of the data collection, the data collection process had to be stopped. The researcher could not maintain going to the relevant schools and therefore an electronic version of the questionnaire was prepared. In this case, the most important limitation of the study was due to the fact that only those teachers to whom the researcher was able to reach through social media sites were invited to the study. Those who did not have any accounts on these social media sites were automatically out of reach of the researcher.

Finally, the questionnaire designed to be used in this study focused on issues raised by the previous studies and also issues observed by the researcher in her experience of learning English as a foreign language. However, since this study is designed as a quantitative study, the results do not provide answers to the rationale behind teachers' use of the L1 in EFL settings.

This chapter provided information about the topic under investigation and presented the statement of the problem, the purpose of the study, the significance of the study, limitations of the study, and definition of terms. In the following chapters, a review of the relevant literature, the methodology followed during the study, and the findings of the quantitative research will be presented.

CHAPTER II

Literature Review

Utilization of the first language (L1) has been one of the main arguments in the field of Teaching English as a Foreign Language (TEFL). There are different perceptions about using L1 in the English as a Foreign Language (EFL) classes, and several studies have been carried out on this issue until now. According to the previous studies (Ahsan et al., 2019; Çelik & Aydın, 2018; Erkan, 2019; Kayaoğlu, 2012; Kaymakamoğlu & Yıltanlılar, 2019; Levine, 2003; Mahmutoğlu & Kıcıır, 2013; Miles, 2004; Sali, 2014; Scoot & Fuente, 2008; Tang, 2002), the majority of the EFL teachers do not reject the use of L1, especially in lower-level English language classes. They mostly prefer to apply the teaching methods which support using the mother tongue as a facilitator in the EFL classes. However, some teachers who reject using L1 support the idea that learners should be exposed to the target language (TL) to enhance it effectively (Chaudron, 1988; Krashen, 1981; Littlewood, 2011; Nazary, 2008; Philipson, 1992). There are several reasons for teachers for accepting or rejecting the idea of using L1 in the EFL classes, and in this part of the study, these reasons will be discussed with the previous studies.

In this chapter, three main research areas about L1 usage in the EFL classroom settings will be presented. First, the theoretical frameworks in EFL teaching will be discussed according to the previous studies so that the reader can identify which methods and approaches support using L1 and which of them reject using L1 in the EFL classes with the given arguments and examples. Then, the perceptions about the bilingual and monolingual approach in the EFL class will be investigated. Furthermore, teachers' perceptions about using L1 will be discussed according to several questions that are also the main research questions of this study. Finally, the advantages and disadvantages of using L1 in EFL classrooms will be discussed by investigating the previous studies.

Theoretical Frameworks in EFL Teaching

EFL teaching methods do not have stability because there have been various changes in this area. The history of using L1 in the target language (TL) classrooms

reveals changes periodically about how this practice is perceived (Auerbach, 1993). Several methodological shifts can be observed in English Language Teaching (ELT) until now. However, there has not been any evidence that indicates which method is the best for EFL teaching. While one group of educators and researchers support using L1, others reject using it in the EFL teaching and learning process. Hence, it is important to know the extent to which L1 should be used in the EFL class. Although many teachers and researchers support using L1 in EFL classes as it supports the teaching and learning process, some teachers assure that the excessive use of L1 in EFL classes may be disadvantageous for the students' linguistic and cognitive development (Atkinson, 1987; Butzkamm, 2003; Jadallah & Hasan, 2011; Littlewood, 2011; McMillan & Rivers, 2011; Scott, 2008; Vaezi & Mirzaei, 2007).

The Grammar Translation Method (GTM) is one of the methods that strongly support using L1 in EFL classes. It has been one of the most common teaching methods used in schools, especially for low-level students. Richards and Rodgers (2003) state that GTM was very popular from the 1980s to 1990s, and also the medium of instruction is L1 in EFL classes according to this method. In GTM, the main aim is to develop students' reading and writing skills through vocabulary items and translation. This method follows the bilingual approach because according to GTM, it is very crucial to use the mother tongue to make students understand every detail of the target language by translating it into the first language. Moreover, grammar is taught by giving the rules directly and let students just memorize the rules. Therefore, the main purposes of GTM are helping students enhance grammar through the rules and do the translation (Afzal, 2013; Atkinson, 1987; Schweers, 1999; Wharton, 2007).

Although there are teachers who support the monolingual teaching methods, many teachers still prefer to use GTM in schools nowadays because it is much more practical and time-saving for the teachers (Cook, 2001; Copland & Neokleous, 2010; Kayaoğlu, 2012; Kaymakamoğlu & Yıltanlılar, 2019; Macaro, 2001; Nation, 1989; Sali, 2014; Sarıçoban, 2010; Wharton, 2007).

When the popularity of another method, the Direct Method (DM) started rising, teachers started avoiding the use of L1 as a medium of instruction in the EFL classes (Sampson, 2011). Instead, they started to shift their focus on using TL to

make students be exposed to TL, not the mother tongue. Furthermore, the emphasis was shifted from writing skills to speaking skills. Researchers (Kellerman, 1995; Krashen, 1981; Philipson, 1992; Sipra, 2007) believe that EFL teachers should use the second language (L2) to make students exposed to the input of TL to enhance it. The main argument of this method was that if the students are exposed to L1 more than L2, it can cause some problems in their language learning process. Students may also have a fear of using L2 while speaking, so they prefer to use L1 to feel comfortable in the class (Bolitho, 1983; Erkan, 2019; Levine, 2003; Samadi, 2011; Sariçoban, 2010; Tajgozari, 2017). In this case, teachers have an important role to motivate students to use L2 rather than L1. Atkinson (1987) argues that students are capable of thinking and speaking in English, but when it comes to speaking to their teachers, they use their L1. Students are mostly afraid of mispronouncing words or making grammatical mistakes while speaking. Therefore, they prefer to use their L1 rather than L2 or they prefer to be passive during class activities (Al-Hinai, 2011; Erkan, 2019; Samadi, 2011; Sariçoban, 2010; Tajgozari, 2017). In these situations, the teacher should motivate students to feel comfortable while using TL according to DM.

In contrast to the GTM and DM, Communicative Language Teaching (CLT) is another teaching method and the supporters of the CLT method believe that L1 is the barrier to foreign language learning rather than a facilitator and they reject the use of L1 in EFL classrooms (Nazary, 2008). It is also stated that the extensive use of TL in a classroom can facilitate students' communication skills (Crichton, 2009). Students are forced to improve their language skills naturally through communications involved in classroom activities. According to this methodology, the use of L1 is minimized and students are encouraged to use L2. Freeman (2012) states that teachers should not only use TL during the communicative activities but also for giving instructions, clarifying difficult structures, or giving homework. The main aim of this method is to make students be able to use TL for communicative purposes (Genesee, 1987; Nunan, 1989; Pennycook, 1994; Power, 2003; Richards & Rodgers, 2001).

Some other methods, such as Suggestopedia, Community Language Learning, and the Silent Way support the limited use of L1 too. Some researchers (Auerbach, 1993; Macaro, 2001; Mitchell, 1988; Pacek, 2003; Stern, 1992) do not

agree with the idea of the complete omission of L1 in L2 classes, and they believe that L1 does not have any negative effect on students' language skills when it is used only when it is needed. Researchers (Afzal, 2013; Auerbach 1993; Jadallah & Hasan, 2011; Macaro, 2001; Mitchell, 1988; Pacek, 2003; Stern, 1992) claim that it is important to use L1 as a facilitator in necessary situations. According to Cook (2001), teachers should be well-planned and careful about using L1 to make the lesson effective for the students. It is all up to the teacher and if the teacher brings the appropriate materials for the students' level, age, and background, the students will not need to use L1 unless there is a complex situation.

Perceptions about Using the Bilingual Approach

There have been several studies about using L1 in L2 classes to identify whether it is effective for the teaching and learning process or not. The bilingual approach is one of the approaches that are used by the teachers in EFL classroom settings (Afzal, 2013; Ahsan et al., 2016; Jadallah & Hasan, 2011; Kayaoğlu, 2012; Liu et al., 2004; Mahmutoğlu & Kıcı, 2013; Paker & Karaağaç, 2015; Rabani et al., 2014; Samadi, 2011; Wharton, 2007; Zacharias, 2003). Vygotsky (1962), Cummins, 1978; Cook (2001), Freeman (2011), Nation (2003), Atkinson (1987), Machaal (2012), and Tang (2002) are the main supporters of the bilingual approach. Vygotsky (1962) who is one of the earliest supporters of the bilingual approach claimed that "success in learning a foreign language is contingent on a certain degree of maturity in the native language" (p. 110). Teachers who support the bilingual approach, believe that using L1 is important to provide scaffolding for the students' learning process. Brown (2000) states that L1 should be used in English classrooms. Miles (2004) conducted a study at the University of Kent with first-year male students only. All the students were 18-19 years old and their L1 was Japanese. There were two different experiments in the study. The first one compared the process of three EFL classes which were MG 8, MG 9, MG 10 (with MG8 being the highest, and MG10 being the lowest class). Only one of the teachers could speak Japanese. All the classes studied English for the same amount of time. On the first placement test (KET test), all the scores were very low. Then, the teacher who could speak Japanese explained the things that were not very clear and clarified new vocabulary and

grammar. They showed more improvement in the second KET exam than in the other two classes. The other two teachers used the monolingual method because they were unable to speak Japanese. The first part of the experiment compared the process of three classes to reveal if the use of the L1 by the teacher affects students' learning. The second experiment focused on only MG 9. Each lesson, the teacher used L1 to teach new vocabulary, to clarify topics, to give instructions, and to check the comprehension of the students when it is necessary. After two weeks they took exams for each topic and the figures indicated possible support for the argument that L1 use in the classroom can facilitate the learning of an L2. Both of the experiments were supportive of the use of L1 in the classroom. Moreover, the study concluded that if L1 is used purposefully and systematically, it will play a constructive role in teaching and learning a foreign language (Miles, 2004).

There are some cases where teachers prefer to use L1 in their classes. De La Campa (2009) states that L1 should be used in the EFL classrooms, and its use promotes and eases EFL learning. One of these cases is teaching complex grammar. Comparing English grammar with the mother tongue's grammar can be very effective for students (Kaymakamoğlu & Yıltanlılar, 2019). It can be a more practical and easier way to teach complex grammar without confusing the students (Arifin, 2015). For example, while teaching the tenses, students can feel confused because in English there are sixteen tenses and in Turkish, they do not exist. Therefore, it is argued that it will be easier for the students if the teacher explains the new tenses in Turkish (L1). Another case is teaching new vocabulary items. Bouangeune's (2009) case study, which he carried out in China with both native and non-native English teachers and students with different English proficiency levels as well. The findings revealed that the majority of them except native English teachers support the idea of using L1 shows that using L1 (Chinese) in the class. Bouangeune's (2009) study revealed that teaching vocabulary through translation is very important to prevent misunderstanding and to convey the meaning easily. Cook (2001) supports the bilingual approach because he claims that students can learn grammar and vocabulary superior and faster by using L1.

In addition to grammatical and vocabulary issues, the bilingual approach is used for instructional purposes. Using L1 improves the metalinguistic awareness of the students, and in certain cases, it supports students' comprehension abilities and

language skills (Kaymakamoğlu & Yıltanlılar, 2019; Sali, 2014; Sarıçoban, 2010; Tang, 2002; Thorne, 2009). Especially the lower-levels who have little or no knowledge of TL can identify the differences between their mother tongue and the TL and they can identify the similar utterances with L1 (Cole, 1998). The bilingual approach provides the gaining of linguistic knowledge and conceptional development that are related to each other. According to Cook (2001), learning a second language has a similar process with enhancing L1. Therefore, it is vital to make students be exposed to TL to acquire it effectively. Ross (2000) maintains that translation is very important for social skills and effective communication. Students can interlink two languages and discover the similarities between them. Freeman (2000) states that students feel safe when their L1 is allowed in the classroom environment and also L1 has a role like a bridge to reach L2 knowledge and it is practical for the teachers and students. It creates a comfortable environment to have a better interaction between teachers and students, and also, students do not feel anxious or nervous during the activities.

According to a recent study, teachers prefer to use L1 for classroom management purposes (Sali, 2014). For example, when the teacher wants to get students' attention to the lesson and to make the students quiet, L1 works better than using L2 (Kim & Petraki, 2009; Sali, 2014). Findings indicate that under certain circumstances, using L1 provides autonomy to the teacher to get students' attention and manage the class effectively. Han and Park (2017) conducted a study on 20 graduate and undergraduate public university students and they had a variety of cultural and linguistic backgrounds. English was their common language and Korean was the target language to learn. Participants were divided into two groups. The first group was the monolingual teaching method class and the other group was the bilingual teaching method class. Both groups were provided with the same materials. The survey results showed that the students taught by bilingual methods were actively involved in the activities and interacted with each other and with the teacher. It revealed that using the bilingual approach creates a comfortable environment for the students to be active in the activities, and the bilingual approach is practical for teaching complex grammar and new vocabulary items through translation. It is also very effective for classroom management to get over the managerial problems in the classroom (Sali, 2014).

Even though the bilingual approach is supported in various EFL settings, using L1 only when it is required is very important according to some researchers (Butzkamm, 2003; Çelik & Aydın, 2018; Jadallah & Hasan, 2011) because excessive use of L1 may be problematic for the students' achievement in the language learning progress. Jadallah and Hasan (2011) conducted a study on EFL teachers and students of Messina University in Italy. The results stated that L1 should be only used in a purposive manner when it is needed to make the lesson more comprehensible for the students. House (1997) stated that there are certain times and circumstances that the usage of L1 is a more practical and effective way to interact with the students to make them comprehend the difficult structures. Butzkamm (2003) also stated that "the mother tongue generally regarded as being an evasive manner which is to be used only in emergencies" (p. 29).

Perceptions about Using the Monolingual Approach (English Only Policy)

There is one common criticism against using L1 in L2 classes that are using L1 as input is disadvantageous for the learners' productivity on TL (Turnbull & Arnett, 2002). Kellerman (1995) and Krashen (1981) support the idea that the monolingual approach is the only key to the success of teaching English. The monolingual approach is also called "English only policy". Several English teaching methods and approaches have adopted the monolingual approach, such as the DM, audio-lingual method, task-based, and CLT (Howatt, 1984). According to Howatt (1984), L1 should be abandoned in EFL classrooms. Krashen's (1981) theory indicates that while learning a foreign language, learners follow the same process as they do when they acquire their mother tongue. L1 is like a source of mistakes in learners' L2 performance. Second language acquisition is similar to first language acquisition and it improves over time with listening, it is not necessary to teach grammatical rules (Krashen, 1981). Furthermore, in contrast to Freeman's approach which is about using L1 is very important, Auerbach (1993) asserts that students will be more successful in developing the skills of TL when they are allowed to be exposed to it more. It can also help students to think in L2, otherwise, they do not have any chance to develop their thinking abilities (Auerbach, 1993; Brown, 2001;

Scott, 2008). In L2, it is important to get the input to be able to produce output as well. Teachers should emphasize speaking and listening skills in the class to improve students' abilities to enhance the language effectively (Auerbach, 1993; Sharma, 2006; Sipra, 2007; Willis, 1981). If they understand what they hear, they will speak in that language. For example, if the teacher prefers to speak in L1, students feel comfortable to use L1 as well instead of using TL.

According to Phillipson (1992), the following five principles explain the reasons why it is crucial to use only English in EFL classrooms;

- a. English is taught best monolingually.
- b. The ideal teacher of English is a native speaker.
- c. The earlier English is taught the better result.
- d. The more English is taught, the better the result.
- e. If the other languages are used too much, standards of English will drop (p.185).

Furthermore, Sipra (2007) states that teachers have big responsibilities about bringing materials into the class which is appropriate to students' level, age, and educational background. By doing this, students can easily comprehend the given tasks and they do not need any interference of their mother tongue. Sipra (2007) supports the idea that teachers should use English and motivate their students to speak in English to become better speakers of TL. It is important to be exposed to the TL to use it effectively. At this point, teachers have crucial roles in students' use of the TL. Teachers should bring appropriate materials and prepare activities according to students' age, and proficiency levels (Brown, 2000; Littlewood, 1981; Stern, 1992).

Teachers' role here is to motivate and force students to practice the TL. For example, if an English teacher always uses L1 during the lesson, this will also lead students to use their L1 rather than L2. By doing this, students do not have a chance to use L2 to practice and improve their skills in L2. If teachers do not prefer to use L2 and the students do not be exposed to L2 in the class, it cannot be called as foreign language teaching (Krashen, 1981; Phillipson, 1992; Sipra, 2007). Therefore, teachers need to use L2 and motivate students to use L2 to make them improve their skills.

Although some researches support the monolingual approach, they claim that teachers should take into consideration the students' mother tongue, culture, and identity as well. As Cook (2001) mentioned, there is no evidence that the monolingual approach is the best one because in some cases it can demotivate students when they are forced to not use their mother tongue. The excessive use of TL and no permission for using the mother tongue can make students feel uncomfortable and nervous in the class. Therefore, teachers should be very careful while managing how to use "English only policy" (Huang, 2009; Littlewood, 1981, Sipra, 2007). If there is a necessary situation, using L1 can be helpful for both the teacher and the students. Atkinson (1987) supports using the mother tongue in English classes, notably in monolingual classes. The mother tongue can be used as a facilitator when it is necessary to make the task meaningful. Using only English can also cause interaction problems between teachers and students (Mahmutoğlu & Kıcıır, 2013).

EFL Teachers' Perceptions of Using L1

EFL teachers are expected to help students to improve their English language skills and increase their proficiency levels in English. Using the mother tongue of the students is one of the arguments that differ from teacher to teacher. Various studies were conducted on EFL teachers in different concepts to investigate their perceptions about using L1 (e.g. Ahsan et al., 2016; Bensen & Çavuşoğlu, 2013; Cudi et al., 2014; Çelik & Aydın, 2018; Debreli, 2016; Kayaoğlu, 2012; Kaymakamoğlu & Yıltanlılar, 2019; Mahmutoğlu & Kıcıır, 2013; Rabani et al., 2014; Sali, 2014; Şahin & Şahin, 2019; Yenice, 2018). According to these studies, teachers who prefer to use L1 stated several reasons why they preferred to use L1 in their classes. Teachers have different perceptions about when, for what purposes and to what extent they prefer to use L1. Although there are many teachers support using L1 in their classes, some others believe that it should be used when it is necessary. For example, Mahmutoğlu and Kıcıır (2013) conducted a study at the University of Lefke, English Preparatory School with the EFL teachers and intermediate and upper-intermediate students to reveal their perceptions about using L1 (Turkish) in the class. on the EFL. In the study, the teacher participants underlined that L1 should be the last option to use and

it should be used when it is necessary (Mahmutoğlu & Kıcı, 2013). Çelik and Aydın's (2018) study also revealed that overusing L1 limits the input that is required for students because they need to have input in TL to enhance it. It is important to use L1 when it is required to prevent misunderstanding. There are three main functions of L1 in EFL classes according to the teachers which are academic, managerial, and social/cultural functions.

First, teachers prefer to use L1 for academic purposes. For example, they use L1 for explaining the aspects of L2, translating words and sentences to make the meaning clear and checking comprehension (Sali, 2014). The majority of the teachers stated that it is important to use L1 while teaching complex grammar structures and new vocabulary items because it is very practical and time-saving. In this study, the teachers' primary reason for using L1 is to provide better learner comprehension and to help them to be able to complete the given tasks successfully. Additionally, according to the study of Ahsan et al., (2016), the teacher participants believe that L1 is vital as it saves time and makes L2 teaching and learning process easier. Apart from teaching vocabulary and grammar, they use L1 to correct the mistakes of the students' written work. Teachers in this study show positive perceptions towards L1 because they think it is a good facilitator in language teaching and learning. Bensen and Çavuşoğlu (2013) conducted a study on four English teachers two of whom were bilinguals of English and Cypriot Turkish to reveal their acts about code-switching. The researchers revealed that participants including the native speakers of English code-switched during teaching because it was the shortest and easiest way to teach a topic. They code-switched to move from one topic to another, to clarify the meaning for the students while teaching grammar points, to clarify the meaning by repeating exact words, to clarify students' misunderstanding by using code-switching (Bensen & Çavuşoğlu, 2013). Şahin and Şahin (2019) also conducted a study on thirty-four English teachers from both state and private primary and secondary schools in Malatya. Most of the teachers in this study had positive attitudes towards using L1 in necessary situations. They preferred to use L1 to teach complex grammar points and to help students when they had difficulties. Therefore, comparing English grammar with the mother tongue's grammar can be very effective for the students' learning process. However, they claimed that it was very important to use TL during speaking and listening activities.

Tajgozari (2017) found out that, almost all the teachers believe that L1 must be used reasonably and most of them support using L1 while teaching grammar points. Afzal (2013) conducted a study on intermediate level students and teachers in EFL reading classes. The majority of the teachers in Afzal's (2013) study use L1 to translate some words and to clarify the complex ideas. In this manner, L1 is like a facilitator and supporter in the EFL learning process. Rabani et al. (2014) researched on 30 high school EFL teachers in the Persian context, and the results of this study revealed that teachers support L1 as it enhances the reading comprehension of the students. Another study by Ahsan et al. (2016) conducted on both students and teachers in the Urdu context, revealed that the teachers mostly wanted to use L1 in their classes because it was a facilitator, especially for low-level students who have a very little and limited background of the target language. Teachers in this study also believed that L1 was very important for L2 pedagogy because it was more practical, time-saving and it eased the teaching and learning process. The results revealed that L1 is vital while teaching difficult concepts of TL.

Kayaoğlu's (2012) study on 44 English teachers in the School of Foreign Languages at Karadeniz Technical University indicates that all of the teachers are strict about using TL in speaking and listening courses because it is important to be exposed to the language. On the other hand, all of them use L1 to teach grammar and to clarify the topics. Üstünel and Seedhouse (2005) conducted a study in Muğla and they came up with the result that the teachers use L1 when they explain new grammatical points. In this study, teachers showed their willingness to use L1. Sariçoban (2010) researched on preparatory class students and teachers at Ufuk University about using the first language in EFL classes. He found out that teachers need to use L1 in some situations when it is required. L1 is seen as a good facilitator in learning a foreign language by the teachers in many contexts. Debreli's (2016) study on non-native English teachers at English Preparatory Schools of four universities in northern Cyprus revealed that all of the teachers used L1 in L2 classrooms. They mostly preferred to use L1 to give instructions, to explain difficult topics and to define new vocabulary items for the students to make the meaning clear to them. However, all of them agreed on the minimum use of L1 with higher proficiency level students (Debreli, 2016).

Secondly, teachers use L1 for managerial issues such as; giving instructions, managing discipline and drawing the students' attention to the lesson. For instance, when there is serious misbehavior in the classroom, the use of L1 by the teacher might be required to strengthen the effect of the message conveyed (Cameron, 2001). Students might take the warning more seriously when it is given in their mother tongue. L1 is also a tool to get students' attention when they seem out of the task. Thorne (2009) found out that L1 comes to class naturally and it should be maintained not to lose students' attention and willingness to be active in the lesson. Another example can be given for drawing attention with Sali's (2014) study on secondary school teachers in the Turkish context, and according to the results of the study, teachers use Turkish which is the familiar linguistic and social code for the students to get their attention easily. Kaymakamoğlu and Yıltañlılar (2019) conducted a study on five non-native English preparatory school teachers at Lefke European University to investigate their perceptions about using L1. The results investigated that they did not reject using L1 except one of them, and they mostly preferred to use L1 to make instructions clearer and more understandable. In Macaro's (2001) study, the predominant reason of the teachers for using L1 in secondary school was giving the procedural instructions. Erkan's (2019) study revealed that teachers use L1 for giving complex instructions and feedback. Cudi et al.'s (2014) study on six freshmen and four teacher educators from the ELT department of a state University revealed teachers preferred to use L1 when it was necessary, especially to give clear instructions. Yenice (2018) researched on elementary school students and EFL teachers from different public schools and different parts of Turkey. In this study, teachers used Turkish to some extent in their English classes. It was seen that L1 mostly used for instructional reasons to make the meaning clear by doing a translation.

Finally, EFL teachers use L1 for social and cultural functions. For example, teachers use shared cultural expressions such as idioms and jokes for rapport construction and to praise their students (Sali, 2014). The results of Paker and Karaağaç's (2015) study revealed that teachers mostly use L1 for making jokes, showing concern to the students, showing empathy, explaining difficult concepts, and grammar rules. Teachers prefer to use L1 to bring fun to the classroom. For example, in Erkan's (2019) study, it is revealed that teachers use L1 when they want

to make jokes because using L1 increases students' self-confidence. Students may enjoy a joke told in their mother tongue more, so this will create a less stressed learning environment. All of the participants but one in Erkan's (2019) study shared the same idea about the indispensability of the use of L1. In Kayaoğlu's (2012) study, 59% of the teacher participants stated that they use L1 to increase students' motivation. Some teachers in this study also claimed that students feel more comfortable and their anxiety levels decrease when the teachers use L1. They believed that it is important to use L1 for creating a more relaxing learning environment for the students. According to Ahsan et al.'s (2016) study, teachers use L1 to converse with the students during the breaks to build a good relationship with the students to make them feel comfortable to ask whenever they have any problem. In Sali's (2014) study, it is revealed that teachers use L1 in some situations where they would like to praise their students to create a more motivational and less threatening classroom atmosphere. The common thought of the teacher participants in this study is all of the teachers use L1 when there is a need. In Cudi et al.'s (2014) study, students stated that TL should be used, but they preferred to use L1 as well for better understanding and expressing themselves.

Advantages and Disadvantages of Using L1 in EFL Classrooms

Being exposed to L1 as input has both advantages and disadvantages as Cook (2001) mentioned. There are several advantages of using L1 in EFL classes. According to House (1997), there are certain times and situations that the use of L1 is the most effective and practical way to ease the difficult structures. Wharton (2007) describes L1 as a "time-saving device". Using L1 is a very practical and time-saving tool for teachers to teach complex grammar structures and new vocabulary items. It is easier to translate them into L1 and make them more comprehensible for the learners. Students' proficiency level may not be efficient to get the meaning, so they become feel nervous as they do not understand anything. Thus, using L1 is very important to increase the metalinguistic awareness and comprehension of the students. L1 is like a scaffolding tool to prevent meaning loss and confusion. Çelik and Aydın (2018) stated three main advantages of using L1. First, L1 is the facilitator in EFL class especially for the lower-levels because it supports students by

explaining the meanings of the words and grammar structures. L1 is instrumental, and saves time, simplifies the complex content, and prevents misunderstanding. It is useful for organizing class, conveying, and clarifying meaning, and encouraging learning cooperatively (Çelik & Aydın, 2018). Second, L1 is thought of as a source of confidence and success as well (Çelik & Aydın, 2018). L1 makes students feel relaxed in the class, so they feel comfortable being active during class activities. When they get the meaning in their mother tongue, they can understand the topic better and they can be more successful. Third, by using the students' L1 their cognitive awareness between L1 and L2 will raise, and they can make a comparison between two languages (Çelik & Aydın, 2018).

Al-Hinai (2011) highlights four main advantages of using L1 by summarizing the collected ideas from his study:

1. It reduces learner anxiety and creates a more relaxing and comfortable environment
2. It brings students' cultural background into the class
3. It facilitates checking students' comprehension and giving instructions
4. It helps to explain vocabulary and grammar items (p.1)

Additionally, Butzkamm (2003) summarized other advantages. First of all, the use of L1 gives a sense of security and decreases the stress level of the students. It also saves students from a feeling of frustration. Moreover, using L1 means more comprehensible input and faster acquisition because teachers use richer and more authentic texts with L1 techniques. L1 can be beneficial to maintain a conversation in the classroom (Butzkamm, 2003). Students can express themselves better in their mother tongue. When they are incapable of understanding the meaning, L1 is important to clarify the meaning.

The use of L1 can be disadvantageous in certain cases, especially when it is overused. If teachers prefer to use L1 more than English in the classroom, students might feel dependent on their L1. Atkinson (1987) stated that the teacher and the students begin to feel that they do not understand any item unless it is translated. If the teacher prefers to use L1, the students also prefer to speak in L1 when they want to ask something to the teacher even though they are capable of speaking in TL.

According to Çelik and Aydın (2018), there are three main disadvantages of excessive use of L1. The first one is hindering the desired fluency. Students do not improve their speaking skills in TL if they do not have a chance to practice is more to speak it fluently. Successful acquisition-like learning is only possible by keeping the EFL separate from the L1, but it is not possible in the classes that the teachers prefer to use L1 most of the time. The second one is that learners' productivity and awareness may be automatically reduced (Çelik & Aydın, 2018). If the students are not exposed to input in TL, they may not be able to produce output as speaking and writing. Excessive use of L1 may hinder the opportunity to hear EFL leading unable to develop speaking strategies. The third one is that the excessive use of L1 keeps learners' attraction away from learning English. A child being monolingual and acquiring their L1 does not need another prior language, so L1 cannot be included as a parallel language in the EFL course. The use of L1 reduces the effectiveness and richness of the language learning environment by preventing interaction and metalinguistic competence.

As the review of the literature here has shown, the use of L1 in the EFL classrooms is still a controversial issue among educators. To this end, the current study will focus on the case of the secondary school EFL teachers in the context of Northern Cyprus to investigate their L1 use in their classrooms. The next chapter will provide an overview of the methodology used to collect and analyze data for this purpose.

CHAPTER III

Methodology

This chapter gives information about the research methodology used to consolidate the various arguments and assumptions related to the subject of the present study. It explains the research design, participants, data collection instrument, data analysis, and ethical procedures that were followed during the study.

Research Design

The present study was carried out through a quantitative approach. As this study was quantitative, it aimed to observe the perceptions of teachers about using Turkish (L1) in English as a foreign language (EFL) classes. The research was designed as a survey that encompassed the use of a scientific sampling method with a designed questionnaire to measure a given population's perceptions and beliefs about the main argument of the study through the use of statistical methods (Sukamolson, 2007). Aliaga and Gunderson (2002) also described quantitative research methods as the explanation of the issue or phenomenon through gathering data in numerical form.

As it was mentioned in Chapter I, the following research questions were considered in the study:

- What are the perceptions of EFL teachers in Northern Cyprus about using Turkish (L1) in English language classes at the secondary level?
 - What are the main purposes of EFL teachers for using L1?
- Are there any significant differences between the participants' perceptions based on:
 - age?
 - gender?
 - first language?
 - level of education?
 - place of education?
 - faculty of education?

- years of teaching experience?
- and the grades they teach?
- In what cases do EFL teachers prefer to use L1?
 - To what extent do EFL teachers feel the need to use L1?
 - Are there any differences in the frequency of L1 use based on:
 - age?
 - gender?
 - first language?
 - level of education?
 - place of education?
 - faculty of education?
 - years of teaching experience?
 - and the grades they teach?

Participants and Setting

The participants in this study were 170 voluntary EFL teachers who were actively working at the secondary schools in the 2019-2020 academic year. The study was conducted at the state secondary schools, including colleges and vocational schools, in northern Cyprus. Only state secondary schools were selected as the setting of the current study because the researcher had observed the EFL teachers at a state secondary school and her preliminary observations revealed several disadvantages of teachers' L1 use in the EFL classes. In addition, although code-switching in adult EFL classrooms have been investigated (Bensen & Çavuşoğlu, 2013) in this context, the secondary school state school setting has not been researched.

There are 335 teachers in total at the secondary level in state schools in northern Cyprus and the researcher targeted to collect the data from the whole population by going to all the relevant schools. Table 1 shows the distribution of the participants' demographic information.

Table 1.

Demographic Information of the Participants

Demographic Variable		<i>Frequency</i>	<i>Percent</i>
Age	Younger teachers	24	14.1
	Middle-Aged Teachers	131	77.1
	Older Teachers	15	8.8
Gender	Male	61	35.9
	Female	109	64.1
First language	Turkish	160	94.1
	English	10	5.9
Level of education	BA	109	64.1
	MA	61	35.9
Place of graduation	Cyprus	65	38.2
	Turkey	64	37.6
	Other	41	24.1
Faculty of graduation	Faculty of education	128	75.3
	Faculty of Arts and Sciences	27	15.9
	Other	15	8.8
Years of teaching experience	1-10	28	16.5
	11-15	94	55.3
	16 or more	48	28.2
Grade taught	Younger students	53	31.2
	Older students	76	44.7
	All groups	41	24.1

Data Collection Instrument

For this study, a researcher-made questionnaire was used as a data collection instrument. The teachers were provided with the questionnaire to evaluate their perceptions about using L1 in English language classes.

The first version of the questionnaire included three parts. There were eight demographic questions in Part 1, and the statements were first pooled into 60 items in Part 2 and Part 3. The questionnaire was developed by the researcher, but some statements were adapted from other researchers' (Elmetwally, 2012; Kayaoğlu, 2012) studies. Several statements were adapted from Elmetwally's (2012) questionnaire, prepared for the Arabic-speaking EFL context, by making necessary modifications and adaptations by the researcher according to the Turkish context (see Table 2). Kayaoğlu's (2012) questionnaire was also used to add more statements into the questionnaire which are presented in Table 3.

Later, items which were double-barreled in the original version of the questionnaire were separated into two different items. For example, "I prefer to use Turkish for both listening and reading comprehension" item was separated as two items because it was double-barreled. "Using L1 reduces barriers to language learning and develops rapport between students and teachers" item was also double-barreled. Thus, it was separated into two items. Some statements were omitted. For instance, "when I use English to explain complex points, I lose lots of time. Therefore, I prefer to use Turkish" item was omitted because it was similar to "using Turkish is time-saving for me" item. In omitting items, in most cases, the shorter item was preferred to prevent any misunderstandings but at the same time making sure that the items were identical content-wise. "I force my students to speak in English rather than Turkish" item was omitted because it was related to the students, not teachers.

Moreover, some items in Part 2 were moved to Part 3 because they were not inquiring about agreement; they were related to the frequency of using code-switching and L1 use. For example, "I use Turkish while giving instructions to make the meaning clear" item was originally in Part 2 but it was not an agreement statement. Therefore, it was moved to Part 3.

Table 2.

The Statements Modified and Adapted from Elmetwally's (2012) Questionnaire

Statements
5. I think using Turkish is practical while teaching grammar
6. I think using Turkish is more practical while teaching new vocabulary
9. I think talking about daily life in Turkish makes students relaxed
10. I think using Turkish reduces barriers to language learning
12. Students do not understand anything in English, so I think it is better to speak in Turkish while teaching
13. Turkish should be used in the classroom so that students can make connections between two languages
14. I support using Turkish more than English in the classroom
15. I think Turkish should be used as a facilitator when teaching English
20. It is important to use Turkish in order to form closer relationships with the students
21. I think using Turkish makes students feel comfortable to ask me whenever they have questions
25. It is important to give instructions in Turkish to make sure that students are clear about the instructions
28. I give Turkish equivalents of the unknown words
31. I compare English grammar with Turkish grammar while teaching new grammatical structures.
32. I speak in Turkish rather than English during the class activities
33. I use Turkish to create a comfortable environment for students
43. I ask students to use bilingual dictionaries in class
45. I speak in Turkish while students do pair/group work
51. I support the "English only" policy in the classroom
55. I use Turkish to teach complex grammar structures

Table 3.

The Statements Adapted from Kayaoğlu's (2012) Questionnaire

Statements
4. I think using Turkish is time-saving in the classroom
27. I use Turkish at the warm up stage to remind students what we have covered at the previous lesson
29. I translate the reading passages into Turkish
30. I use Turkish to summarize the topics that we have already covered
41. I explain the gist of listening passages in Turkish.

Finally, the prepared questionnaire was sent to three instructors from Near East University (NEU) English Language Teaching (ELT) department to get feedback about the content and the construct validity of the questionnaire. As a result of this review, “I use Turkish to teach complex grammar structures because students can understand better with Turkish” item was deleted because it was very similar to “I think using Turkish is more practical while teaching grammar” item. Moreover, “reading passages” in the item “It is important to translate reading passages into Turkish to make students understand each detail” changed into “a reading passage” to provide parallelism with the next item “By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.”

The final version of the questionnaire (see Appendix A), includes three parts; the first part includes eight demographic questions to get teachers' information about their age, gender, first language, level of education, place of graduation, faculty of graduation, years of teaching experience, and the grades they teach. Each of these variables was thought to be relevant to their perceptions. In the second part, it aims to investigate the perceptions of the teachers on using L1 (Turkish) in EFL classes. This part includes 25 statements, and the teacher participants are asked to indicate their agreement with the given statements on a five-point Likert-scale from 1 to 5 (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). The statements in this part focused on teachers' attitudes towards the use of L1 concerning the purposes

for which they preferred to use L1. The third part of the questionnaire contains 30 statements and for each statement, the respondents were asked to indicate how often they used L1 in certain cases. Their responses were coded using a five-point Likert-scale from 1 to 5 of frequency (Never, Seldom, Sometimes, Often, Always).

Data Collection Procedures

First of all, the first version of the questionnaire was piloted with a small group of teachers to check if there were any ambiguous and unclear statements and to check the questionnaire in terms of validity and reliability. Comments on the design and length of the questionnaire were also required. All of the participants gave positive feedback on the items and the length of the questionnaire. Therefore, no changes were required in the questionnaire after the pilot study. The reliability of the piloted version was calculated using Cronbach Alpha, which showed that the alpha score was 0.953. This indicates that the piloted version of the questionnaire was highly reliable (Tavakol & Dennick, 2011).

The researcher then applied to the Ethical Committee of Near East University and the Ministry of Education separately to get the necessary permissions to initiate the research. After the permissions were granted (see Appendix B and Appendix C), the questionnaires were distributed to the participants by visiting the schools. A total of 130 copies of the questionnaires were distributed by hand to the EFL teachers in 14 secondary schools but only 85 were filled and returned to the researcher. Then, due to the Severe Acute Respiratory Syndrome-Related Coronavirus (SARS-CoV2) pandemic, which broke out during the time of the data collection, the same questionnaire was prepared as an online survey by using Free Online Surveys (FOS) website and this was shared with the EFL teachers via several social media sites. Each participant was also asked to share it with their colleagues from their schools. In total 85 teachers filled the online survey. Therefore, the total number of questionnaires filled in by the participants was 170 at the end of the data collection, which was finalized on the 25th of April 2020. Finally, the gathered data were put onto the Statistical Package for Social Sciences (SPSS) to analyze and get the result of the study.

Reliability and Validity

Firstly, as explained earlier, the questionnaire was sent to three instructors in the ELT department at NEU and then the study was piloted with ten secondary level English teachers to check the face validity, content validity, and construct validity of the questionnaire. Changes were made as necessary based on the feedback received.

Reliability relates to the consistency of a measure, so it is very important to measure if the questionnaire is reliable. After piloting the questionnaire, the reliability of the study was calculated by using Cronbach Alpha which showed the alpha score as 0.953. The study, then, was conducted on 170 teachers, and the reliability coefficient was 0.975 (see Table 4) of the final version of the collected data, which shows that the data collected in the mail study was highly reliable too.

Table 4.

Reliability Statistics for the Questionnaire

Cronbach's Alpha	N of Items
,975	55

Data Analysis

Results of the data of the current study were analyzed using the Statistical Package of Social Sciences (SPSS) program. The data were analyzed quantitatively using descriptive statistics, including frequencies, percentages, means, and standard deviation of the participants' responses to the statements. Inferential statistics, namely t-tests and ANOVA were also used to compare groups of participants to see if there were significant differences among them (Mishra et al., 2019).

This chapter focused on the methodology of the study by providing explanations about the participants, procedures in the data collection, and analysis of the study. In the next chapter, the findings of the statistical analysis will be presented.

CHAPTER IV

Findings and Discussions

In this chapter, the findings of the gathered data from the questionnaires are presented and discussed concerning the current literature on the teachers' perceptions about using L1 in EFL classrooms. The chapter also provides insights into the significant differences that have emerged throughout the data analysis. The results were analyzed according to the perceptions of EFL teachers about using L1, main purposes of using L1, to what extent the teachers feel the need of L1, and significant differences and the differences in the frequency of using L1 based on age, gender, first language, level of education, place of graduation, faculty of graduation, years of teaching experience and grade taught. In the following sections, each of these issues will be discussed about the findings of the study.

Perceptions of EFL Teachers in North Cyprus about Using L1

The analysis of the data has shown that most of the EFL teachers in state secondary schools had negative perceptions of using L1 in the classroom. The majority of the teachers disagreed with using L1 more than English in the classroom. There were no mean scores for any of the items above 3.5 which means that the teachers did not agree or strongly agree with the given items, showing that they do not have a positive attitude towards using L1 in the classroom. The highest mean score was 3.47 which means that they were sort of neutral about using L1 in most of the statements (see Table 5). On average, they were not sure whether using L1 is time-saving, practical, and a facilitator for them in the classroom or not. This means that they do not agree using L1 in the classroom but when there is a necessary situation, they may use it. In Sarıçoban's study (2010), most of the teachers did not prefer to use L1 more than L2 in the classroom, and they preferred to use L1 in necessary situations, especially, while teaching a complex grammar structure. This shows that they do not support using a bilingual approach during the whole lesson, but they use it when students do not have enough vocabulary knowledge and high proficiency level in TL to get the meaning.

Table 5.

EFL Teachers' Perceptions about Using L1

Statements	N	Min.	Max.	Mean	Std.
					Deviation
I think using Turkish is practical while teaching grammar.	170	1.00	5.00	3.34	.962
I think Turkish provides scaffolding for me to help the students when they have problems.	170	1.00	5.00	3.34	.793
It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.	170	1.00	5.00	3.32	.773
I think using Turkish makes students feel comfortable to ask me whenever they have questions.	170	1.00	5.00	3.31	.893
I think making jokes in Turkish creates a friendly environment in the class.	170	1.00	5.00	3.22	.849
I prefer using Turkish to warn students because they take it more seriously when I use Turkish.	170	1.00	5.00	3.20	.928
I think Turkish should be used as a facilitator when teaching English.	170	1.00	5.00	3.18	.799
I think using Turkish is more practical while teaching new vocabulary.	170	1.00	5.00	3.17	.956
I think using Turkish is time-saving in the classroom.	170	1.00	5.00	3.17	.956
I think that using bilingual education is better than using only the target language (English) while teaching.	170	1.00	5.00	3.13	.903
I think talking about daily life in Turkish makes students relaxed.	170	1.00	5.00	3.11	.862
Turkish should be used in the classroom so that students can make connections between two languages.	170	1.00	5.00	3.09	.823
It is important to give instructions in Turkish to make sure that students are clear about the instructions.	170	1.00	5.00	3.01	1.01
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	170	1.00	5.00	2.99	.932
I think using Turkish reduces barriers to language learning.	170	1.00	5.00	2.99	.893
It is important to use Turkish to get the students' attention when they get bored.	170	1.00	5.00	2.93	.898
I think that using Turkish in English language classrooms can help students to do better in the exams.	170	1.00	5.00	2.79	.960
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	170	1.00	5.00	2.77	1.01
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	170	1.00	5.00	2.64	.987
It is important to use Turkish in order to form closer relationships with the students.	170	1.00	5.00	2.61	.924
I prefer using Turkish because my students do not listen to me when I use English all the time.	170	1.00	5.00	2.57	.977
I prefer using Turkish because my students find me strict if I always speak in English.	170	1.00	5.00	2.53	.955
It is important to translate a reading passage into Turkish to make students understand each detail.	170	1.00	5.00	2.42	1.01
I support using Turkish more than English in the classroom.	170	1.00	4.00	2.04	.794
It is important to greet students in Turkish to make them feel comfortable before starting the lesson.	170	1.00	4.00	1.75	.686

The Main Purposes of Using L1

The analysis of the third part of the questionnaire showed that teachers did not often prefer to use L1 in the classroom. The highest mean score in this section was 3.42 which means that most of the teachers prefer to use L1 ‘sometimes’, not ‘often’ (see Table 6). The teachers most frequently preferred to clarify the meaning by using visuals, gestures, and basic words in English rather than using L1. It can be said that they try to make the meaning clear without using L1 first, but when the students are not able to get the meaning, they feel the need for L1 use. They sometimes prefer to use L1 in certain cases as can be seen from Table 6. They most frequently prefer to use L1 to deal with the problems in the classroom when they feel the need of using L1 to help students get over the problem and to clarify the meaning of the given instruction, grammatical structure, or new vocabulary items. This means that most of them do not always prefer to use L1, but they sometimes use it when there is a necessary situation in which they need to make the meaning clear for the students. Teachers prefer to use L1 because their students may not have enough vocabulary knowledge in the target language, and they facilitate the students’ learning by using L1. Kayaoğlu’s (2012) study was indicated that the teachers sometimes used Turkish to clarify the meaning. Mahmutoğlu and Kıcı (2013) also found that participants believed that the mother tongue should be sometimes used in EFL classrooms. Teachers stated that they sometimes used L1 to explain grammar concepts and new vocabulary. The results showed that teachers like to use L1 for dealing with the problems in the classroom. This means that they know that their students take warnings more seriously and they understand the warnings better when told in Turkish. They also prefer to use L1 to clarify meanings for the students to make them understand each detail. Another purpose of using L1 is to motivate students. If there is a comfortable teaching and learning environment in the classroom, students may feel more relaxed to be active during the lesson. Mugla and Seedhouse (2005) also came up with the fact that teachers made use of L1 when they want to explain complex grammatical points.

Table 6 reveals that the teachers less frequently prefer to use Turkish for humor to create a more comfortable teaching and learning environment for their students when they realize that the students look anxious and uncomfortable about the topic.

Table 6.

EFL Teachers' Perceptions about the Frequency of Using LI

Statements	N	Minimum	Maximum	Mean	Std. Deviation
I use gestures, mimes or visuals to clarify the meaning rather than using Turkish.	170	1.00	5.00	3.42	1.00
I use Turkish to deal with discipline problems in the classroom.	170	1.00	5.00	3.39	.950
I speak in Turkish when I talk about something unrelated with the lesson in the class.	170	1.00	5.00	3.20	.978
I give Turkish equivalents of the unknown words.	170	1.00	5.00	3.15	.993
When students have problems, I help them by speaking in Turkish.	170	1.00	5.00	3.14	.927
I first give the instructions in English and then in Turkish.	170	1.00	5.00	3.14	1.11
I use Turkish to teach complex grammar structures.	170	1.00	5.00	3.11	.971
I use Turkish to motivate my students when they get bored.	170	1.00	5.00	2.93	.930
I can easily get students' attention by using Turkish.	170	1.00	5.00	2.85	.888
I compare English grammar with Turkish grammar while teaching new grammatical structures.	170	1.00	5.00	2.83	.921
Students do not understand anything in English, so I use Turkish in the classroom.	170	1.00	5.00	2.83	.901
I explain homework tasks in Turkish.	170	1.00	5.00	2.80	1.00
I use Turkish to correct students' mistakes.	170	1.00	4.00	2.77	.775
I use Turkish to make jokes.	170	1.00	5.00	2.74	.884
I use Turkish to create a comfortable environment for students.	170	1.00	4.00	2.72	.797
When students ask me something in Turkish, I reply to them in Turkish as well.	170	1.00	5.00	2.71	.969
I use Turkish to give feedback to students.	170	1.00	5.00	2.63	.888
I support the 'English only' policy in the classroom.	170	1.00	5.00	2.60	1.35
I use Turkish to summarize the topics that we have already covered.	170	1.00	5.00	2.60	.975
I ask students to use bilingual dictionaries in class.	170	1.00	5.00	2.44	1.09
I speak in Turkish rather than English during the class activities.	170	1.00	4.00	2.36	.854
I speak in Turkish while students do pair/group work.	170	1.00	4.00	2.34	.771
I use Turkish to tell stories related to the topic.	170	1.00	5.00	2.32	.958
I ask my students to translate the reading texts into Turkish.	170	1.00	5.00	2.31	1.06
I explain the gist of listening passages in Turkish.	170	1.00	4.00	2.28	.993
I use Turkish at the warm up stage to remind students what we have covered at the previous lesson.	170	1.00	5.00	2.25	.912
I translate the reading passages into Turkish.	170	1.00	5.00	2.19	1.11
I use Turkish to ask students if they have any questions about the lesson.	170	1.00	4.00	2.18	1.01
I use Turkish to greet students.	170	1.00	5.00	1.38	.747
I give minus to the students who use Turkish in classroom.	170	1.00	4.00	1.30	.696

Most teachers ‘seldom’ prefer to use L1 to translate the reading passage and the gist of a listening passage for the students. In Mahmutoğlu and Kıcır’s (2013) study, teachers stated that they seldom used L1 to explain what it said in the listening. The results of this study show that most of the teachers expose their students to the TL. According to the results in this study, teachers ‘seldom’ use translation. Therefore, it can be said that teachers want their students to work with the TL and try to get the meaning without using the L1. On the other hand, most of the teachers never give minus to their students when they use L1. It shows that most of the teachers do not punish their students for using L1 in the classroom because it is important to make the teaching and learning environment comfortable for the students. If the teachers punish their students for using L1, they may prefer not to talk and not be active in the classroom when they think they are not able to speak in English.

In general, the teachers are aware of the importance of using L2, but they need to act according to students’ needs to make the teaching and learning more effective. Kaymakamoğlu and Yıltañlılar (2019) also stated that teachers may use L1 according to the students’ psychological, cognitive and linguistic needs because the teaching and learning process can be more effective when there is a comfortable and suitable environment for students. This study shows that most of the teachers supported limited use of L1 which is consistent with Ellis (1984) claiming that overusing the L1 should be rejected because it does not provide valuable input in L2.

Differences Among Groups Based on Variables

Age

The analysis showed that there are no differences in perceptions of middle-aged teachers and older teachers. However, in the majority of the items younger teachers are found to have more positive views than older teachers towards using Turkish (see Appendix D.1 and Appendix D.1.1). The results show that the younger teachers tend to use Turkish during the lesson because they believe that students can learn better when they make connections between the two languages ($F(2,167) = 4.95, p = .008$). They think that it is more practical to teach new vocabulary (F

(2,167) = 2.24, $p = .11$), it is time-saving to use Turkish in the classroom ($F(2,167) = 2.40$, $p = .93$). They think that Turkish provides scaffolding for them when students have problems ($F(2,167) = 2.54$, $p = .082$). Younger teachers also prefer to use L1 more than older teachers to make the meaning more comprehensible for the students. They give instructions in Turkish to make the meaning more comprehensible for the students ($F(2,167) = 7.07$, $p = .001$), they explain the gist of a listening passage to make it more comprehensible ($F(2,167) = 4.09$, $p = .018$), they support using L1 during the lesson more than older teachers to make their students understand each detail of the lesson ($F(2,167) = 5.9$, $p = .003$), and they also use L1 to make their students understand their mistakes ($F(2,167) = 7.38$, $p = .001$). They prefer to use the bilingual approach more than the monolingual approach ($F(2,167) = 5.96$, $p = .003$). It can be stated that younger teachers mostly prefer to use the bilingual approach in their classes because it is easier to do translation rather than spending time and trying to make the meaning comprehensible by using TL.

Younger teachers prefer to use translation maybe because of not having enough teaching experience. They want to make their students understand each detail, so they support their learning process with their mother tongue. They use L1 to decrease students' anxiety levels and make them motivated for being active in the classroom. Younger teachers prefer to use Turkish to get the students' attention when they get bored ($F(2,167) = 10.3$, $p = .0$) and they talk about daily life by using L1 to make students feel relaxed ($F(2,167) = 6.01$, $p = .003$). They also support using L1 to make jokes in their L1 to create a friendly environment ($F(2,167) = 9.1$, $p = .0$). They may think that students feel less nervous when they hear a joke and a motivational speech in their L1. Kaymakamoğlu and Yıltanlılar (2019) revealed that older teachers tend to minimize the use of L1 more in their classrooms and this is also consistent with the findings related to the years of teaching experience. In contrast to the middle-aged teachers, younger teachers and older teachers want to form closer relationships with students and they prefer to use L1 to do it ($F(2,167) = 2.53$, $p = .08$). Therefore, it is revealed that younger teachers and older teachers have more positive attitudes towards using L1 for motivating students and establishing rapport with the students than middle-aged teachers. This is similar to Erkan's (2019) study which indicated that both pre-service teachers and older teachers prefer to use L1 to increase students' motivation and create close relationships with the students.

Gender

The descriptive statistics based on gender show that there are no statistically significant differences between males and females in terms of their perceptions

Table 7.

The Statistics Based on Gender

	Gender	N	Mean
It is important to greet students in Turkish to make them feel comfortable before starting the lesson.	Male	61	1.72
	Female	109	1.77
It is important to translate a reading passage into Turkish to make students understand each detail.	Male	61	2.39
	Female	109	2.44
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	Male	61	2.54
	Female	109	2.70
I think using Turkish is time-saving in the classroom.	Male	61	3.19
	Female	109	3.16
I think using Turkish is practical while teaching grammar.	Male	61	3.36
	Female	109	3.33
I think using Turkish is more practical while teaching new vocabulary.	Male	61	3.16
	Female	109	3.18
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	Male	61	3.06
	Female	109	2.95
It is important to use Turkish to get the students' attention when they get bored.	Male	61	3.13
	Female	109	2.85
I think talking about daily life in Turkish makes students relaxed.	Male	61	3.14
	Female	109	3.10
I think using Turkish reduces barriers to language learning.	Male	61	3.00
	Female	109	2.99
I prefer using Turkish to warn students because they take it more seriously when I use Turkish.	Male	61	3.14
	Female	109	3.23
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	Male	61	2.77
	Female	109	2.77
Turkish should be used in the classroom so that students can make connections between two languages.	Male	61	3.06
	Female	109	3.11
I support using Turkish more than English in the classroom.	Male	61	2.03
	Female	109	2.04
I think Turkish should be used as a facilitator when teaching English.	Male	61	3.26
	Female	109	3.14
I think Turkish provides scaffolding for me to help the students when they have problems.	Male	61	3.27
	Female	109	3.38
I think that using Turkish in English language classrooms can help students to do better in the exams.	Male	61	2.81
	Female	109	2.77
I think making jokes in Turkish creates a friendly environment in the class.	Male	61	3.24
	Female	109	3.22
I prefer using Turkish because my students find me strict if I always speak in English.	Male	61	2.44
	Female	109	2.58
It is important to use Turkish in order to form closer relationships with the students.	Male	61	2.55
	Female	109	2.64
I think using Turkish makes students feel comfortable to ask me whenever they have questions.	Male	61	3.21
	Female	109	3.37
I prefer using Turkish because my students do not listen to me when I use English all the time.	Male	61	2.57
	Female	109	2.57
I think that using bilingual education is better than using only the target language (English) while teaching.	Male	61	3.09
	Female	109	3.15
It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.	Male	61	3.32
	Female	109	3.32
It is important to give instructions in Turkish to make sure that students are clear about the instructions.	Male	61	3.16
	Female	109	2.93

towards using Turkish (see Table 7 and Appendix D.2). The mean scores of both groups are roughly the same for each item, which means that they have mostly the same perceptions about using L1 in EFL classrooms. This reveals that the perceptions about using L1 do not show differences according to gender. They mostly have a neutral approach to using L1 while teaching grammar and vocabulary. They do not have positive items about using L1 because the highest mean scores of male and female teachers are not above 3.4. The results indicate that gender does not affect the use of L1 because there are not any significantly different perceptions, the results are almost the same. Şahin and Şahin (2019) revealed the same result that there were not significantly different perceptions between male and female teachers in their study. Bensen and Çavuşoğlu's study (2013) revealed that both male and female participants code-switched nearly the same amount of time, and they preferred to use L1 to teach vocabulary, grammar and to clarify the meaning for the students when they feel the need of using it.

First Language

There are significantly different perceptions about using L1 between the teachers whose L1 is Turkish and the teachers whose L1 is English (see Table 8). Those teachers whose L1 is Turkish are more positive towards using Turkish, and they support using L1 rather than L2 more than other teachers ($M = 2.07$, $SD = .79$, $t(168) = 2.24$, $p < .05$). They believe that bilingual education is better than using only English ($M = 3.19$, $SD = .87$, $t(168) = 3.48$, $p < .05$) because L1 reduces barriers to language learning ($M = 3.03$, $SD = .86$, $t(168) = 2.19$, $p < .05$), and it helps students to make connections between the two languages ($M = 2.4$, $SD = .84$, $t(168) = 2.8$, $p < .05$). They also think that it is practical for teaching grammar ($M = 3.38$, $SD = .92$, $t(168) = 2.21$, $p < .05$), teaching vocabulary ($M = 3.23$, $SD = .92$, $t(168) = 3.05$, $p < .05$), it is time-saving ($M = 3.23$, $SD = .91$, $t(168) = 3.43$, $p < .05$), and it is a facilitator ($M = 3.24$, $SD = .76$, $t(168) = 3.76$, $p < .05$). Teachers whose L1 is Turkish also have more positive attitudes than other teachers towards using Turkish to clarify the meaning to make it easier and more comprehensible for the students (see Table 8 and Appendix D.3). Therefore, they use Turkish to summarize the lesson ($M = 3.03$, $SD = .89$, $t(168) = 2.46$, $p < .05$), to explain the meaning when

students do not understand anything ($M = 2.82$, $SD = 1$, $t(168) = 2.53$, $p < .05$), to make the given instructions clear ($M = 3.06$, $SD = .99$, $t(168) = 2.68$, $p < .05$), to make students understand their mistakes ($M = 3.36$, $SD = .74$, $t(168) = 3.12$, $p < .05$). It is also seen that teachers whose L1 is Turkish prefer to use Turkish more than other teachers for humor to form closer relationships with students and to motivate their students. They use Turkish to get students' attention when they get bored ($M = 2.98$, $SD = .87$, $t(168) = 3.1$, $p < .05$), they use Turkish to talk about daily life because talking about daily life in their mother tongue makes students relaxed ($M = 3.15$, $SD = .85$, $t(168) = 2.36$, $p < .05$) and they use Turkish to tell jokes to create a friendly environment ($M = 3.26$, $SD = .82$, $t(168) = 2.45$, $p < .05$). Students' L1 is Turkish and they may understand the jokes in Turkish better than English. The teachers who like joking in the classroom think that students may enjoy a joke told in Turkish. This will create a less-stressed learning environment, and so they help their students learn better. Erkan (2019) stated that the majority of the teachers whose L1 is Turkish like to use Turkish in their classes to make jokes because they believe that the mother tongue increases students' self-confidence. This result is also consistent with Levine (2003) who found that students who can use their L1 were less anxious about learning TL. It can be seen that they use their L1 to build a good rapport with their students ($M = 2.65$, $SD = .91$, $t(168) = 2.18$, $p < .05$). Students may feel free to talk about their problems by using Turkish. Some students are shy and afraid of speaking in English, so Turkish provides scaffolding for the teachers whose L1 is Turkish to help those students. Therefore, teachers whose L1 is Turkish prefer to use L1 in order not to be a strict teacher according to the students ($M = 2.58$, $SD = .95$, $t(168) = 2.54$, $p < .05$), and they prefer to use L1 to make students feel relax and listen to the lesson ($M = 2.61$, $SD = .97$, $t(168) = 1.93$, $p < .05$). They also prefer to use more Turkish than other teachers to warn their students to make students understand and pay more attention to the issue emphasized ($M = 3.25$, $SD = .89$, $t(168) = 2.88$, $p < .05$).

On the other hand, native English language teachers do not prefer to use L1 as much as others. The reason for not preferring to use L1 maybe they are not native speakers of Turkish and they are afraid of confusing students by do not use Turkish correctly. This is consistent with the study of Bensen and Çavuşoğlu (2013) which stated that the teacher who was a native-speaker of English had a lower frequency

level of code-switching in the class than the others because she had lower proficiency in Turkish.

Table 8.

Teachers with Different First Languages

	First language	N	Standard Deviation	Mean
I think using Turkish is time-saving in the classroom.	Turkish	160	.914	3,23
	English	10	1.13	2,20
I think using Turkish is practical while teaching grammar.	Turkish	160	.924	3,38
	English	10	1.33	2,70
I think using Turkish is more practical while teaching new vocabulary.	Turkish	160	.926	3,23
	English	10	1.05	2,30
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	Turkish	160	.896	3,03
	English	10	1.25	2,30
It is important to use Turkish to get the students' attention when they get bored.	Turkish	160	.875	2,98
	English	10	.875	2,10
I think talking about daily life in Turkish makes students relaxed.	Turkish	160	.850	3,15
	English	10	.849	2,50
I think using Turkish reduces barriers to language learning.	Turkish	160	.864	3,03
	English	10	1.17	2,40
I prefer using Turkish to warn students because they take it more seriously when I use Turkish.	Turkish	160	.891	3,25
	English	10	1.17	2,40
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	Turkish	160	1.00	2,82
	English	10	.942	2,00
Turkish should be used in the classroom so that students can make connections between two languages.	Turkish	160	.804	3,13
	English	10	.843	2,40
I support using Turkish more than English in the classroom.	Turkish	160	.797	2,07
	English	10	.527	1,50
I think Turkish should be used as a facilitator when teaching English.	Turkish	160	.766	3,24
	English	10	.823	2,30
I think making jokes in Turkish creates a friendly environment in the class.	Turkish	160	.822	3,26
	English	10	1.07	2,60
I prefer using Turkish because my students find me strict if I always speak in English.	Turkish	160	.954	2,58
	English	10	.632	1,80
It is important to use Turkish in order to form closer relationships with the students.	Turkish	160	.912	2,65
	English	10	.942	2,00
I prefer using Turkish because my students do not listen to me when I use English all the time.	Turkish	160	.977	2,61
	English	10	.816	2,00
I think that using bilingual education is better than using only the target language (English) while teaching.	Turkish	160	.872	3,19
	English	10	.918	2,20
It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.	Turkish	160	.749	3,36
	English	10	.843	2,60
It is important to give instructions in Turkish to make sure that students are clear about the instructions.	Turkish	160	.997	3,06
	English	10	.918	2,20

Level of Education

The teachers who have only BA degree have more positive attitudes towards using L1 (see Table 9 and Appendix D.4). Those teachers who have only BA degree like to use Turkish in their classes more than the ones who did their MA degree, and they mostly prefer to use L1 because it is time-saving ($M = 3.28$, $SD = .91$, $t(168) = 1.98$, $p < .05$), and also they think that it reduces barriers to language learning ($M = 3.1$, $SD = .88$, $t(168) = 2.10$, $p < .05$). Teachers with only a BA degree also prefer to use L1 more than others to make the meaning clearer and more comprehensible. They use L1; to summarize the lesson to make it more comprehensible ($M = 3.14$, $SD = .85$, $t(168) = 2.91$, $p < .05$), to make the meaning clear when students do not understand anything in the target language ($M = 2.89$, $SD = 1.02$, $t(168) = 2.13$, $p < .05$), to translate reading passages ($M = 2.57$, $SD = 1.01$, $t(168) = 2.70$, $p < .05$), and to give a listening gist in Turkish to make the meaning comprehensible for the students ($M = 2.76$, $SD = .97$, $t(168) = 2.03$, $p < .05$). They believe that it is better for the students to make connections between the two languages ($M = 3.19$, $SD = .79$, $t(168) = 2.10$, $p < .05$). Teachers who do not have an MA degree also tend to use L1 for humor more than the others with an MA degree to form a closer relationship with the students. Therefore, they use L1; to greet their students ($M = 1.84$, $SD = .70$, $t(168) = 2.34$, $p < .05$), to create a friendly environment by telling jokes in Turkish ($M = 3.3$, $SD = .74$, $t(168) = 2.08$, $p < .05$), and to get students' attention when they get bored ($M = 3.05$, $SD = .84$, $t(168) = 2.35$, $p < .05$). They also use L1 to help students do better in the exams ($M = 2.49$, $SD = .94$, $t(168) = 3.15$, $p < .05$).

On the other hand, teachers with MA degrees are more careful about using L1, and they do not prefer to use L1 more than TL in the class. It can be argued that teachers with MA degrees have more awareness regarding research and theory about the use of L1 in the classroom. This is consistent with Mansor (2017) who stated that teachers' level of education has an impact on their perceptions towards L1 use in EFL classrooms. Teachers who use L2 exclusively might be influenced more by the monolingual perspective during their training and education process. Since the recent literature in this regard favors a more monolingual approach in general, they may be

Table 9.

BA Level Teachers and MA Level Teachers

	Level of education	N	Mean	Std. Deviation
It is important to greet students in Turkish to make them feel comfortable before starting the lesson.	BA	109	1,84	,709
	MA	61	1,59	,615
It is important to translate a reading passage into Turkish to make students understand each detail.	BA	109	2,57	1,01
	MA	61	2,14	,963
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	BA	109	2,76	,970
	MA	61	2,44	,992
I think using Turkish is time-saving in the classroom.	BA	109	3,28	,913
	MA	61	2,98	1,00
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	BA	109	3,14	,858
	MA	61	2,72	1,00
It is important to use Turkish to get the students' attention when they get bored.	BA	109	3,05	,848
	MA	61	2,72	,950
I think using Turkish reduces barriers to language learning.	BA	109	3,10	,881
	MA	61	2,80	,891
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	BA	109	2,89	1,02
	MA	61	2,55	,957
Turkish should be used in the classroom so that students can make connections between two languages.	BA	109	3,19	,799
	MA	61	2,91	,842
I support using Turkish more than English in the classroom.	BA	109	2,16	,822
	MA	61	1,81	,695
I think that using Turkish in English language classrooms can help students to do better in the exams.	BA	109	2,96	,932
	MA	61	2,49	,942
I think making jokes in Turkish creates a friendly environment in the class.	BA	109	3,33	,746
	MA	61	3,04	,990
I think that using bilingual education is better than using only the target language (English) while teaching.	BA	109	3,27	,869
	MA	61	2,88	,914

influenced by this and may be knowledgeable and aware of the impact of using L1 or not using it in a particular classroom. They want to use TL effectively in the class, so they minimize the use of L1. However, teachers with only BA degree support using Turkish more than English in the classroom ($M = 2.16$, $SD = .82$, $t(168) = 2.24$, $p < .05$) and they believe that using bilingual approach is better than the monolingual approach ($M = 3.27$, $SD = .86$, $t(168) = 3.48$, $p < .05$).

Place of Graduation

In the majority of the items teachers who graduated from Cyprus and Turkey did not have different perceptions from each other about using L1. However, both of them had significantly different perceptions of those who graduated from other countries. Those teachers who graduated from Cyprus and Turkey believe that using L1 is practical for teaching grammar ($F(2,167) = 8.8, p = .0$) and practical for teaching vocabulary ($F(2,167) = 6.4, p = .002$). They think that Turkish reduces barriers to language learning ($F(2,167) = 9.04, p = .0$). They give instructions in Turkish to make the meaning more comprehensible ($F(2,167) = 5.25, p = .006$), they explain the mistakes of the students in Turkish to make them understand their mistakes ($F(2,167) = 2.9, p = .005$) and they also summarize the lesson by using L1 to make it more comprehensible ($F(2,167) = 12.9, p = .0$). They prefer to use L1 in the classroom because they believe that it can help students to be more successful in the exams ($F(2,167) = 6.4, p = .002$). They support the bilingual approach more than the other teachers ($F(2,167) = 9.22, p = .0$). They also like to use L1 for humor to make their students relaxed and motivated. For example, they use Turkish to get students attention when they get bored ($F(2,167) = 6.38, p = .002$), they prefer to talk about daily life by using L1 ($F(2,167) = 3.6, p = .028$), they make jokes in L1 to create a friendly classroom environment ($F(2,167) = 4.84, p = .009$) and they use L1 to form closer relationships with the students ($F(2,167) = 6.65, p = .002$).

The teachers who had graduated from other countries have significantly different views (see Appendix D.5 and Appendix D.5.1). They support using monolingual approach and minimizing the use of L1 in their classes. This finding is significant because it shows that the place of education is very important in shaping the attitudes and practices of in-service teachers. It also indicates that teacher education programs in Cyprus and Turkey tend to be more positive about allowing L1 use in the classroom while those in other countries have more strict rules and perceptions towards using L1 and they are closer to the monolingual approach while teaching a foreign language.

Faculty of Graduation

In the majority of the items teachers who are graduated from the faculty of education have significantly different perceptions than those who graduated from the faculty of arts and sciences and other faculties. Those who are graduated from the faculty of education have more positive perceptions towards using L1 for humor. They think making jokes in Turkish creates a friendly environment ($F(22,167) = 7.7$, $p = .001$), they also use L1 to build good relationships with the students ($F(2,167) = 5.5$, $p = .005$). They also use Turkish to make students listen to the whole lesson ($F(2,167) = 4.5$, $p = .012$). Teachers who graduated from faculties of education and arts and sciences both believe that using L1 is time-saving ($F(2,167) = 4.3$, $p = .014$) and it is practical while teaching grammar ($F(2,167) = 7.4$, $p = .001$), teaching new vocabulary ($F(2,167) = 1.9$, $p = .008$). They also use L1 for summarizing the lesson to make the meaning more comprehensible for the students ($F(2,167) = 3.1$, $p = .045$). As it is seen, teachers who have graduated from other faculties have negative perceptions towards using L1 more than L2 in the class (see Appendix D.6 and Appendix D.6.1). They do not support bilingual approach in the class ($F(2,167) = 3.35$, $p = .037$). They mostly prefer to use English and minimize Turkish while teaching English. It is possible to state that those who have graduated from other faculties are not aware of the possible ways of using L1 in the classroom effectively. Therefore, it can be said that teachers who are from different faculties have different views toward L1 use. Mansor (2017) also revealed that faculties and teacher training programs may affect teachers' beliefs and attitudes towards teaching a foreign language. As it is expected, the training of those who graduated from faculties of education and arts and sciences are more focused on teaching based on using L1 as a facilitator.

Years of Teaching Experience

In the majority of the items, teachers who had 1-10 years of experience had significantly different perceptions than those who had 11-15, and 16 or more years of teaching experience. However, more experienced groups of teachers, namely those who had 11-16 and 16 or more years of experience did not have differences between

their perceptions towards using L1 (see Appendix D.7 and D.7.1). Teachers with 1-10 years of teaching experience have more positive attitudes towards using Turkish. They feel the need for L1 use to create better relationships with students to make them more motivated ($F(2,167) = 4.2, p = .016$). They also support using L1 more than others who are more experienced to teach grammar, teach vocabulary and to give instructions to make the meaning clear ($F(2,167) = 6.9, p = .001$). This reveals that more experienced teachers manage to use English in their classes better than others. Those who have less than 11 years of experience support the bilingual approach more than others ($F(2,167) = 8.8, p = .0$). They like to use L1 as a facilitator ($F(2,167) = 3.5, p = .03$), time-saving tool ($F(2,167) = 2.4, p = .09$). It is also a practical to teach grammar ($F(2,167) = 1.5, p = .2$) and vocabulary ($F(2,167) = 2.5, p = .07$). These results are consistent with the significance between the ages of teachers in this study. It can be stated as; the more experienced teachers, the less need of L1. The study of Cudi et al.'s (2014) can be given as a consistent example of this study. It conducted on both EFL teachers and ELT department students to reveal their perceptions towards using L1. The results showed that students stated that TL should be used in EFL classrooms while EFL teachers stated that L1 should be used when it is necessary. Moreover, Kaymakamoğlu and Yıltanlılar's (2019) study revealed that the teachers who had more years of teaching experience than others tried to minimize the use of L1 and maximize the use of L2. They can manage to use TL by trying several techniques rather than using L1 all the time. However, less experienced teachers may have a fear of making students confused, so they may prefer the easiest and the most practical way to teach a foreign language.

Grade Taught

Teachers who teach younger and older students have differences in their perceptions towards using Turkish, and those who teach younger and all groups have differences as well. In the majority of the items, there was no difference between those who teach older students and those who teach all groups (see Appendix D.8 and Appendix D.8.1). It can be stated that teachers like to use Turkish for humor in the classroom and this is for teachers with a younger group of students. Those teachers who teach younger groups may feel the need to connect with their students

and motivate them by using humor in the class. For example, they greet their students in Turkish to make them feel comfortable before the lesson ($F(2,167) = 3.6$, $p = .02$). The young students do not understand jokes in English, so teachers prefer Turkish in that case ($F(2,167) = .9$, $p = .3$). They also use Turkish to form closer relationships with the younger students ($F(2,167) = 4.03$, $p = .1$). It shows that most of the teachers have positive attitudes towards using L1 while teaching younger students whose proficiency level is lower than others. They support using L1 more than L2 during the lesson ($F(2,167) = 8.4$, $p = .0$) and they support using the bilingual approach ($F(2,167) = 7.9$, $p = .001$). They may not be able to understand given instructions, grammatical structures, and new vocabulary items, so it is better to use the first language to make the meaning clear and more understandable for them. They use L1 to translate a reading passage ($F(2,167) = 5.3$, $p = .005$), to explain the gist of a listening passage ($F(2,167) = 11.3$, $p = .0$), to summarize the lesson ($F(2,167) = 12.3$, $p = .0$), to give instructions to make the meaning clearer and more comprehensible ($F(2,167) = 5.2$, $p = .006$). However, less L1 should be used for the higher proficiency-level students. In Kayaoğlu's study (2012), all of the teachers asserted that they use L1 in their grammar courses, especially for beginner levels. Deller and Rinvolutri (2002) indicated that comparing English grammar with the mother tongue's grammar can be very positive for some learners, especially for the younger learners who have lower level of proficiency in L2. Their learning progress may be quicker and more effective when their L1 is allowed. Translation exercises may also be an effective practice for the younger students when there is a complex grammar point. This is also consistent with the study of Kaymakamoğlu and Yıltanlılar (2019) which stated that teachers' perceptions show differences according to the students' level. For example, they prefer to use L1 at beginner level because learners have difficulties in understanding what is going on in the classroom but they prefer to use TL more than L1 while teaching intermediate levels. Similarly, Miles (2004) highlighted the need for L1 use with lower level students to teach grammar to avoid misunderstanding.

The Cases in which EFL Teachers Prefer to Use L1

As mentioned earlier in the first section, the majority of the EFL teachers do not prefer to use L1 ‘often’ in the classroom. They sometimes feel the need of using L1 to deal with discipline problems, clarify the meaning of a given task and instruction, motivate students, and teach complex grammatical structures and new vocabulary items. They do not support using L1 ‘often’ in the classroom because the highest mean score was below 3.5 (see Table 6). In other words, teachers use L1 only when there is a situation in which they need to clarify it by using students’ L1 to make it more comprehensible. They also prefer to use Turkish to warn students when there is a discipline problem. They think that if they use Turkish, students may take it more seriously because they can easily understand the teachers’ feelings and emotions from the way they demonstrate in their native language. They also use L1 for humor to motivate their students and create a comfortable environment for them (see Table 6). This is consistent with the Paker and Karaağaç’s (2015) study which revealed that the teachers most frequently feel the need of using L1 for making jokes, showing concern to the students, explaining difficult concepts, and explaining grammar rules.

Differences in the Frequency of Using L1

Age

In the majority of the items, the younger teachers have significantly different frequency of L1 use than the middle-aged and older teachers. Younger teachers like to use L1 more frequently than others for academic, managerial, and social functions. This is consistent with the earlier finding where younger teachers were found to have more positive attitudes towards L1 use in the classroom. They feel the need of using L1 to give instructions, teach grammar and vocabulary, motivate students, and to make the meaning more comprehensible for the students. They sometimes give the instructions in English first and then in Turkish to make the meaning clear for the students ($F(2,167) = 10.5, p = 0$). They sometimes use L1 at the warm-up stages ($F(2,167) = 6.9, p = .001$), to summarize the topics ($F(2,167) = 5.04, p = .007$), to compare English grammar with Turkish grammar ($F(2,167) = 5.02, p = .008$), to

correct students' mistakes ($F(2,167) = 7.7, p = .001$), to give feedback ($F(2,167) = 5.5, p = .005$), to explain homework tasks ($F(2,167) = 7.6, p = .001$), to teach complex grammar points ($F(2,167) = 6.4, p = .002$) and to explain the topic when students do not understand anything ($F(2,167) = 5.3, p = .006$). All of these are done to make the meaning easier and more understandable for the students. On the other hand, as it is seen, there is no difference between middle-aged and older teachers' perceptions. It can be concluded as they are more experienced than younger teachers, so they can manage to clarify the meaning by using various other methods. While middle-aged and older teachers do not need to use L1 more frequently, younger teachers assume that their students do not understand anything, so they frequently feel the need of using L1 to make the meaning clear for the students. Younger teachers also want to build good relationships with their students because they believe that having a good rapport with their students makes students have positive attitudes towards the course as well. They use Turkish to talk with the students when they have problems ($F(2,167) = 5.5, p = .005$). They can easily get students' attention by using L1 ($F(2,167) = 5.9, p = .003$). They use Turkish to ask students if they have any questions ($F(2,167) = 4.5, p = .01$), to talk about something unrelated to the lesson ($F(2,167) = 8.1, p = .0$) (Appendix E.1 and Appendix E.1.1). They do not want their students to feel anxious, so they translate to make the meaning more comprehensible to decrease their anxiety levels. However, middle-aged and older teachers do not feel the need of using L1 as much as younger teachers do. This may be related to experience because middle-aged and older teachers are usually more experienced. Therefore, they can manage how to use TL and where to use L1 easier than younger teachers. This is consistent with the previous section containing the teachers' perceptions based on age. As Kaymakamoğlu and Yıltañlılar (2019) stated, older teachers use L1 less frequently than the younger teachers. It can be said that older teachers frequently try to expose their students to the input of the target language. However, those who are younger tend to use L1 more frequently because it is more practical and easier for them to make the meaning clear for their students.

Gender

Male and female teachers did not have any significant differences in the frequency of L1 use while teaching English. The results showed that feeling the need of using L1 is not related to the gender of the teachers. Both males and females prefer to use L1 the same amount of time in their classes. As it is revealed in the Appendix E.2, both of the groups ‘sometimes’ feel the need of L1 use to clarify the meanings of given vocabulary and instructions, to teach complex grammar points, and to deal with the problems. It can be said that they sometimes prefer to use the bilingual approach more frequently than the monolingual approach. Therefore, it can be said that teachers sometimes prefer to use L1 when there is a need to make the lesson more effective, and it does not change according to the gender of the teachers. This is consistent with the previous studies (e.g. Bensen & Çavuşoğlu, 2013; Kaymakamoğlu & Yıltañlılar, 2019; Sali, 2014; Şahin & Şahin, 2019) which stated that the gender of the teachers does not affect their frequency of L1 use in EFL classrooms.

First Language

Teachers whose L1 is Turkish like to use L1 more frequently than teachers whose L1 is English for humor because they think that their students can understand jokes in Turkish better and they can feel relaxed if they hear a joke in their L1 ($M = 2.79$, $SD = .86$, $t(168) = 2.8$, $p < .05$). They use Turkish to create a comfortable environment for the students ($M = 2.78$, $SD = .77$, $t(168) = 3.5$, $p < .05$). They also use Turkish to motivate their students when they get bored ($M = 2.9$, $SD = .9$, $t(168) = 3.3$, $p < .05$). It is revealed that teachers who are Turkish prefer to use L1 to teach new grammatical structures ($M = 2.8$, $SD = .91$, $t(168) = 2.2$) and complex grammatical structures ($M = 3.1$, $SD = .95$, $t(168) = 2.09$, $p < .05$), to give instructions ($M = 3.1$, $SD = 1.09$, $t(168) = 2.1$, $p < .05$), to correct students’ mistakes ($M = 2.8$, $SD = .77$, $t(168) = 2.4$, $p < .05$) and to give feedback to the students ($M = 2.6$, $SD = .8$, $t(168) = 1.9$, $p < .05$). They also use L1 during the class activities ($M = 2.4$, $SD = .85$, $t(168) = 2.1$, $p < .05$). It is seen that native English teachers give minus to the students who do not use TL more than the Turkish-speaking teachers ($M = 2.1$, $SD = 1.4$, $t(168) = .0$, $p < .05$). Teachers whose L1 is English most

frequently use English, and maybe this is because they have low-proficiency levels in Turkish (see also Appendix E.3). They prefer to use Turkish less frequently than others whose L1 is Turkish because they may think that they confuse their students as they do not know Turkish like native speakers. They may also not feel confident in using L1 for humor as humor requires a higher level of proficiency to understand. This is consistent with Bensen and Çavuşoğlu's (2013) study which indicated that teachers whose L1 is English use English more frequently than those whose L1 is Turkish. Teachers whose L1 is Turkish sometimes use code-switching when they feel that their students do not understand anything and they are off task.

Table 10.

The Statistics Based on First Languages

	First language	N	Mean	Standard Deviation
I compare English grammar with Turkish grammar while teaching new grammatical structures.	Turkish	160	2,87	.916
	English	10	2,20	.788
I speak in Turkish rather than English during the class activities.	Turkish	160	2,40	.855
	English	10	1,80	.632
I use Turkish to create a comfortable environment for students.	Turkish	160	2,78	.774
	English	10	1,90	.737
I use Turkish to correct students' mistakes.	Turkish	160	2,81	.770
	English	10	2,20	.632
I use Turkish to give feedback to students.	Turkish	160	2,66	.888
	English	10	2,10	.737
I first give the instructions in English and then in Turkish.	Turkish	160	3,18	1.09
	English	10	2,40	1.17
I use Turkish to make jokes.	Turkish	160	2,79	.869
	English	10	2,00	.816
I speak in Turkish when I talk about something unrelated with the lesson in the class.	Turkish	160	3,26	.929
	English	10	2,20	1.22
I use Turkish to motivate my students when they get bored.	Turkish	160	2,99	.900
	English	10	2,00	.942
I use gestures, mimes or visuals to clarify the meaning rather than using Turkish.	Turkish	160	3,38	1.00
	English	10	4,10	.875
I explain homework tasks in Turkish.	Turkish	160	2,85	1.00
	English	10	2,10	.737
I give minus to the students who use Turkish in classroom.	Turkish	160	1,25	.596
	English	10	2,10	1.44
Students do not understand anything in English, so I use Turkish in the classroom.	Turkish	160	2,87	.881
	English	10	2,20	1.03
I use Turkish to teach complex grammar structures.	Turkish	160	3,15	.955
	English	10	2,50	1.08

However, others do this seldom because they are not good at speaking Turkish. and they do not want to make a mistake while trying to translate in Turkish. Therefore, they frequently use monolingual approach in the classroom.

Level of Education

Teachers who have a BA degree use L1 more frequently than others who have an MA degree. They sometimes use L1 to clarify the meaning of given instruction ($M = 3.3$, $SD = 1.1$, $t(168) = 3.1$, $p < .05$). They use L1 to at the warm-up stage ($M = 2.3$, $SD = .9$, $t(168) = 2.08$, $p < .05$). They use L1 to give Turkish

Table 11.

BA and MA Level of Education

	Level of education	N	Mean	Standard Deviation
I use Turkish at the warm up stage to remind students what we have covered at the previous lesson.	BA	109	2,36	.929
	MA	61	2,06	.853
I give Turkish equivalents of the unknown words.	BA	109	3,30	.995
	MA	61	2,90	.943
I translate the reading passages into Turkish.	BA	109	2,33	1.15
	MA	61	1,93	.997
I use Turkish to summarize the topics that we have already covered.	BA	109	2,71	.963
	MA	61	2,39	.970
I first give the instructions in English and then in Turkish.	BA	109	3,33	1.10
	MA	61	2,78	1.03
I speak in Turkish while students do pair/group work.	BA	109	2,46	.776
	MA	61	2,13	.718
I support the 'English only' policy in the classroom.	BA	109	2,39	1.29
	MA	61	2,96	1.40
When students ask me something in Turkish, I reply to them in Turkish as well.	BA	109	2,86	.957
	MA	61	2,44	.940
I use Turkish to teach complex grammar structures.	BA	109	3,19	1.01
	MA	61	2,98	.884

equivalents of words ($M = 3.3$, $SD = .99$, $t(168) = 2.5$, $p < .05$), to translate a reading passage ($M = 2.3$, $SD = 1.1$, $t(168) = 2.2$, $p < .05$), to summarize the topics already covered ($M = 2.7$, $SD = .9$, $t(168) = 2.08$, $p < .05$) and to teach complex grammar ($M = 3.1$, $SD = 1.01$, $t(168) = 1.3$, $p < .05$). However, as it is seen in Table 11, teachers who have an MA degree do not support using L1 'sometimes', and the majority of

them responded as ‘seldom’ (see also Appendix E.4). These findings are also consistent with the previous section’s findings. Teachers with MA grade apply the monolingual approach more frequently than others ($M = 2.9$, $SD = 1.4$, $t(168) = 2.6$, $p < .05$). In other words, they want to make their students exposed to TL more frequently than others. This is consistent with the Mansor (2017) who stated that the teachers who have higher level of education may have different frequency of L1 use than those who have only the BA degree in EFL classrooms. It may be because of mastering their proficiency levels in teaching a foreign language by using more effective ways to make students get exposed to TL more frequently than their mother tongue. Teachers may change their attitudes towards the frequency of using L1 when they get higher education.

Place of Graduation

As expected, there were no differences in the frequency of using Turkish between the teachers who graduated from Cyprus and the teachers who graduated from Turkey. Both of the groups prefer to use Turkish ‘sometimes’ in their classes. However, the teachers who graduated from Cyprus and Turkey had a significantly different frequency of L1 use compared to those who graduated from other countries (see Appendix E.5 and Appendix E.5.1). For example, they use Turkish to greet students ($F(2,167) = 2.9$, $p = .05$) and at the warm-up stage to remind students what they have learned ($F(2,167) = 4.06$, $p = .01$). They use Turkish to give equivalents of the words ($F(2,167) = 5.4$, $p = 0.05$), to explain the gist of a listening passage ($F(2,167) = 4.2$, $p = 0.16$), to summarize the topics that they have already covered ($F(2,167) = 6.3$, $p = .02$), to compare English grammar with Turkish grammar ($F(2,167) = 5.9$, $p = .03$), to correct students’ mistakes ($F(2,167) = 6.3$, $p = .02$) and to give feedback to the students ($F(2,167) = 7.8$, $p = .01$). Teachers who graduated from Cyprus and Turkey frequently use the bilingual approach in their classes and they let their students use bilingual dictionaries as well to check the meanings that they do not know ($F(2,167) = 6.1$, $p = .03$). They also use Turkish to motivate their students when they get bored ($F(2,167) = 9.3$, $p = .0$) and they use L1 to create a comfortable environment for the students ($F(2,167) = 6.8$, $p = .01$). Teachers who graduated from other countries do not feel the need of using L1 as frequently as others. These findings are consistent with the findings related to their perceptions, which again show that teacher education programs have a great impact on the

practices of the teachers in real classrooms. It also implies that teacher education programs in Cyprus and Turkey promote L1 use in the classroom more than those in other countries.

Faculty of Graduation

In the majority of the items, the teachers who graduated from the faculty of education have significantly different perceptions about the frequency of L1 use than those who graduated from the faculty of arts and sciences, and other faculties. On the other hand, teachers who graduated from the faculty of arts and sciences do not have differences with those who graduated from other faculties in the majority of the items (see Appendix E.6 and Appendix E.6.1). The main result here is that the teachers whose department is teaching, prefer to integrate L1 in the EFL classes more than the others. For example, they sometimes translate reading passages into Turkish to make it more comprehensible for their students. ($F(2,167) = 8.2, p = .0$) and they use Turkish to give instructions ($F(2,167) = 10.3, p = .0$). They also use Turkish; to summarize the topics that they have already covered ($F(2,167) = 5.3, p = .006$), to compare English grammar with Turkish grammar while teaching a new grammatical structure ($F(2,167) = 6.4, p = .002$), to create a comfortable environment for the students ($F(2,167) = 6.6, p = .002$). This shows that they ‘sometimes’ support the bilingual approach. They also believe that using L1 provides scaffolding for them to solve students’ problems which can be either discipline problems ($F(2,167) = 2.7, p = .002$) or the problems related to the course ($F(2,167) = 6.6, p = .002$). This is consistent with Méndez (2012) who concluded that teaching practice is based on the previous knowledge that teachers may have acquired from their faculties. Mansor (2017) also stated that teachers who used L2 exclusively were probably influenced by the education that they got, from their teachers and they may be influenced by specific teaching and learning methods and approaches that support using the target language more frequently to create more effective teaching and learning environment.

Years of Teaching Experience

The teachers with 1-10 years of teaching experience like to use L1 more frequently than others who have 11-15, and 16 or more years of experience. This shows that less experienced teachers tend to use Turkish in their classes more frequently than those who have more than 10 years of teaching experience (see Appendix E.7 and Appendix E.7.1). As it was stated in the 'age' section, more experienced teachers feel the need of L1 less than others because they are experienced enough to get over the problems, and to give the instructions in a comprehensible way without using L1 frequently. Less experienced teachers frequently use L1 during the lesson. There are certain items in which those teachers indicated that they preferred to use L1. For example, they use L1 to greet students ($F(2,167) = 4.9, p = .008$) and they use it at the warm-up stage to remind students what they have learned ($F(2,167) = 8.3, p = .0$). As it is seen from Appendix E.7 and E.7.1, they also use L1; to give Turkish equivalents of the words ($F(2,167) = 3.5, p = .03$), to translate reading passages ($F(2,167) = 4.8, p = .009$), to explain the gist of listening passages ($F(2,167) = 7.5, p = .001$), to summarize the topics have been covered ($F(2,167) = 8.7, p = .0$), to create a comfortable environment ($F(2,167) = 3.3, p = .03$), to correct students mistakes ($F(2,167) = 10.9, p = .0$), to give instructions ($F(2,167) = 10.4, p = .0$) and to teach complex grammar structures ($F(2,167) = 9.9, p = .0$) to make the meanings more comprehensible. As Kaymakamoğlu and Yıltañlılar (2019) stated, teachers who have more years of teaching experience mostly prefer to use L2 rather than using L1 in the EFL classroom. Less experienced teachers may have a fear of teaching in a more complicated way and they may also have a fear of not having good rapport with their students. Therefore, they may not want to take risks and they sometimes prefer to follow the easiest way to teach a foreign language. They may think that it does not cause a comprehension problem for the students if they translate everything in their first language. The students may also feel comfortable when they understand the given instructions. It is revealed that teachers who had less experience preferred to use L1 for humor and for giving motivation to the students more frequently than others who had more teaching experience. They use L1 to help students when they have problems to make them feel comfortable ($F(2,167) = 4.7, p = .01$). They use L1 to get students' attention ($F(2,167) = 8.5, p = .0$) and they use Turkish to motivate

their students when they get bored ($F(2,167) = 5.8, p = .003$). Those who are less experienced mostly feel the need of making their students enjoy the lesson. As they are less experienced, they may feel the need to have their students like them. However, it is not the same for those who are more experienced. More experienced teachers may think that creating an effective teaching and learning environment is related to how you make the lesson both effective and enjoyable by providing the target language for the students, it is not related to making students feel comfortable without engaging with the target language.

Grade Taught

Teachers' perceptions about the frequency of L1 use show differences among all of the groups of students. In the majority of the items, the teachers teaching all grades used L1 the most frequently among all the teachers. For example, the teachers teaching all grades sometimes prefer to use Turkish to create a comfortable environment for the students because they may not have enough knowledge and their proficiency level may be low and they do not want them to feel nervous ($F(2,167) = 6.1, p = .003$). They also sometimes make jokes in Turkish to create a friendly classroom environment ($F(2,167) = 3.1, p = .04$). The teachers teaching younger students used L1 more frequently than the teachers who teach older students. For instance, they sometimes use Turkish to teach complex grammar structures to the lower-level students ($F(2,167) = 8.1, p = .0$). They translate reading passages for their students ($F(2,167) = 5.4, p = .005$), they summarize the topics in Turkish ($F(2,167) = 9.9, p = .0$) and they compare English grammar with Turkish grammar during the lesson ($F(2,167) = 7.05, p = .001$). This is also consistent with the study of Kayaoğlu (2012) which stated that teachers use L1 in grammar courses, especially while teaching beginner levels. They frequently do translation and code-switching in the classroom, especially for the younger students to make the meaning more comprehensible for them. They frequently support using the bilingual approach with the younger students and they let their students use bilingual dictionaries in the classroom ($F(2,167) = 4.4, p = .01$). This finding is consistent with the findings related to their attitudes. Therefore, it can be stated that teachers feel the need of using L1 more frequently with lower-level and younger students. This is also

consistent with Yenice (2018) who revealed that teachers sometimes preferred to use L1 for the weak students to explain grammar points when they did not have enough proficiency to understand. Turkish also helps students to get the given instructions easily. They first give instructions in English and then in Turkish for those with lower proficiency levels. Kaymakamoğlu and Yıltanlılar's (2019) study also revealed stated that most of the teachers sometimes find Turkish practical especially when giving instructions to make the meaning clear for younger learners.

As a result, major differences were identified based on teachers' perceptions and frequency of L1 use in the classroom based on years of experience, place of graduation, age, grade taught, and level of education. In almost all cases, the findings related to perceptions were supported by the findings related to the frequency of use of L1 in the classroom, which suggests that the analysis was reliable. This chapter of the thesis discussed the results and findings. Comments have been made for the statements in which there were significantly different perceptions among the groups of teachers and the similarities in the perceptions of different groups of teachers. The following chapter will summarize the major findings by considering the main research questions. Recommendations will also be provided in the following chapter.

Discussion of Findings

As can be seen from the findings, there was no difference in perceptions of male teachers and female teachers. However, the significant differences were identified based on age, first language, level of education, place of graduation, faculty of graduation, years of teaching experience and grade level taught. Age was one of the factors affecting the teachers' attitudes towards using L1. The findings of age were also consistent with the findings regarding years of teaching experience. According to those who are younger, L1 is a good facilitator and scaffolding tool for them which eases their way of teaching and saves their time. They frequently feel the need of L1 use because they want everything to be clear and comprehensible for the students. They most frequently use L1 to make the meaning clear while giving instructions, new vocabulary items, and complex grammar structures. They also use L1 for humor to make students feel happy and relaxed in the classroom because when they hear familiar words in their language in a foreign language class may

make them feel less isolated. It can be said that they use Turkish as a bridge to TL for their students to prevent them feel alienated in the classroom. However, older teachers having more years of teaching experience believe that TL should be used in the class more than L1 and they believe that most of the time, they can manage to motivate their students, teaching grammar, vocabulary, and giving instructions in English. Another factor affecting teachers' perception of using L1 was the first language. It was revealed that teachers whose L1 was Turkish use the bilingual approach more frequently than others. They had more positive attitudes towards using L1 than teachers whose L1 was English. In contrast to Mart (2013) who claimed that "the teacher is whether native or non-native speaker, the use of L1 cannot be avoided" (p.13), it was revealed that there were significant differences in perceptions of teachers whose L1 is Turkish and teachers whose L1 is English. Those who were Turkish stated that using Turkish in their classes was time-saving and practical for them to teach grammar and vocabulary items. However, as it was seen from the results, teachers whose L1 was English used L1 less frequently than others. This might be because they want their students mostly to engage with TL like learning L1 and they might also not have a good proficiency level in Turkish, so they did not want their students to get confused by making the wrong word choice. As it was revealed from the study of Bensen and Çavuşoğlu (2013), teachers whose L1 is Turkish felt the need for code-switching more than the teachers whose L1 was English. The results based on this category were also consistent with the place of graduation because the teachers who graduated from Cyprus and Turkey had more positive attitudes towards using L1 than those who graduated from other countries. They frequently use L1 to teach grammar, to teach new vocabulary items, to clear the meaning of a given instruction or when students have comprehension problems, to motivate students, and create a more comfortable environment for them. However, teachers who graduated from other countries tend to use TL more than Turkish. This may be because the teacher education programs in other countries are different from those in other countries. The place of education is very important in shaping teachers' perspectives towards teaching methods and approaches in teaching a foreign language.

Moreover, the level of education and faculty of graduation were important factors for teachers in shaping their perception about using L1 in EFL classrooms.

The findings revealed that there were significant differences in perceptions based on the level of education and faculty of education. While teachers who had an MA, degree tended to use English more than Turkish, teachers who had only a BA degree supported using L1 more frequently in the classroom. Teachers who had only a BA degree believed that L1 is time-saving, practical, and a facilitator, especially while teaching grammar and vocabulary and giving complex structures and instructions. They feel the need of using L1 more than others with MA degrees. It can be stated that teachers who had a MA degree increased their awareness of the advantages and disadvantages of using L1 in the classroom and towards effective teaching methods and approaches. On the other hand, the faculty of education has an impact on shaping teachers' perceptions of using L1. It is revealed that faculties of education and arts and sciences have programs that increase teachers' awareness towards using L1 and they might get teacher training programs in their faculties so that they can manage to overcome the problems without using L1 most of the time.

Besides, the findings show that EFL teachers mostly prefer to use L1 with lower-level students. Therefore, it can be said that the level of the students affects teachers' use of L1. They frequently use L1 to teach grammar, teach vocabulary, give instructions, and to make the meaning comprehensible for the younger students who have lower proficiency levels than others. They frequently prefer to use the Grammar Translation Method (GTM) and translate reading passages, listening gist, instructions, and all the given structures into Turkish to make students understand everything taught. This is similar to Kayaoğlu (2012) who stated that L1 can be used for teaching grammatical structures, especially for beginner levels. Because of the younger students' lower level of proficiency, teachers frequently use L1 most of the time during the lesson. Teachers also believe that it is important to keep students motivated and happy during the lesson, so they use L1 for humor to create a comfortable environment for students in which they will feel less anxious. They sometimes tell jokes and stories in Turkish to make students more comfortable by hearing familiar words and phrases in their languages.

CHAPTER V

Conclusion and Recommendations

This final chapter of the thesis will first present the summary of the results of the conducted survey. Then, it will mention the implications of the study and finally, it will present recommendations for further research studies. A researcher-made questionnaire was administered among 170 English as a Foreign Language (EFL) teachers in northern Cyprus to collect data about their perceptions regarding the use of the first language (L1). The collected data were quantitatively analyzed through descriptive statistics and parametric tests were also run to identify possible differences based on the given categories.

Summary of the Main Results

The use of L1 in EFL classrooms has been a controversial topic in which there has not been an agreement on whether L1 should be used or not. While some teachers claim that L1 should be used in EFL classrooms to facilitate learning, others reject using it. The present study aimed to investigate EFL teachers' perceptions about using L1, the frequency of teachers' L1 in EFL classrooms use, and the cases in which they do so in the context of state secondary schools in northern Cyprus. Besides, the differences in teachers' perceptions and practices based on age, gender, first language, level of education, place of graduation, faculty of graduation, years of teaching experience and grade level taught were analyzed.

The analysis of the data provided answers to the research questions and sub-questions which were stated in Chapter III. The data showed that the majority of the teachers had a neutral approach towards using L1 in EFL classrooms; they sometimes prefer to use it when they feel that there is a need for using it. They undecided about whether using L1 is time-saving, practical and a facilitator for them to teach English or not – while some teachers strongly agreed with these, others strongly disagreed. Therefore, they try to use it only when there is a necessary situation. This is similar to the previous studies (Kayaoğlu, 2012; Mahmutoğlu & Kıcır, 2013) which indicated that teachers sometimes preferred to use L1 to clarify the difficult concepts, to teach grammar and vocabulary and finally to help students

comprehend difficult structures easily. They most frequently prefer to use L1 to deal with the problems that may occur in the classroom, to clarify the meaning of a word to make it more understandable for the students, especially while giving instructions, complex grammar structures and new vocabulary items. On the other hand, the majority of the teachers did not support using L1 to translate reading passages and the gist of listening passages. This means that most of them believe that students should be exposed to the input of the target language (TL). Therefore, while doing listening and reading exercises, according to the participants, it is important to provide students with TL as much as possible rather than using L1. Although the majority of the teachers supported using L2 more than L1, they did not agree on giving minus to their students as a punishment when they use L1. This can be interpreted that as teachers not wanting to scare their students by applying punishment. This also shows that they care about their students' needs including the psychological needs as well because when there is a comfortable learning environment for the students, their anxiety levels will decrease and language learning will be facilitated. In this respect, they have similar views with Auerbach (1993), who stated that using L1 reduces anxiety level and creates an effective learning environment for the students.

With respect to differences among groups of teachers, the results revealed that while there was no difference in their perceptions and uses of L1 in the classroom based on gender, several differences were identified based on age, first language, level of education, faculty of graduation, place of graduation, years of teaching experience and year group taught. Age factor was found to be affecting the teachers' perceptions of using L1 and this finding was also consistent with the findings regarding years of teaching experience; the younger and less experienced teachers frequently use the bilingual approach while older and more experienced ones frequently prefer to use the monolingual approach. Another factor affecting teachers' perceptions about using L1 was the first language. It was revealed that teachers whose L1 was Turkish used the bilingual approach more frequently than others. The results based on this category were also consistent with the place of graduation because the teachers who graduated from Cyprus and Turkey had more positive attitudes towards using L1 than those who graduated from other countries. They frequently used L1 to teach grammar and new vocabulary items, to clarify the meaning of a given instruction or when students have comprehension problems, to

motivate students, and to create a more comfortable environment for them. However, teachers who graduated from other countries tended to use TL more than Turkish to achieve these aims.

The Level of education and faculty of graduation were also important factors for teachers in shaping their perception about using L1 in EFL classrooms. The findings revealed that there were significant differences in perceptions based on the level of education and faculty of education. While teachers who had an MA, degree tended to use English more than Turkish, teachers who only held a BA degree supported using L1 more frequently in the classroom. Teachers who had only a BA degree believed that L1 is time-saving, practical, and a facilitator, especially while teaching grammar and vocabulary, and giving complex structures and instructions. In addition, the findings showed that EFL teachers mostly preferred to use L1 with lower-level students. Therefore, it can be said that the level of the students has an impact on teachers' use of L1. They frequently used L1 to teach grammar and vocabulary, to give instructions, and to make the meaning comprehensible for the younger students who have lower proficiency levels than others.

Pedagogical Implications for Teachers

The findings related to L1 use in English language education reveals that despite the rejection of L1 use in some contexts by EFL teachers, it can be used in certain cases for helping teachers to make the teaching and learning process more effective. Taking the findings into account, it is suggested that teachers should be aware of the importance of using TL more than L1 in the EFL classrooms. Since younger and less experienced teachers had more positive perceptions of L1 use, it is recommended that there should be in-service trainings and education programs for those teachers who tend to use L1 more than TL in the classroom. These programs can focus on helping teachers reduce the use of L1 in cases where they feel the need to use L1. They should also focus on equipping teachers with techniques and strategies that would allow them to use English extensively when teaching different language aspects (e.g. grammar, vocabulary, giving instructions so on). ELT training should raise teachers' awareness of the practical advantages and disadvantages of using L1. Teachers should be aware of how, when, and for what purposes L1 can be

used beneficially. The role of L1 should not be overemphasized in teacher training programs. The fact that the results showed MA holders to be more positive about the monolingual approach also suggests that those who are exposed to research-oriented training have the opportunity to raise their awareness in this regard. Therefore, it may be recommended that at the BA level, teacher candidates should be exposed to more research studies regarding this issue to raise their awareness. Another suggestion can be given for the teachers who tend to use L1 to overcome the problems that students face while using English in the classroom. If they choose tasks that are appropriate to the learners' proficiency level, inform students about the importance of using TL classroom, use non-threatening tasks and attitudes, then L1 use may be minimized and TL use will be increased. Teachers should minimize L1 use, especially in lower-level students, by using basic and simple words according to their levels. They can also make the meaning clear by using visuals such as gestures, flashcards, pictures, and slideshows to make the input more comprehensible for the students.

Recommendations for Further Studies

As this study was conducted quantitatively to reveal the EFL teachers' perceptions about using L1 based on their age, gender, first language, level of education, faculty of graduation, place of graduation, years of teaching experience and grade level taught, further studies can be done qualitatively to reveal specific examples of teachers' practices on using, paying attention to these variables. Similar studies to Bensen and Çavuşoğlu (2013) where classroom recordings made in the state secondary schools can be analyzed to compare the findings of this study to the actual practices of the teachers in this regard. Such a study would also reveal exactly where and how L1 is used in secondary school classrooms. Such a study can also be supported by participant observations. Moreover, interviews with teachers can be conducted to discuss further and to get more detailed answers to the research questions. Another study can also be conducted with students studying in state schools to understand their perceptions of the L1 use in the classroom. Such a study would help us understand how, as receivers of this education, students feel about a monolingual approach to be used in the classroom.

With regard to the findings of teacher training and factors that are relevant, i.e. level of education, place of graduation and faculty of graduation, further studies focusing on the content of teacher education programs and approaches of specific departments and lecturers, especially in the context of Cyprus and Turkey, can be conducted. Their approaches to the issue appear to be crucial in shaping the attitudes and perceptions of future teachers regarding L1 use in the EFL classroom. In further research, the specific information related to the ‘other’ option for place of graduation and faculty of graduation can be investigated as this was a significant factor in differences in both the perceptions towards and the frequency of use of L1.

Finally, further research can focus on analyzing the course descriptions and content of “Approaches to ELT” or “Methodology” courses offered as part of the four-year teacher education programs in Turkey and Cyprus. A comparative study between these courses and those offered abroad for similar qualifications may help us understand how graduates of other countries are trained to develop an awareness, as well as the skills, to deal with teaching English without using L1. The findings of such studies can be beneficial for revising the course contents and approaches used to train English language teachers in the Cypriot and Turkish contexts.

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APPENDICES

Appendix A. Teacher Questionnaire

The Perceptions of Teachers in Cyprus about Using Turkish in English

Language Classes

Participant Information Sheet and Informed Consent Form

Dear Participant,

This questionnaire is a part of a research study that we are carrying out in order to learn more about teachers' perceptions about using Turkish in English language classes. The data collected through this questionnaire will be used to understand for what purposes and when English teachers use Turkish in their classrooms. By filling in the following questionnaire, you agree to participate in this study.

Please note that your participation in this study is voluntary. Your identity will not be revealed in any case to third parties. The data collected will be used for academic research purposes only and may be presented at national academic meetings or/and publications. You may quit participating in this study at any time by contacting us. If you opt out of the study, your data will be deleted from our database and will not be included in any further steps of the study. In case you have any questions or concerns, please contact us using the information below

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PART 1

Please answer the demographic questions below.

1. Age:

2. Gender: ☐ Male ☐ Female

3. First Language:

☐ Turkish ☐ English ☐ Other

4. Level of Education

☐ BA ☐ MA ☐ PhD

5. Place of Graduation (Please consider your latest degree):

☐ Cyprus ☐ Turkey ☐ Other

6. Faculty of Graduation (Please consider your latest degree):

☐ Faculty of Education ☐ Faculty of Arts and Sciences ☐ Other

7. Years of teaching experience:

☐ 1-4 ☐ 5-10 ☐ 11-15 ☐ 16 or more

8. Which grade(s) do you teach?

PART 2

Please read the following statements that indicate different opinions about using first language (Turkish) in the English language classrooms. Then, please choose to what extent **you agree or disagree** with the statements.

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. It is important to greet students in Turkish to make them feel comfortable before starting the lesson.	1	2	3	4	5
2. It is important to translate a reading passage into Turkish to make students understand each detail.	1	2	3	4	5
3. By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	1	2	3	4	5
4. I think using Turkish is time-saving in the classroom.	1	2	3	4	5
5. I think using Turkish is practical while teaching grammar.	1	2	3	4	5
6. I think using Turkish is more practical while teaching new vocabulary.	1	2	3	4	5
7. I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	1	2	3	4	5
8. It is important to use Turkish to get the students' attention when they get bored.	1	2	3	4	5
9. I think talking about daily life in Turkish makes students relaxed.	1	2	3	4	5
10. I think using Turkish reduces barriers to language learning.	1	2	3	4	5
11. I prefer using Turkish to warn students because they take it more seriously when I use Turkish.	1	2	3	4	5
12. Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	1	2	3	4	5

13. Turkish should be used in the classroom so that students can make connections between two languages.	1	2	3	4	5
14. I support using Turkish more than English in the classroom.	1	2	3	4	5
15. I think Turkish should be used as a facilitator when teaching English.	1	2	3	4	5
16. I think Turkish provides scaffolding for me to help the students when they have problems.	1	2	3	4	5
17. I think that using Turkish in English language classrooms can help students to do better in the exams.	1	2	3	4	5
18. I think making jokes in Turkish creates a friendly environment in the class.	1	2	3	4	5
19. I prefer using Turkish because my students find me strict if I always speak in English.	1	2	3	4	5
20. It is important to use Turkish in order to form closer relationships with the students.	1	2	3	4	5
21. I think using Turkish makes students feel comfortable to ask me whenever they have questions.	1	2	3	4	5
22. I prefer using Turkish because my students do not listen to me when I use English all the time.	1	2	3	4	5
23. I think that using bilingual education is better than using only the target language (English) while teaching.	1	2	3	4	5
24. It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.	1	2	3	4	5
25. It is important to give instructions in Turkish to make sure that students are clear about the instructions.	1	2	3	4	5

PART 3

Please read the following statements that indicate different opinions about using first language (Turkish) in the English language classrooms. Then, please choose **how often** they apply to you.

	Never	Seldom	Sometimes	Often	Always
26. I use Turkish to greet students.	1	2	3	4	5
27. I use Turkish at the warm up stage to remind students what we have covered at the previous lesson.	1	2	3	4	5
28. I give Turkish equivalents of the unknown words.	1	2	3	4	5
29. I translate the reading passages into Turkish.	1	2	3	4	5
30. I use Turkish to summarize the topics that we have already covered.	1	2	3	4	5
31. I compare English grammar with Turkish grammar while teaching new grammatical structures.	1	2	3	4	5
32. I speak in Turkish rather than English during the class activities.	1	2	3	4	5
33. I use Turkish to create a comfortable environment for students.	1	2	3	4	5
34. I use Turkish to correct students' mistakes.	1	2	3	4	5
35. I use Turkish to give feedback to students.	1	2	3	4	5
36. I first give the instructions in English and then in Turkish.	1	2	3	4	5

37. When students have problems, I help them by speaking in Turkish.	1	2	3	4	5
38. I ask my students to translate the reading texts into Turkish.	1	2	3	4	5
39. I use Turkish to deal with discipline problems in the classroom.	1	2	3	4	5
40. I use Turkish to make jokes.	1	2	3	4	5
41. I explain the gist of listening passages in Turkish.	1	2	3	4	5
42. I can easily get students' attention by using Turkish.	1	2	3	4	5
43. I ask students to use bilingual dictionaries in class.	1	2	3	4	5
44. I use Turkish to ask students if they have any questions about the lesson.	1	2	3	4	5
45. I speak in Turkish while students do pair/group work.	1	2	3	4	5
46. I speak in Turkish when I talk about something unrelated with the lesson in the class.	1	2	3	4	5
47. I use Turkish to motivate my students when they get bored.	1	2	3	4	5
48. I use gestures, mimes or visuals to clarify the meaning rather than using Turkish.	1	2	3	4	5
49. I use Turkish to tell stories related to the topic.	1	2	3	4	5
50. I explain homework tasks in Turkish.	1	2	3	4	5
51. I support the "English only" policy in the classroom.	1	2	3	4	5
52. I give minus to the students who use Turkish in classroom.	1	2	3	4	5
53. When students ask me something in Turkish, I reply to them in Turkish as well.	1	2	3	4	5
54. Students do not understand anything in English, so I use Turkish in the classroom.	1	2	3	4	5
55. I use Turkish to teach complex grammar structures.	1	2	3	4	5

**Appendix B. Permission Granted by the Scientific Research Ethics Committee
of Near East University**



**BİLİMSEL ARAŞTIRMALAR ETİK
KURULU**

16.12.2019

Dear Gülsen Burat

Your application titled **“Use of Turkish in English as a Foreign Language Classrooms: The Perceptions of Teachers in Northern Cyprus”** with the application number YDÜ/EB/2019/404 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol
Rapporteur of the Scientific Research Ethics Committee

Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

Appendix C. Permission Granted by the Ministry of Education



KUZEY KIBRIS TÜRK CUMHURİYETİ
MİLLÎ EĞİTİM VE KÜLTÜR BAKANLIĞI
GENEL ORTAÖĞRETİM DAİRESİ MÜDÜRLÜĞÜ

Sayı : GOÖ.0.00-006-19/E.11185

23 Aralık 2019

Konu : Gülsen Burat'ın Anket Başvurusu

Sayın Gülsen BURAT

İlgi : 23 Aralık 2019 tarihli ve TTD.0.00-006-19/E.2543 sayılı yazınız.

Talim ve Terbiye Dairesi Müdürlüğü'nün ilgi yazısı uyarınca "The Perceptions Of Teacher In Cyprus, About Using Turkish In English Language Classes" konulu anketin gizlilik ve gönüllülük ilkelerine riayet edilerek uygulanması müdürlüğümüzce uygun görülmüştür.

Ancak anketi uygulamadan önce çalışmaya katılacak olanların bağlı bulunduğu okul müdürlüğüyle istişarede bulunulup, anketin hangi okulda ne zaman uygulanacağı birlikte saptanmalıdır.

Anketi uyguladıktan sonra sonuçlarının Talim ve Terbiye Dairesi Müdürlüğü'ne ulaştırılması yasa gereğidir.

Bilgilerinize saygı ile rica ederim.



e-imzalıdır

ALİ YAMAN

Daire Müdürü

Appendix D. Results of the Data Analysis: Inferential Statistics

Appendix D.1. Post-Hoc LSD Test Results for Differences in Perceptions Based on Age

LSD

Dependent Variable	(I) Age	(J) Age	Mean Difference	
			(I-J)	Sig.
It is important to translate a reading passage into Turkish to make students understand each detail.	Younger Teachers	Middle-aged Teachers	,75159*	,001
		Older Teachers	,44167	,174
	Middle-aged Teachers	Younger Teachers	-,75159*	,001
		Older Teachers	-,30992	,249
	Older Teachers	Younger Teachers	-,44167	,174
		Middle-aged Teachers	,30992	,249
	Younger Teachers	Middle-aged Teachers	,59415*	,006
		Older Teachers	,70000*	,030
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	Middle-aged Teachers	Younger Teachers	-,59415*	,006
		Older Teachers	,10585	,689
	Older Teachers	Younger Teachers	-,70000*	,030
		Middle-aged Teachers	-,10585	,689
	Younger Teachers	Middle-aged Teachers	,23346	,269
		Older Teachers	,68333*	,030
	Middle-aged Teachers	Younger Teachers	-,23346	,269
		Older Teachers	,44987	,084
I think using Turkish is time-saving in the classroom.	Older Teachers	Younger Teachers	-,68333*	,030
		Middle-aged Teachers	-,44987	,084
	Younger Teachers	Middle-aged Teachers	,29039	,170
		Older Teachers	,65833*	,037
	Middle-aged Teachers	Younger Teachers	-,29039	,170
		Older Teachers	,36794	,157
	Older Teachers	Younger Teachers	-,65833*	,037
		Middle-aged Teachers	-,36794	,157
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	Younger Teachers	Middle-aged Teachers	,40553*	,049
		Older Teachers	,77500*	,011
	Middle-aged Teachers	Younger Teachers	-,40553*	,049
		Older Teachers	,36947	,142
	Older Teachers	Younger Teachers	-,77500*	,011
		Middle-aged Teachers	-,36947	,142
	Younger Teachers	Middle-aged Teachers	,84224*	,000
		Older Teachers	,73333*	,015
It is important to use Turkish to get the students' attention when they get bored.	Middle-aged Teachers	Younger Teachers	-,84224*	,000
		Older Teachers	-,10891	,660
	Older Teachers	Younger Teachers	-,73333*	,015
		Middle-aged Teachers	,10891	,660
	Younger Teachers	Middle-aged Teachers	,63613*	,001
		Older Teachers	,66667*	,017
	Middle-aged Teachers	Younger Teachers	-,63613*	,001
		Older Teachers	,03053	,894

	Older Teachers	Younger Teachers	-,66667*	,017
		Middle-aged Teachers	-,03053	,894
I prefer using Turkish to warn students because they take it more seriously when I use Turkish.	Younger Teachers	Middle-aged Teachers	,36609	,075
		Older Teachers	,60833*	,047
	Middle-aged Teachers	Younger Teachers	-,36609	,075
		Older Teachers	,24224	,336
	Older Teachers	Younger Teachers	-,60833*	,047
		Middle-aged Teachers	-,24224	,336
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	Younger Teachers	Middle-aged Teachers	,74491*	,001
		Older Teachers	,75000*	,022
	Middle-aged Teachers	Younger Teachers	-,74491*	,001
		Older Teachers	,00509	,985
	Older Teachers	Younger Teachers	-,75000*	,022
		Middle-aged Teachers	-,00509	,985
Turkish should be used in the classroom so that students can make connections between two languages.	Younger Teachers	Middle-aged Teachers	,49587*	,006
		Older Teachers	,74167*	,006
	Middle-aged Teachers	Younger Teachers	-,49587*	,006
		Older Teachers	,24580	,264
	Older Teachers	Younger Teachers	-,74167*	,006
		Middle-aged Teachers	-,24580	,264
I support using Turkish more than English in the classroom.	Younger Teachers	Middle-aged Teachers	,55344*	,002
		Older Teachers	,36667	,153
	Middle-aged Teachers	Younger Teachers	-,55344*	,002
		Older Teachers	-,18677	,378
	Older Teachers	Younger Teachers	-,36667	,153
		Middle-aged Teachers	,18677	,378
I think Turkish provides scaffolding for me to help the students when they have problems.	Younger Teachers	Middle-aged Teachers	,23982	,172
		Older Teachers	,58333*	,026
	Middle-aged Teachers	Younger Teachers	-,23982	,172
		Older Teachers	,34351	,111
	Older Teachers	Younger Teachers	-,58333*	,026
		Middle-aged Teachers	-,34351	,111
I think that using Turkish in English language classrooms can help students to do better in the exams.	Younger Teachers	Middle-aged Teachers	,55884*	,008
		Older Teachers	,75833*	,016
	Middle-aged Teachers	Younger Teachers	-,55884*	,008
		Older Teachers	,19949	,439
	Older Teachers	Younger Teachers	-,75833*	,016
		Middle-aged Teachers	-,19949	,439
I think making jokes in Turkish creates a friendly environment in the class.	Younger Teachers	Middle-aged Teachers	,66539*	,000
		Older Teachers	1,03333*	,000
	Middle-aged Teachers	Younger Teachers	-,66539*	,000
		Older Teachers	,36794	,098
	Older Teachers	Younger Teachers	-1,03333*	,000
		Middle-aged Teachers	-,36794	,098
I prefer using Turkish because my students find me strict if I always speak in English.	Younger Teachers	Middle-aged Teachers	,48919*	,020
		Older Teachers	,05000	,872
	Middle-aged Teachers	Younger Teachers	-,48919*	,020
		Older Teachers	-,43919	,088
	Older Teachers	Younger Teachers	-,05000	,872
		Middle-aged Teachers	,43919	,088

It is important to use Turkish in order to form closer relationships with the students.	Younger Teachers	Middle-aged Teachers	,45802*	,026
		Older Teachers	,40000	,186
	Middle-aged Teachers	Younger Teachers	-,45802*	,026
		Older Teachers	-,05802	,817
	Older Teachers	Younger Teachers	-,40000	,186
		Middle-aged Teachers	,05802	,817
I think using Turkish makes students feel comfortable to ask me whenever they have questions.	Younger Teachers	Middle-aged Teachers	,55503*	,005
		Older Teachers	,52500	,071
	Middle-aged Teachers	Younger Teachers	-,55503*	,005
		Older Teachers	-,03003	,900
	Older Teachers	Younger Teachers	-,52500	,071
		Middle-aged Teachers	,03003	,900
I prefer using Turkish because my students do not listen to me when I use English all the time.	Younger Teachers	Middle-aged Teachers	,57188*	,008
		Older Teachers	,75000*	,019
	Middle-aged Teachers	Younger Teachers	-,57188*	,008
		Older Teachers	,17812	,497
	Older Teachers	Younger Teachers	-,75000*	,019
		Middle-aged Teachers	-,17812	,497
I think that using bilingual education is better than using only the target language (English) while teaching.	Younger Teachers	Middle-aged Teachers	,67017*	,001
		Older Teachers	,64167*	,028
	Middle-aged Teachers	Younger Teachers	-,67017*	,001
		Older Teachers	-,02850	,905
	Older Teachers	Younger Teachers	-,64167*	,028
		Middle-aged Teachers	,02850	,905
It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.	Younger Teachers	Middle-aged Teachers	,56616*	,001
		Older Teachers	,83333*	,001
	Middle-aged Teachers	Younger Teachers	-,56616*	,001
		Older Teachers	,26718	,191
	Older Teachers	Younger Teachers	-,83333*	,001
		Middle-aged Teachers	-,26718	,191
It is important to give instructions in Turkish to make sure that students are clear about the instructions.	Younger Teachers	Middle-aged Teachers	,79230*	,000
		Older Teachers	,90833*	,005
	Middle-aged Teachers	Younger Teachers	-,79230*	,000
		Older Teachers	,11603	,664
	Older Teachers	Younger Teachers	-,90833*	,005
		Middle-aged Teachers	-,11603	,664

Appendix D1.1. One-way ANOVA Test Results for Differences in Perceptions Based on Age

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
It is important to greet students in Turkish to make them feel comfortable before starting the lesson.	Between Groups	1,543	2	,771	1,650	,195
	Within Groups	78,081	167	,468		
	Total	79,624	169			
It is important to translate a reading passage into Turkish to make students understand each detail.	Between Groups	11,970	2	5,985	6,188	,003
	Within Groups	161,535	167	,967		
	Total	173,506	169			
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	Between Groups	7,696	2	3,848	4,090	,018
	Within Groups	157,128	167	,941		
	Total	164,824	169			
I think using Turkish is time-saving in the classroom.	Between Groups	4,336	2	2,168	2,408	,093
	Within Groups	150,370	167	,900		
	Total	154,706	169			
I think using Turkish is practical while teaching grammar.	Between Groups	2,718	2	1,359	1,476	,232
	Within Groups	153,806	167	,921		
	Total	156,524	169			
I think using Turkish is more practical while teaching new vocabulary.	Between Groups	4,042	2	2,021	2,240	,110
	Within Groups	150,664	167	,902		
	Total	154,706	169			
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	Between Groups	5,891	2	2,946	3,486	,033
	Within Groups	141,103	167	,845		
	Total	146,994	169			
It is important to use Turkish to get the students' attention when they get bored.	Between Groups	15,060	2	7,530	10,373	,000
	Within Groups	121,228	167	,726		
	Total	136,288	169			
I think talking about daily life in Turkish makes students relaxed.	Between Groups	8,436	2	4,218	6,010	,003
	Within Groups	117,211	167	,702		
	Total	125,647	169			
I think using Turkish reduces barriers to language learning.	Between Groups	1,291	2	,646	,806	,448
	Within Groups	133,703	167	,801		
	Total	134,994	169			
I prefer using Turkish to warn students because they	Between Groups	3,941	2	1,970	2,320	,101
	Within Groups	141,853	167	,849		

take it more seriously when I use Turkish.	Total	145,794	169			
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	Between Groups	11,454	2	5,727	5,902	,003
	Within Groups	162,052	167	,970		
	Total	173,506	169			
Turkish should be used in the classroom so that students can make connections between two languages.	Between Groups	6,411	2	3,205	4,953	,008
	Within Groups	108,084	167	,647		
	Total	114,494	169			
I support using Turkish more than English in the classroom.	Between Groups	6,352	2	3,176	5,285	,006
	Within Groups	100,359	167	,601		
	Total	106,712	169			
I think Turkish should be used as a facilitator when teaching English.	Between Groups	1,838	2	,919	1,446	,238
	Within Groups	106,139	167	,636		
	Total	107,976	169			
I think Turkish provides scaffolding for me to help the students when they have problems.	Between Groups	3,148	2	1,574	2,543	,082
	Within Groups	103,375	167	,619		
	Total	106,524	169			
I think that using Turkish in English language classrooms can help students to do better in the exams.	Between Groups	7,454	2	3,727	4,196	,017
	Within Groups	148,341	167	,888		
	Total	155,794	169			
I think making jokes in Turkish creates a friendly environment in the class.	Between Groups	12,014	2	6,007	9,117	,000
	Within Groups	110,039	167	,659		
	Total	122,053	169			
I prefer using Turkish because my students find me strict if I always speak in English.	Between Groups	6,660	2	3,330	3,767	,025
	Within Groups	147,628	167	,884		
	Total	154,288	169			
It is important to use Turkish in order to form closer relationships with the students.	Between Groups	4,257	2	2,129	2,537	,082
	Within Groups	140,119	167	,839		
	Total	144,376	169			
I think using Turkish makes students feel comfortable to ask me whenever they have questions.	Between Groups	6,291	2	3,146	4,086	,019
	Within Groups	128,556	167	,770		
	Total	134,847	169			
I prefer using Turkish because my students do not	Between Groups	7,606	2	3,803	4,127	,018
	Within Groups	153,899	167	,922		

listen to me when I use English all the time.	Total	161,506	169			
I think that using bilingual education is better than using only the target language (English) while teaching.	Between Groups	9,187	2	4,594	5,961	,003
	Within Groups	128,701	167	,771		
	Total	137,888	169			
It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.	Between Groups	8,224	2	4,112	7,385	,001
	Within Groups	92,982	167	,557		
	Total	101,206	169			
It is important to give instructions in Turkish to make sure that students are clear about the instructions.	Between Groups	13,512	2	6,756	7,077	,001
	Within Groups	159,435	167	,955		
	Total	172,947	169			

while teaching grammar.	Equal variances not assumed				.140	130.070	.889	.02121	.15198	-	.32188
											.27946
I think using Turkish is more practical while teaching new vocabulary.	Equal variances assumed	.137	.712	-.127	168	.899	-.01955	.15343	-	.28336	.32246
	Equal variances not assumed				-.128	125.633	.898	-.01955	.15289	-	.28302
											.32213
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	Equal variances assumed	1.570	.212	.746	168	.457	.11145	.14932	-	.40623	.18334
	Equal variances not assumed				.775	138.594	.440	.11145	.14381	-	.39578
											.17289
It is important to use Turkish to get the students' attention when they get bored.	Equal variances not assumed	1.935	.166	1.848	168	.066	.27794	.15038	-	.57482	.01895
	Equal variances not assumed				1.865	127.633	.065	.27794	.14905	-	.57287
											.01699
I think talking about daily life in Turkish makes students relaxed.	Equal variances assumed	14.952	.000	.337	168	.736	.04662	.13824	-	.31953	.22628
	Equal variances not assumed				.379	164.437	.705	.04662	.12298	-	.28944
											.19619
I think using Turkish reduces barriers to language learning.	Equal variances assumed	2.798	.096	.064	168	.949	.00917	.14333	-	.29214	.27379
	Equal variances not assumed				.067	139.162	.947	.00917	.13783	-	.28169
											.26334
I prefer using Turkish to warn students because	Equal variances assumed	.115	.735	-.612	168	.542	-.09099	.14879	-	.20275	.38473

[illegible]

Appendix D.3. T-Test Results for Differences in Perceptions Based on First Language

Independent Samples Test										
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I think using Turkish is time-saving in the classroom.	Equal variances assumed	2,207	,139	3,431	168	,001	1,03750	,30238	,44054	1,63446
	Equal variances not assumed			2,833	9,744	,018	1,03750	,36622	,21860	1,85640
I think using Turkish is practical while teaching grammar.	Equal variances assumed	5,487	,020	2,217	168	,028	,68750	,31013	,07525	1,29975
	Equal variances not assumed			1,602	9,545	,142	,68750	,42922	-,27508	1,65008
I think using Turkish is more practical while teaching new vocabulary.	Equal variances assumed	,632	,428	3,059	168	,003	,93125	,30443	,33024	1,53226
	Equal variances not assumed			2,716	9,880	,022	,93125	,34291	,16594	1,69656
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	Equal variances assumed	4,973	,027	2,462	168	,015	,73750	,29955	,14614	1,32886
	Equal variances not assumed			1,834	9,586	,098	,73750	,40211	-,16372	1,63872
It is important to use Turkish to get the students' attention when they get bored.	Equal variances assumed	,259	,612	3,109	168	,002	,88750	,28549	,32389	1,45111
	Equal variances not assumed			3,110	10,159	,011	,88750	,28541	,25290	1,52210
I think talking about daily life in Turkish makes students relaxed.	Equal variances assumed	,077	,782	2,366	168	,019	,65625	,27731	,10879	1,20371
	Equal variances not assumed			2,369	10,161	,039	,65625	,27703	,04031	1,27219

I think using Turkish reduces barriers to language learning.	Equal variances assumed	3,834	,052	2,191	168	,030	,63125	,28810	,06248	1,20002
I prefer using Turkish to warn students because they take it more seriously when I use Turkish.	Equal variances not assumed			1,673	9,620	,127	,63125	,37742	-,21423	1,47673
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	Equal variances assumed	2,700	,102	2,889	168	,004	,85625	,29638	,27114	1,44136
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	Equal variances not assumed			2,266	9,661	,048	,85625	,37782	,01038	1,70212
Turkish should be used in the classroom so that students can make connections between two languages.	Equal variances assumed	,013	,909	2,538	168	,012	,82500	,32509	,18322	1,46678
Turkish should be used in the classroom so that students can make connections between two languages.	Equal variances not assumed			2,675	10,308	,023	,82500	,30845	,14050	1,50950
I support using Turkish more than English in the classroom.	Equal variances assumed	,322	,571	2,804	168	,006	,73750	,26301	,21827	1,25673
I support using Turkish more than English in the classroom.	Equal variances not assumed			2,690	10,052	,023	,73750	,27415	,12708	1,34792
I think Turkish should be used as a facilitator when teaching English.	Equal variances assumed	,419	,518	2,246	168	,026	,57500	,25597	,06967	1,08033
I think Turkish should be used as a facilitator when teaching English.	Equal variances not assumed			3,227	11,746	,007	,57500	,17819	,18582	,96418
I think making jokes in Turkish creates a friendly environment in the class.	Equal variances assumed	,284	,595	3,760	168	,000	,94375	,25097	,44828	1,43922
I think making jokes in Turkish creates a friendly environment in the class.	Equal variances not assumed			3,531	10,001	,005	,94375	,26731	,34816	1,53934
I prefer using Turkish because my	Equal variances assumed	1,876	,173	2,450	168	,015	,66875	,27300	,12980	1,20770
I prefer using Turkish because my	Equal variances not assumed			1,932	9,669	,083	,66875	,34609	-,10598	1,44348
I prefer using Turkish because my	Equal variances assumed	4,847	,029	2,549	168	,012	,78125	,30650	,17615	1,38635

students find me strict if I always speak in English.	Equal variances not assumed			3,655	11,733	,003	,78125	,21377	,31431	1,24819
It is important to use Turkish in order to form closer relationships with the students.	Equal variances assumed	,048	,827	2,181	168	,031	,65000	,29798	,06172	1,23828
	Equal variances not assumed			2,119	10,083	,060	,65000	,30675	-,03271	1,33271
I prefer using Turkish because my students do not listen to me when I use English all the time.	Equal variances assumed	2,007	,158	1,938	168	,054	,61250	,31609	-,01151	1,23651
	Equal variances not assumed			2,273	10,680	,045	,61250	,26952	,01712	1,20788
I think that using bilingual education is better than using only the target language (English) while teaching.	Equal variances assumed	,001	,979	3,485	168	,001	,99375	,28518	,43075	1,55675
	Equal variances not assumed			3,327	10,041	,008	,99375	,29866	,32865	1,65885
It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.	Equal variances assumed	,092	,762	3,126	168	,002	,76875	,24595	,28321	1,25429
	Equal variances not assumed			2,814	9,909	,018	,76875	,27317	,15934	1,37816
It is important to give instructions in Turkish to make sure that students are clear about the instructions.	Equal variances assumed	,036	,850	2,682	168	,008	,86875	,32386	,22939	1,50811
	Equal variances not assumed			2,885	10,372	,016	,86875	,30111	,20109	1,53641

Appendix D.4. T-Test Results for Differences in Perceptions Based on Level of Education

Independent Samples Test										
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
I think using Turkish is time-saving in the classroom.	Equal variances assumed	2,207	,139	3,431	168	,001	1,03750	,30238	,44054	1,63446
	Equal variances not assumed			2,833	9,744	,018	1,03750	,36622	,21860	1,85640
I think using Turkish is practical while teaching grammar.	Equal variances assumed	5,487	,020	2,217	168	,028	,68750	,31013	,07525	1,29975
	Equal variances not assumed			1,602	9,545	,142	,68750	,42922	-,27508	1,65008
I think using Turkish is more practical while teaching new vocabulary.	Equal variances assumed	,632	,428	3,059	168	,003	,93125	,30443	,33024	1,53226
	Equal variances not assumed			2,716	9,880	,022	,93125	,34291	,16594	1,69656
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	Equal variances assumed	4,973	,027	2,462	168	,015	,73750	,29955	,14614	1,32886
	Equal variances not assumed			1,834	9,586	,098	,73750	,40211	-,16372	1,63872
It is important to use Turkish to get the students' attention when they get bored.	Equal variances assumed	,259	,612	3,109	168	,002	,88750	,28549	,32389	1,45111
	Equal variances not assumed			3,110	10,159	,011	,88750	,28541	,25290	1,52210
I think talking about daily life in Turkish makes students relaxed.	Equal variances assumed	,077	,782	2,366	168	,019	,65625	,27731	,10879	1,20371
	Equal variances not assumed			2,369	10,161	,039	,65625	,27703	,04031	1,27219

I think using Turkish reduces barriers to language learning.	Equal variances assumed	3,834	,052	2,191	168	,030	,63125	,28810	,06248	1,20002
I prefer using Turkish to warn students because they take it more seriously when I use Turkish.	Equal variances not assumed			1,673	9,620	,127	,63125	,37742	-,21423	1,47673
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	Equal variances assumed	2,700	,102	2,889	168	,004	,85625	,29638	,27114	1,44136
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	Equal variances not assumed			2,266	9,661	,048	,85625	,37782	,01038	1,70212
Turkish should be used in the classroom so that students can make connections between two languages.	Equal variances assumed	,013	,909	2,538	168	,012	,82500	,32509	,18322	1,46678
Turkish should be used in the classroom so that students can make connections between two languages.	Equal variances not assumed			2,675	10,308	,023	,82500	,30845	,14050	1,50950
I support using Turkish more than English in the classroom.	Equal variances assumed	,322	,571	2,804	168	,006	,73750	,26301	,21827	1,25673
I support using Turkish more than English in the classroom.	Equal variances not assumed			2,690	10,052	,023	,73750	,27415	,12708	1,34792
I think Turkish should be used as a facilitator when teaching English.	Equal variances assumed	,419	,518	2,246	168	,026	,57500	,25597	,06967	1,08033
I think Turkish should be used as a facilitator when teaching English.	Equal variances not assumed			3,227	11,746	,007	,57500	,17819	,18582	,96418
I think making jokes in Turkish creates a friendly environment in the class.	Equal variances assumed	,284	,595	3,760	168	,000	,94375	,25097	,44828	1,43922
I think making jokes in Turkish creates a friendly environment in the class.	Equal variances not assumed			3,531	10,001	,005	,94375	,26731	,34816	1,53934
I prefer using Turkish because my	Equal variances assumed	1,876	,173	2,450	168	,015	,66875	,27300	,12980	1,20770
I prefer using Turkish because my	Equal variances not assumed			1,932	9,669	,083	,66875	,34609	-,10598	1,44348
I prefer using Turkish because my	Equal variances assumed	4,847	,029	2,549	168	,012	,78125	,30650	,17615	1,38635

students find me strict if I always speak in English.	Equal variances not assumed			3,655	11,733	,003	,78125	,21377	,31431	1,24819
It is important to use Turkish in order to form closer relationships with the students.	Equal variances assumed	,048	,827	2,181	168	,031	,65000	,29798	,06172	1,23828
I prefer using Turkish because my students do not listen to me when I use English all the time.	Equal variances not assumed			2,119	10,083	,060	,65000	,30675	-,03271	1,33271
I think that using bilingual education is better than using only the target language (English) while teaching.	Equal variances assumed	2,007	,158	1,938	168	,054	,61250	,31609	-,01151	1,23651
It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.	Equal variances not assumed			2,273	10,680	,045	,61250	,26952	,01712	1,20788
It is important to give instructions in Turkish to make sure that students are clear about the instructions.	Equal variances not assumed	,001	,979	3,485	168	,001	,99375	,28518	,43075	1,55675
	Equal variances not assumed			3,327	10,041	,008	,99375	,29866	,32865	1,65885
	Equal variances assumed	,092	,762	3,126	168	,002	,76875	,24595	,28321	1,25429
	Equal variances not assumed			2,814	9,909	,018	,76875	,27317	,15934	1,37816
	Equal variances assumed	,036	,850	2,682	168	,008	,86875	,32386	,22939	1,50811
	Equal variances not assumed			2,885	10,372	,016	,86875	,30111	,20109	1,53641

Appendix D.5. Post-Hoc LSD Test Results for Differences in Perceptions Based on Place of Graduation

Multiple Comparisons							
LSD							
Dependent Variable	(I) Place of graduation	(J) Place of graduation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
It is important to greet students in Turkish to make them feel comfortable before starting the lesson.	Cyprus	Turkey	,14231	,11914	,234	-,0929	,3775
		Other	,35572*	,13493	,009	,0893	,6221
	Turkey	Cyprus	-,14231	,11914	,234	-,3775	,0929
		Other	,21341	,13534	,117	-,0538	,4806
It is important to translate a reading passage into Turkish to make students understand each detail.	Other	Cyprus	-,35572*	,13493	,009	-,6221	-,0893
		Turkey	-,21341	,13534	,117	-,4806	,0538
	Cyprus	Turkey	-,08582	,17590	,626	-,4331	,2615
		Other	,41914*	,19922	,037	,0258	,8124
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	Turkey	Cyprus	,08582	,17590	,626	-,2615	,4331
		Other	,50495*	,19982	,012	,1105	,8995
	Other	Cyprus	-,41914*	,19922	,037	-,8124	-,0258
		Turkey	-,50495*	,19982	,012	-,8995	-,1105
I think using Turkish is time-saving in the classroom.	Cyprus	Turkey	,20505	,16948	,228	-,1295	,5396
		Other	,63302*	,19194	,001	,2541	1,0120
	Turkey	Cyprus	-,20505	,16948	,228	-,5396	,1295
		Other	,42797*	,19252	,028	,0479	,8081
	Other	Cyprus	-,63302*	,19194	,001	-1,0120	-,2541
		Turkey	-,42797*	,19252	,028	-,8081	-,0479
		Turkey	-,25240	,16523	,128	-,5786	,0738
		Other	,30019	,18713	,111	-,0693	,6696
I think using Turkish is practical while teaching grammar.	Cyprus	Cyprus	,25240	,16523	,128	-,0738	,5786
		Other	,55259*	,18769	,004	,1820	,9231
	Turkey	Cyprus	-,30019	,18713	,111	-,6696	,0693
		Turkey	-,55259*	,18769	,004	-,9231	-,1820
	Other	Turkey	-,13197	,16208	,417	-,4520	,1880
		Other	,61689*	,18356	,001	,2545	,9793
		Cyprus	,13197	,16208	,417	-,1880	,4520
		Other	,74886*	,18412	,000	,3854	1,1124
I think using Turkish is more practical while teaching new vocabulary.	Cyprus	Cyprus	-,61689*	,18356	,001	-,9793	-,2545
		Turkey	-,74886*	,18412	,000	-1,1124	-,3854
	Turkey	Turkey	-,11346	,16329	,488	-,4358	,2089
		Other	,52983*	,18494	,005	,1647	,8949
	Other	Cyprus	,11346	,16329	,488	-,2089	,4358
		Other	,64329*	,18550	,001	,2771	1,0095
		Cyprus	-,52983*	,18494	,005	-,8949	-,1647
		Turkey	-,64329*	,18550	,001	-1,0095	-,2771
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	Cyprus	Turkey	,02813	,15373	,855	-,2754	,3316
		Other	,80976*	,17410	,000	,4660	1,1535
	Turkey	Cyprus	-,02813	,15373	,855	-,3316	,2754
		Other	,78163*	,17463	,000	,4369	1,1264
	Other	Cyprus	-,80976*	,17410	,000	-1,1535	-,4660
		Turkey	-,78163*	,17463	,000	-1,1264	-,4369

It is important to use	Cyprus	Turkey	-,01659	,15333	,914	-,3193	,2861
Turkish to get the		Other	,54934*	,17365	,002	,2065	,8922
students' attention	Turkey	Cyprus	,01659	,15333	,914	-,2861	,3193
when they get bored.		Other	,56593*	,17417	,001	,2221	,9098
	Other	Cyprus	-,54934*	,17365	,002	-,8922	-,2065
		Turkey	-,56593*	,17417	,001	-,9098	-,2221
I think talking about	Cyprus	Turkey	-,00337	,14950	,982	-,2985	,2918
daily life in Turkish		Other	,41051*	,16931	,016	,0762	,7448
makes students	Turkey	Cyprus	,00337	,14950	,982	-,2918	,2985
relaxed.		Other	,41387*	,16982	,016	,0786	,7491
	Other	Cyprus	-,41051*	,16931	,016	-,7448	-,0762
		Turkey	-,41387*	,16982	,016	-,7491	-,0786
I think using Turkish	Cyprus	Turkey	-,14183	,15039	,347	-,4387	,1551
reduces barriers to		Other	,56473*	,17032	,001	,2285	,9010
language learning.	Turkey	Cyprus	,14183	,15039	,347	-,1551	,4387
		Other	,70655*	,17083	,000	,3693	1,0438
	Other	Cyprus	-,56473*	,17032	,001	-,9010	-,2285
		Turkey	-,70655*	,17083	,000	-1,0438	-,3693
I prefer using Turkish	Cyprus	Turkey	,04135	,15953	,796	-,2736	,3563
to warn students		Other	,54897*	,18067	,003	,1923	,9057
because they take it	Turkey	Cyprus	-,04135	,15953	,796	-,3563	,2736
more seriously when		Other	,50762*	,18122	,006	,1499	,8654
I use Turkish.	Other	Cyprus	-,54897*	,18067	,003	-,9057	-,1923
		Turkey	-,50762*	,18122	,006	-,8654	-,1499
Students do not	Cyprus	Turkey	-,15361	,17431	,379	-,4977	,1905
understand anything		Other	,46492*	,19742	,020	,0752	,8547
in English, so I think	Turkey	Cyprus	,15361	,17431	,379	-,1905	,4977
it is better to speak in		Other	,61852*	,19801	,002	,2276	1,0095
Turkish while	Other	Cyprus	-,46492*	,19742	,020	-,8547	-,0752
teaching.		Turkey	-,61852*	,19801	,002	-1,0095	-,2276
Turkish should be	Cyprus	Turkey	-,03437	,14054	,807	-,3118	,2431
used in the classroom		Other	,49268*	,15917	,002	,1784	,8069
so that students can	Turkey	Cyprus	,03437	,14054	,807	-,2431	,3118
make connections		Other	,52706*	,15965	,001	,2119	,8422
between two	Other	Cyprus	-,49268*	,15917	,002	-,8069	-,1784
languages.		Turkey	-,52706*	,15965	,001	-,8422	-,2119
I support using	Cyprus	Turkey	-,14207	,13500	,294	-,4086	,1245
Turkish more than		Other	,43377*	,15289	,005	,1319	,7356
English in the	Turkey	Cyprus	,14207	,13500	,294	-,1245	,4086
classroom.		Other	,57584*	,15336	,000	,2731	,8786
	Other	Cyprus	-,43377*	,15289	,005	-,7356	-,1319
		Turkey	-,57584*	,15336	,000	-,8786	-,2731
I think Turkish	Cyprus	Turkey	-,08173	,13901	,557	-,3562	,1927
should be used as a		Other	,30394	,15744	,055	-,0069	,6148
facilitator when	Turkey	Cyprus	,08173	,13901	,557	-,1927	,3562
teaching English.		Other	,38567*	,15791	,016	,0739	,6974
	Other	Cyprus	-,30394	,15744	,055	-,6148	,0069
		Turkey	-,38567*	,15791	,016	-,6974	-,0739
I think Turkish	Cyprus	Turkey	-,13077	,13757	,343	-,4024	,1408
provides scaffolding		Other	,29606	,15580	,059	-,0115	,6037

for me to help the	Turkey	Cyprus	,13077	,13757	,343	-,1408	,4024
students when they		Other	,42683*	,15627	,007	,1183	,7354
have problems.	Other	Cyprus	-,29606	,15580	,059	-,6037	,0115
		Turkey	-,42683*	,15627	,007	-,7354	-,1183
I think that using	Cyprus	Turkey	-,03005	,16391	,855	-,3537	,2936
Turkish in English		Other	,58161*	,18564	,002	,2151	,9481
language classrooms	Turkey	Cyprus	,03005	,16391	,855	-,2936	,3537
can help students to		Other	,61166*	,18620	,001	,2441	,9793
do better in the	Other	Cyprus	-,58161*	,18564	,002	-,9481	-,2151
exams.		Turkey	-,61166*	,18620	,001	-,9793	-,2441
I think making jokes	Cyprus	Turkey	,02572	,14636	,861	-,2632	,3147
in Turkish creates a		Other	,47580*	,16576	,005	,1485	,8030
friendly environment	Turkey	Cyprus	-,02572	,14636	,861	-,3147	,2632
in the class.		Other	,45008*	,16626	,007	,1218	,7783
	Other	Cyprus	-,47580*	,16576	,005	-,8030	-,1485
		Turkey	-,45008*	,16626	,007	-,7783	-,1218
I prefer using Turkish	Cyprus	Turkey	-,10264	,16695	,540	-,4322	,2270
because my students		Other	,30094	,18907	,113	-,0723	,6742
find me strict if I	Turkey	Cyprus	,10264	,16695	,540	-,2270	,4322
always speak in		Other	,40358*	,18964	,035	,0292	,7780
English.	Other	Cyprus	-,30094	,18907	,113	-,6742	,0723
		Turkey	-,40358*	,18964	,035	-,7780	-,0292
It is important to use	Cyprus	Turkey	,06587	,15758	,676	-,2452	,3770
Turkish in order to		Other	,61388*	,17847	,001	,2615	,9662
form closer	Turkey	Cyprus	-,06587	,15758	,676	-,3770	,2452
relationships with the		Other	,54802*	,17900	,003	,1946	,9014
students.	Other	Cyprus	-,61388*	,17847	,001	-,9662	-,2615
		Turkey	-,54802*	,17900	,003	-,9014	-,1946
I think using Turkish	Cyprus	Turkey	,04087	,15752	,796	-,2701	,3519
makes students feel		Other	,21388	,17840	,232	-,1383	,5661
comfortable to ask	Turkey	Cyprus	-,04087	,15752	,796	-,3519	,2701
me whenever they		Other	,17302	,17894	,335	-,1803	,5263
have questions.	Other	Cyprus	-,21388	,17840	,232	-,5661	,1383
		Turkey	-,17302	,17894	,335	-,5263	,1803
I prefer using Turkish	Cyprus	Turkey	-,01106	,16773	,948	-,3422	,3201
because my students		Other	,56135*	,18996	,004	,1863	,9364
do not listen to me	Turkey	Cyprus	,01106	,16773	,948	-,3201	,3422
when I use English		Other	,57241*	,19053	,003	,1962	,9486
all the time.	Other	Cyprus	-,56135*	,18996	,004	-,9364	-,1863
		Turkey	-,57241*	,19053	,003	-,9486	-,1962
I think that using	Cyprus	Turkey	-,06659	,15185	,662	-,3664	,2332
bilingual education is		Other	,62739*	,17197	,000	,2879	,9669
better than using only	Turkey	Cyprus	,06659	,15185	,662	-,2332	,3664
the target language		Other	,69398*	,17249	,000	,3534	1,0345
(English) while	Other	Cyprus	-,62739*	,17197	,000	-,9669	-,2879
teaching.		Turkey	-,69398*	,17249	,000	-,1,0345	-,3534
It is important to	Cyprus	Turkey	,05577	,13470	,679	-,2102	,3217
make students		Other	,35760*	,15256	,020	,0564	,6588
understand their	Turkey	Cyprus	-,05577	,13470	,679	-,3217	,2102
mistakes, so I use		Other	,30183	,15302	,050	-,0003	,6039

Turkish to explain	Other	Cyprus	-,35760*	,15256	,020	-,6588	-,0564
them their mistakes.		Turkey	-,30183	,15302	,050	-,6039	,0003
It is important to give	Cyprus	Turkey	-,06442	,17382	,711	-,4076	,2787
instructions in		Other	,53771*	,19686	,007	,1491	,9264
Turkish to make sure	Turkey	Cyprus	,06442	,17382	,711	-,2787	,4076
that students are clear		Other	,60213*	,19746	,003	,2123	,9920
about the	Other	Cyprus	-,53771*	,19686	,007	-,9264	-,1491
instructions.		Turkey	-,60213*	,19746	,003	-,9920	-,2123

*. The mean difference is significant at the 0.05 level.

Appendix D.5.1. One-way ANOVA Test Results for Differences in Perceptions Based on Place of Graduation

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
It is important to greet students in Turkish to make them feel comfortable before starting the lesson.	Between Groups	3,182	2	1,591	3,476	,033
	Within Groups	76,441	167	,458		
	Total	79,624	169			
It is important to translate a reading passage into Turkish to make students understand each detail.	Between Groups	6,870	2	3,435	3,442	,034
	Within Groups	166,636	167	,998		
	Total	173,506	169			
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	Between Groups	10,138	2	5,069	5,472	,005
	Within Groups	154,686	167	,926		
	Total	164,824	169			
I think using Turkish is time-saving in the classroom.	Between Groups	7,685	2	3,842	4,365	,014
	Within Groups	147,021	167	,880		
	Total	154,706	169			
I think using Turkish is practical while teaching grammar.	Between Groups	15,048	2	7,524	8,881	,000
	Within Groups	141,476	167	,847		
	Total	156,524	169			
I think using Turkish is more practical while teaching new vocabulary.	Between Groups	11,103	2	5,552	6,456	,002
	Within Groups	143,603	167	,860		
	Total	154,706	169			
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	Between Groups	19,729	2	9,864	12,944	,000
	Within Groups	127,265	167	,762		
	Total	146,994	169			
It is important to use Turkish to get the students' attention when they get bored.	Between Groups	9,681	2	4,841	6,385	,002
	Within Groups	126,607	167	,758		
	Total	136,288	169			
I think talking about daily life in Turkish makes students relaxed.	Between Groups	5,286	2	2,643	3,667	,028
	Within Groups	120,361	167	,721		
	Total	125,647	169			
I think using Turkish reduces barriers to language learning.	Between Groups	13,197	2	6,599	9,048	,000
	Within Groups	121,797	167	,729		
	Total	134,994	169			
I prefer using Turkish to warn students because they	Between Groups	8,744	2	4,372	5,327	,006
	Within Groups	137,051	167	,821		

take it more seriously when I use Turkish.	Total	145,794	169			
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	Between Groups	9,871	2	4,935	5,037	,008
	Within Groups	163,635	167	,980		
	Total	173,506	169			
Turkish should be used in the classroom so that students can make connections between two languages.	Between Groups	8,122	2	4,061	6,376	,002
	Within Groups	106,372	167	,637		
	Total	114,494	169			
I support using Turkish more than English in the classroom.	Between Groups	8,562	2	4,281	7,284	,001
	Within Groups	98,150	167	,588		
	Total	106,712	169			
I think Turkish should be used as a facilitator when teaching English.	Between Groups	3,908	2	1,954	3,135	,046
	Within Groups	104,069	167	,623		
	Total	107,976	169			
I think Turkish provides scaffolding for me to help the students when they have problems.	Between Groups	4,605	2	2,302	3,772	,025
	Within Groups	101,919	167	,610		
	Total	106,524	169			
I think that using Turkish in English language classrooms can help students to do better in the exams.	Between Groups	11,100	2	5,550	6,405	,002
	Within Groups	144,694	167	,866		
	Total	155,794	169			
I think making jokes in Turkish creates a friendly environment in the class.	Between Groups	6,692	2	3,346	4,844	,009
	Within Groups	115,361	167	,691		
	Total	122,053	169			
I prefer using Turkish because my students find me strict if I always speak in English.	Between Groups	4,192	2	2,096	2,332	,100
	Within Groups	150,097	167	,899		
	Total	154,288	169			
It is important to use Turkish in order to form closer relationships with the students.	Between Groups	10,649	2	5,325	6,650	,002
	Within Groups	133,727	167	,801		
	Total	144,376	169			
I think using Turkish makes students feel comfortable to ask me whenever they have questions.	Between Groups	1,220	2	,610	,762	,468
	Within Groups	133,627	167	,800		
	Total	134,847	169			
I prefer using Turkish because my students do not	Between Groups	10,000	2	5,000	5,512	,005
	Within Groups	151,506	167	,907		

listen to me when I use English all the time.	Total	161,506	169			
I think that using bilingual education is better than using only the target language (English) while teaching.	Between Groups	13,713	2	6,856	9,221	,000
	Within Groups	124,175	167	,744		
	Total	137,888	169			
It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.	Between Groups	3,487	2	1,743	2,980	,054
	Within Groups	97,719	167	,585		
	Total	101,206	169			
It is important to give instructions in Turkish to make sure that students are clear about the instructions.	Between Groups	10,230	2	5,115	5,250	,006
	Within Groups	162,717	167	,974		
	Total	172,947	169			

Appendix D.6. Post-Hoc LSD Test Results for Differences in Perceptions Based on Faculty of Graduation

Multiple Comparisons							
LSD							
Dependent Variable	(I) Faculty of graduation	(J) Faculty of graduation	Mean		Sig.	95% Confidence Interval	
			Difference (I-J)	Std. Error		Lower Bound	Upper Bound
It is important to greet students in Turkish to make them feel comfortable before starting the lesson.	Faculty of Education	Faculty of Arts and Sciences	-,03356	,14431	,816	-,3185	,2514
		Other	,38125*	,18597	,042	,0141	,7484
	Faculty of Arts and Sciences	Faculty of Education	,03356	,14431	,816	-,2514	,3185
		Other	,41481	,21945	,060	-,0184	,8481
	Other	Faculty of Education	-,38125*	,18597	,042	-,7484	-,0141
		Faculty of Arts and Sciences	-,41481	,21945	,060	-,8481	,0184
It is important to translate a reading passage into Turkish to make students understand each detail.	Faculty of Education	Faculty of Arts and Sciences	,45920*	,20792	,029	,0487	,8697
		Other	,83698*	,26793	,002	,3080	1,3660
	Faculty of Arts and Sciences	Faculty of Education	-,45920*	,20792	,029	-,8697	-,0487
		Other	,37778	,31616	,234	-,2464	1,0020
	Other	Faculty of Education	-,83698*	,26793	,002	-1,3660	-,3080
		Faculty of Arts and Sciences	-,37778	,31616	,234	-1,0020	,2464
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	Faculty of Education	Faculty of Arts and Sciences	,25492	,20176	,208	-,1434	,6532
		Other	,97344*	,26000	,000	,4601	1,4867
	Faculty of Arts and Sciences	Faculty of Education	-,25492	,20176	,208	-,6532	,1434
		Other	,71852*	,30679	,020	,1128	1,3242
	Other	Faculty of Education	-,97344*	,26000	,000	-1,4867	-,4601
		Faculty of Arts and Sciences	-,71852*	,30679	,020	-1,3242	-,1128
I think using Turkish is time-saving in the classroom.	Faculty of Education	Faculty of Arts and Sciences	,19936	,19870	,317	-,1929	,5917
		Other	,74010*	,25606	,004	,2346	1,2456
	Faculty of Arts and Sciences	Faculty of Education	-,19936	,19870	,317	-,5917	,1929
		Other	,54074	,30215	,075	-,0558	1,1373
	Other	Faculty of Education	-,74010*	,25606	,004	-1,2456	-,2346
		Faculty of Arts and Sciences	-,54074	,30215	,075	-1,1373	,0558
I think using Turkish is practical while teaching grammar.	Faculty of Education	Faculty of Arts and Sciences	,29138	,19647	,140	-,0965	,6793
		Other	,94323*	,25319	,000	,4434	1,4431
	Faculty of Arts and Sciences	Faculty of Education	-,29138	,19647	,140	-,6793	,0965
		Other	,65185*	,29876	,031	,0620	1,2417
	Other	Faculty of Education	-,94323*	,25319	,000	-1,4431	-,4434
		Faculty of Arts and Sciences	-,65185*	,29876	,031	-1,2417	-,0620

I think using Turkish is more practical while teaching new vocabulary.	Faculty of Education	Faculty of Arts and Sciences	,28906	,19804	,146	-,1019	,6800
		Other	,75573*	,25521	,004	,2519	1,2596
	Faculty of Arts and Sciences	Faculty of Education	-,28906	,19804	,146	-,6800	,1019
		Other	,46667	,30114	,123	-,1279	1,0612
	Other	Faculty of Education	-,75573*	,25521	,004	-1,2596	-,2519
		Faculty of Arts and Sciences	-,46667	,30114	,123	-1,0612	,1279
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	Faculty of Education	Faculty of Arts and Sciences	,18924	,19502	,333	-,1958	,5743
		Other	,61146*	,25132	,016	,1153	1,1076
	Faculty of Arts and Sciences	Faculty of Education	-,18924	,19502	,333	-,5743	,1958
		Other	,42222	,29655	,156	-,1632	1,0077
	Other	Faculty of Education	-,61146*	,25132	,016	-1,1076	-,1153
		Faculty of Arts and Sciences	-,42222	,29655	,156	-1,0077	,1632
It is important to use Turkish to get the students' attention when they get bored.	Faculty of Education	Faculty of Arts and Sciences	,42506*	,19818	,033	,0338	,8163
		Other	,38802	,25539	,131	-,1162	,8922
	Faculty of Arts and Sciences	Faculty of Education	-,42506*	,19818	,033	-,8163	-,0338
		Other	-,03704	,30136	,902	-,6320	,5579
	Other	Faculty of Education	-,38802	,25539	,131	-,8922	,1162
		Faculty of Arts and Sciences	,03704	,30136	,902	-,5579	,6320
I think talking about daily life in Turkish makes students relaxed.	Faculty of Education	Faculty of Arts and Sciences	,44878*	,17914	,013	,0951	,8025
		Other	,42656	,23085	,066	-,0292	,8823
	Faculty of Arts and Sciences	Faculty of Education	-,44878*	,17914	,013	-,8025	-,0951
		Other	-,02222	,27241	,935	-,5600	,5156
	Other	Faculty of Education	-,42656	,23085	,066	-,8823	,0292
		Faculty of Arts and Sciences	,02222	,27241	,935	-,5156	,5600
I think using Turkish reduces barriers to language learning.	Faculty of Education	Faculty of Arts and Sciences	,44271*	,18546	,018	,0766	,8088
		Other	,50937*	,23899	,035	,0375	,9812
	Faculty of Arts and Sciences	Faculty of Education	-,44271*	,18546	,018	-,8088	-,0766
		Other	,06667	,28201	,813	-,4901	,6234
	Other	Faculty of Education	-,50937*	,23899	,035	-,9812	-,0375
		Faculty of Arts and Sciences	-,06667	,28201	,813	-,6234	,4901
I prefer using Turkish to warn students because they take it more seriously when I use Turkish.	Faculty of Education	Faculty of Arts and Sciences	,44705*	,19150	,021	,0690	,8251
		Other	,66927*	,24678	,007	,1821	1,1565
	Faculty of Arts and Sciences	Faculty of Education	-,44705*	,19150	,021	-,8251	-,0690
		Other	,22222	,29120	,446	-,3527	,7971
	Other	Faculty of Education	-,66927*	,24678	,007	-1,1565	-,1821
		Faculty of Arts and Sciences	-,22222	,29120	,446	-,7971	,3527
Students do not understand anything	Faculty of Education	Faculty of Arts and Sciences	,58073*	,20965	,006	,1668	,9946

in English, so I think		Other	,51406	,27016	,059	-,0193	1,0474
it is better to speak	Faculty of Arts and Sciences Other	Faculty of Education	-,58073*	,20965	,006	-,9946	-,1668
in Turkish while		Other	-,06667	,31879	,835	-,6960	,5627
teaching.		Faculty of Education	-,51406	,27016	,059	-1,0474	,0193
		Faculty of Arts and Sciences	,06667	,31879	,835	-,5627	,6960
Turkish should be used in the	Faculty of Education Faculty of Arts and Sciences Other	Faculty of Arts and Sciences	,05093	,17466	,771	-,2939	,3957
classroom so that		Other	,25833	,22507	,253	-,1860	,7027
students can make		Faculty of Education	-,05093	,17466	,771	-,3957	,2939
connections between		Other	,20741	,26558	,436	-,3169	,7317
two languages.	Other	Faculty of Education	-,25833	,22507	,253	-,7027	,1860
		Faculty of Arts and Sciences	-,20741	,26558	,436	-,7317	,3169
		Faculty of Arts and Sciences					
		Faculty of Arts and Sciences					
I support using Turkish more than English in the	Faculty of Education Faculty of Arts and Sciences Other	Faculty of Arts and Sciences	,22830	,16651	,172	-,1004	,5570
classroom.		Other	,45052*	,21458	,037	,0269	,8742
		Faculty of Education	-,22830	,16651	,172	-,5570	,1004
		Other	,22222	,25320	,381	-,2777	,7221
	Other	Faculty of Education	-,45052*	,21458	,037	-,8742	-,0269
		Faculty of Arts and Sciences	-,22222	,25320	,381	-,7221	,2777
		Faculty of Arts and Sciences					
		Faculty of Arts and Sciences					
I think Turkish should be used as a	Faculty of Education Faculty of Arts and Sciences Other	Faculty of Arts and Sciences	,33970*	,16778	,044	,0085	,6709
facilitator when		Other	,26563	,21621	,221	-,1612	,6925
teaching English.		Faculty of Education	-,33970*	,16778	,044	-,6709	-,0085
		Other	-,07407	,25513	,772	-,5778	,4296
	Other	Faculty of Education	-,26563	,21621	,221	-,6925	,1612
		Faculty of Arts and Sciences	,07407	,25513	,772	-,4296	,5778
		Faculty of Arts and Sciences					
		Faculty of Arts and Sciences					
I think Turkish provides scaffolding	Faculty of Education Faculty of Arts and Sciences Other	Faculty of Arts and Sciences	,19184	,16690	,252	-,1377	,5213
for me to help the		Other	,41406	,21508	,056	-,0106	,8387
students when they		Faculty of Education	-,19184	,16690	,252	-,5213	,1377
have problems.		Other	,22222	,25379	,382	-,2788	,7233
	Other	Faculty of Education	-,41406	,21508	,056	-,8387	,0106
		Faculty of Arts and Sciences	-,22222	,25379	,382	-,7233	,2788
		Faculty of Arts and Sciences					
		Faculty of Arts and Sciences					
I think that using Turkish in English	Faculty of Education Faculty of Arts and Sciences Other	Faculty of Arts and Sciences	,37992	,20072	,060	-,0164	,7762
language classrooms		Other	,49844	,25866	,056	-,0122	1,0091
can help students to		Faculty of Education	-,37992	,20072	,060	-,7762	,0164
do better in the		Other	,11852	,30522	,698	-,4841	,7211
exams.	Other	Faculty of Education	-,49844	,25866	,056	-1,0091	,0122
		Faculty of Arts and Sciences	-,11852	,30522	,698	-,7211	,4841
		Faculty of Arts and Sciences					
		Faculty of Arts and Sciences					
I think making jokes in Turkish creates a	Faculty of Education	Faculty of Arts and Sciences	,47830*	,17323	,006	,1363	,8203
friendly		Other	,70052*	,22324	,002	,2598	1,1413
		Faculty of Education	-,47830*	,17323	,006	-,8203	-,1363

environment in the class.	Faculty of Arts and Sciences	Other	,22222	,26342	,400	-,2978	,7423
	Other	Faculty of Education	-,70052*	,22324	,002	-1,1413	-,2598
		Faculty of Arts and Sciences	-,22222	,26342	,400	-,7423	,2978
I prefer using Turkish because my students find me strict if I always speak in English.	Faculty of Education	Faculty of Arts and Sciences	,68750*	,19521	,001	,3021	1,0729
		Other	,48750	,25157	,054	-,0092	,9842
	Faculty of Arts and Sciences	Faculty of Education	-,68750*	,19521	,001	-1,0729	-,3021
		Other	-,20000	,29685	,501	-,7861	,3861
	Other	Faculty of Education	-,48750	,25157	,054	-,9842	,0092
		Faculty of Arts and Sciences	,20000	,29685	,501	-,3861	,7861
It is important to use Turkish in order to form closer relationships with the students.	Faculty of Education	Faculty of Arts and Sciences	,48293*	,19070	,012	,1064	,8594
		Other	,60885*	,24575	,014	,1237	1,0940
	Faculty of Arts and Sciences	Faculty of Education	-,48293*	,19070	,012	-,8594	-,1064
		Other	,12593	,28998	,665	-,4466	,6984
	Other	Faculty of Education	-,60885*	,24575	,014	-1,0940	-,1237
		Faculty of Arts and Sciences	-,12593	,28998	,665	-,6984	,4466
I think using Turkish makes students feel comfortable to ask me whenever they have questions.	Faculty of Education	Faculty of Arts and Sciences	,27170	,18874	,152	-,1009	,6443
		Other	,24948	,24322	,307	-,2307	,7297
	Faculty of Arts and Sciences	Faculty of Education	-,27170	,18874	,152	-,6443	,1009
		Other	-,02222	,28700	,938	-,5888	,5444
	Other	Faculty of Education	-,24948	,24322	,307	-,7297	,2307
		Faculty of Arts and Sciences	,02222	,28700	,938	-,5444	,5888
I prefer using Turkish because my students do not listen to me when I use English all the time.	Faculty of Education	Faculty of Arts and Sciences	,48090*	,20278	,019	,0806	,8813
		Other	,56979*	,26132	,031	,0539	1,0857
	Faculty of Arts and Sciences	Faculty of Education	-,48090*	,20278	,019	-,8813	-,0806
		Other	,08889	,30836	,774	-,5199	,6977
	Other	Faculty of Education	-,56979*	,26132	,031	-1,0857	-,0539
		Faculty of Arts and Sciences	-,08889	,30836	,774	-,6977	,5199
I think that using bilingual education is better than using only the target language (English) while teaching.	Faculty of Education	Faculty of Arts and Sciences	,34549	,18869	,069	-,0270	,7180
		Other	,50104*	,24315	,041	,0210	,9811
	Faculty of Arts and Sciences	Faculty of Education	-,34549	,18869	,069	-,7180	,0270
		Other	,15556	,28692	,588	-,4109	,7220
	Other	Faculty of Education	-,50104*	,24315	,041	-,9811	-,0210
		Faculty of Arts and Sciences	-,15556	,28692	,588	-,7220	,4109
It is important to make students understand their mistakes, so I use	Faculty of Education	Faculty of Arts and Sciences	,08652	,16190	,594	-,2331	,4062
		Other	,51615*	,20864	,014	,1042	,9281
	Faculty of Arts and Sciences	Faculty of Education	-,08652	,16190	,594	-,4062	,2331
		Other	,42963	,24619	,083	-,0564	,9157

Turkish to explain them their mistakes.	Other	Faculty of Education	-,51615*	,20864	,014	-,9281	-,1042
		Faculty of Arts and Sciences	-,42963	,24619	,083	-,9157	,0564
It is important to give instructions in Turkish to make sure that students are clear about the instructions.	Faculty of Education	Faculty of Arts and Sciences	,42130*	,21175	,048	,0032	,8394
		Other	,45833	,27288	,095	-,0804	,9971
	Faculty of Arts and Sciences	Faculty of Education	-,42130*	,21175	,048	-,8394	-,0032
		Other	,03704	,32199	,909	-,5987	,6727
	Other	Faculty of Education	-,45833	,27288	,095	-,9971	,0804
		Faculty of Arts and Sciences	-,03704	,32199	,909	-,6727	,5987

*. The mean difference is significant at the 0.05 level.

Appendix D.6.1. One Way ANOVA Test Results for Differences in Perceptions Based on Faculty of Graduation

		ANOVA				
		Sum of Squares	Df	Mean Square	F	Sig.
It is important to greet students in Turkish to make them feel comfortable before starting the lesson.	Between Groups	2,074	2	1,037	2,234	,110
	Within Groups	77,549	167	,464		
	Total	79,624	169			
It is important to translate a reading passage into Turkish to make students understand each detail.	Between Groups	12,539	2	6,269	6,504	,002
	Within Groups	160,967	167	,964		
	Total	173,506	169			
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	Between Groups	13,253	2	6,627	7,301	,001
	Within Groups	151,570	167	,908		
	Total	164,824	169			
I think using Turkish is time-saving in the classroom.	Between Groups	7,691	2	3,846	4,368	,014
	Within Groups	147,015	167	,880		
	Total	154,706	169			
I think using Turkish is practical while teaching grammar.	Between Groups	12,786	2	6,393	7,428	,001
	Within Groups	143,737	167	,861		
	Total	156,524	169			
I think using Turkish is more practical while teaching new vocabulary.	Between Groups	8,668	2	4,334	4,956	,008
	Within Groups	146,038	167	,874		
	Total	154,706	169			
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	Between Groups	5,375	2	2,688	3,169	,045
	Within Groups	141,619	167	,848		
	Total	146,994	169			
It is important to use Turkish to get the students' attention when they get bored.	Between Groups	4,784	2	2,392	3,037	,051
	Within Groups	131,505	167	,787		
	Total	136,288	169			
I think talking about daily life in Turkish makes students relaxed.	Between Groups	6,151	2	3,075	4,298	,015
	Within Groups	119,496	167	,716		
	Total	125,647	169			
I think using Turkish reduces barriers to language learning.	Between Groups	6,925	2	3,463	4,515	,012
	Within Groups	128,069	167	,767		
	Total	134,994	169			
I prefer using Turkish to warn students because they	Between Groups	9,239	2	4,620	5,650	,004
	Within Groups	136,555	167	,818		

take it more seriously when I use Turkish.	Total	145,794	169			
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	Between Groups	9,851	2	4,926	5,026	,008
	Within Groups	163,655	167	,980		
	Total	173,506	169			
Turkish should be used in the classroom so that students can make connections between two languages.	Between Groups	,909	2	,454	,668	,514
	Within Groups	113,585	167	,680		
	Total	114,494	169			
I support using Turkish more than English in the classroom.	Between Groups	3,470	2	1,735	2,806	,063
	Within Groups	103,242	167	,618		
	Total	106,712	169			
I think Turkish should be used as a facilitator when teaching English.	Between Groups	3,156	2	1,578	2,514	,084
	Within Groups	104,821	167	,628		
	Total	107,976	169			
I think Turkish provides scaffolding for me to help the students when they have problems.	Between Groups	2,802	2	1,401	2,256	,108
	Within Groups	103,721	167	,621		
	Total	106,524	169			
I think that using Turkish in English language classrooms can help students to do better in the exams.	Between Groups	5,774	2	2,887	3,214	,043
	Within Groups	150,020	167	,898		
	Total	155,794	169			
I think making jokes in Turkish creates a friendly environment in the class.	Between Groups	10,311	2	5,155	7,705	,001
	Within Groups	111,742	167	,669		
	Total	122,053	169			
I prefer using Turkish because my students find me strict if I always speak in English.	Between Groups	12,388	2	6,194	7,290	,001
	Within Groups	141,900	167	,850		
	Total	154,288	169			
It is important to use Turkish in order to form closer relationships with the students.	Between Groups	8,966	2	4,483	5,529	,005
	Within Groups	135,411	167	,811		
	Total	144,376	169			
I think using Turkish makes students feel comfortable to ask me whenever they have questions.	Between Groups	2,205	2	1,102	1,388	,252
	Within Groups	132,642	167	,794		
	Total	134,847	169			
I prefer using Turkish because my students do not	Between Groups	8,387	2	4,194	4,574	,012
	Within Groups	153,119	167	,917		

listen to me when I use English all the time.	Total	161,506	169			
I think that using bilingual education is better than using only the target language (English) while teaching.	Between Groups	5,319	2	2,660	3,351	,037
	Within Groups	132,569	167	,794		
	Total	137,888	169			
It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.	Between Groups	3,601	2	1,800	3,080	,049
	Within Groups	97,605	167	,584		
	Total	101,206	169			
It is important to give instructions in Turkish to make sure that students are clear about the instructions.	Between Groups	5,984	2	2,992	2,993	,053
	Within Groups	166,963	167	1,000		
	Total	172,947	169			

Appendix D.7. Post-Hoc LSD Test Results for Differences in Perceptions Based on Years of Teaching Experience

Multiple Comparisons							
LSD							
Dependent Variable	(I) Years of teaching experience	(J) Years of teaching experience	Mean		Sig.	95% Confidence Interval	
			Difference (I-J)	Std. Error		Lower Bound	Upper Bound
It is important to translate a reading passage into Turkish to make students understand each detail.	1-10	11-16	,60258*	,21280	,005	,1825	1,0227
		16 or more	,73512*	,23504	,002	,2711	1,1991
	11-16	1-10	-,60258*	,21280	,005	-1,0227	-,1825
		16 or more	,13254	,17534	,451	-,2136	,4787
	16 or more	1-10	-,73512*	,23504	,002	-1,1991	-,2711
		11-16	-,13254	,17534	,451	-,4787	,2136
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	1-10	11-16	,41185*	,20823	,050	,0008	,8230
		16 or more	,69643*	,22999	,003	,2424	1,1505
	11-16	1-10	-,41185*	,20823	,050	-,8230	-,0008
		16 or more	,28457	,17158	,099	-,0542	,6233
	16 or more	1-10	-,69643*	,22999	,003	-1,1505	-,2424
		11-16	-,28457	,17158	,099	-,6233	,0542
I think using Turkish is time-saving in the classroom.	1-10	11-16	,15881	,20428	,438	-,2445	,5621
		16 or more	,45536*	,22563	,045	,0099	,9008
	11-16	1-10	-,15881	,20428	,438	-,5621	,2445
		16 or more	,29654	,16832	,080	-,0358	,6289
	16 or more	1-10	-,45536*	,22563	,045	-,9008	-,0099
		11-16	-,29654	,16832	,080	-,6289	,0358
I think using Turkish is more practical while teaching new vocabulary.	1-10	11-16	-,25842	,17015	,131	-,5943	,0775
		16 or more	,26216	,20407	,201	-,1407	,6651
	11-16	1-10	,50595*	,22540	,026	,0610	,9510
		16 or more	-,26216	,20407	,201	-,6651	,1407
	16 or more	1-10	,24379	,16815	,149	-,0882	,5758
		11-16	-,50595*	,22540	,026	-,9510	-,0610
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	1-10	11-16	-,24379	,16815	,149	-,5758	,0882
		16 or more	,35030	,19513	,074	-,0349	,7355
	11-16	1-10	,72619*	,21552	,001	,3007	1,1517
		16 or more	-,35030	,19513	,074	-,7355	,0349
	16 or more	1-10	-,37589*	,16078	,021	,0585	,6933
		11-16	-,72619*	,21552	,001	-1,1517	-,3007
It is important to use Turkish to get the students' attention when they get bored.	1-10	11-16	-,37589*	,16078	,021	-,6933	-,0585
		16 or more	,73480*	,18236	,000	,3748	1,0948
	11-16	1-10	,94048*	,20142	,000	,5428	1,3381
		16 or more	-,73480*	,18236	,000	-1,0948	-,3748
	16 or more	1-10	,20567	,15026	,173	-,0910	,5023
		11-16	-,94048*	,20142	,000	-1,3381	-,5428
I think talking about daily life in Turkish	1-10	11-16	-,20567	,15026	,173	-,5023	,0910
		16 or more	,55775*	,17866	,002	,2050	,9105
	11-16	1-10	,76786*	,19733	,000	,3783	1,1574
		16 or more	-,55775*	,17866	,002	-,9105	-,2050
	11-16	1-10					
		16 or more					

makes students		16 or more	,21011	,14721	,155	-,0805	,5007
relaxed.	16 or more	1-10	-,76786*	,19733	,000	-1,1574	-,3783
		11-16	-,21011	,14721	,155	-,5007	,0805
I prefer using	1-10	11-16	,18769	,19673	,341	-,2007	,5761
Turkish to warn		16 or more	,54762*	,21729	,013	,1186	,9766
students because	11-16	1-10	-,18769	,19673	,341	-,5761	,2007
they take it more		16 or more	,35993*	,16210	,028	,0399	,6800
seriously when I use	16 or more	1-10	-,54762*	,21729	,013	-,9766	-,1186
Turkish.		11-16	-,35993*	,16210	,028	-,6800	-,0399
Students do not	1-10	11-16	,62690*	,20898	,003	,2143	1,0395
understand anything		16 or more	,95536*	,23082	,000	,4997	1,4111
in English, so I think	11-16	1-10	-,62690*	,20898	,003	-1,0395	-,2143
it is better to speak		16 or more	,32846	,17220	,058	-,0115	,6684
in Turkish while	16 or more	1-10	-,95536*	,23082	,000	-1,4111	-,4997
teaching.		11-16	-,32846	,17220	,058	-,6684	,0115
Turkish should be	1-10	11-16	,41489*	,17279	,017	,0738	,7560
used in the		16 or more	,62500*	,19085	,001	,2482	1,0018
classroom so that	11-16	1-10	-,41489*	,17279	,017	-,7560	-,0738
students can make		16 or more	,21011	,14238	,142	-,0710	,4912
connections between	16 or more	1-10	-,62500*	,19085	,001	-1,0018	-,2482
two languages.		11-16	-,21011	,14238	,142	-,4912	,0710
I support using	1-10	11-16	,39286*	,16854	,021	,0601	,7256
Turkish more than		16 or more	,47619*	,18616	,011	,1087	,8437
English in the	11-16	1-10	-,39286*	,16854	,021	-,7256	-,0601
classroom.		16 or more	,08333	,13888	,549	-,1909	,3575
	16 or more	1-10	-,47619*	,18616	,011	-,8437	-,1087
		11-16	-,08333	,13888	,549	-,3575	,1909
I think Turkish	1-10	11-16	,19453	,16959	,253	-,1403	,5294
should be used as a		16 or more	,47024*	,18732	,013	,1004	,8401
facilitator when	11-16	1-10	-,19453	,16959	,253	-,5294	,1403
teaching English.		16 or more	,27571	,13974	,050	-,0002	,5516
	16 or more	1-10	-,47024*	,18732	,013	-,8401	-,1004
		11-16	-,27571	,13974	,050	-,5516	,0002
I think Turkish	1-10	11-16	,18845	,16912	,267	-,1454	,5223
provides scaffolding		16 or more	,42560*	,18680	,024	,0568	,7944
for me to help the	11-16	1-10	-,18845	,16912	,267	-,5223	,1454
students when they		16 or more	,23715	,13936	,091	-,0380	,5123
have problems.	16 or more	1-10	-,42560*	,18680	,024	-,7944	-,0568
		11-16	-,23715	,13936	,091	-,5123	,0380
I think that using	1-10	11-16	,42021*	,20023	,037	,0249	,8155
Turkish in English		16 or more	,79167*	,22116	,000	,3550	1,2283
language classrooms	11-16	1-10	-,42021*	,20023	,037	-,8155	-,0249
can help students to		16 or more	,37145*	,16499	,026	,0457	,6972
do better in the	16 or more	1-10	-,79167*	,22116	,000	-1,2283	-,3550
exams.		11-16	-,37145*	,16499	,026	-,6972	-,0457
I think making jokes	1-10	11-16	,62994*	,17360	,000	,2872	,9727
in Turkish creates a		16 or more	,86310*	,19174	,000	,4845	1,2416
friendly	11-16	1-10	-,62994*	,17360	,000	-,9727	-,2872
environment in the		16 or more	,23316	,14304	,105	-,0493	,5156
class.	16 or more	1-10	-,86310*	,19174	,000	-1,2416	-,4845

		11-16	-,23316	,14304	,105	-,5156	,0493
I prefer using	1-10	11-16	,57827*	,20115	,005	,1811	,9754
Turkish because my		16 or more	,63988*	,22217	,004	,2013	1,0785
students find me	11-16	1-10	-,57827*	,20115	,005	-,9754	-,1811
strict if I always		16 or more	,06161	,16574	,711	-,2656	,3888
speak in English.	16 or more	1-10	-,63988*	,22217	,004	-1,0785	-,2013
		11-16	-,06161	,16574	,711	-,3888	,2656
It is important to use	1-10	11-16	,45061*	,19532	,022	,0650	,8362
Turkish in order to		16 or more	,61905*	,21574	,005	,1931	1,0450
form closer	11-16	1-10	-,45061*	,19532	,022	-,8362	-,0650
relationships with		16 or more	,16844	,16094	,297	-,1493	,4862
the students.	16 or more	1-10	-,61905*	,21574	,005	-1,0450	-,1931
		11-16	-,16844	,16094	,297	-,4862	,1493
I think using Turkish	1-10	11-16	,48404*	,18869	,011	,1115	,8566
makes students feel		16 or more	,58333*	,20840	,006	,1719	,9948
comfortable to ask	11-16	1-10	-,48404*	,18869	,011	-,8566	-,1115
me whenever they		16 or more	,09929	,15547	,524	-,2077	,4062
have questions.	16 or more	1-10	-,58333*	,20840	,006	-,9948	-,1719
		11-16	-,09929	,15547	,524	-,4062	,2077
I prefer using	1-10	11-16	,57523*	,20477	,006	,1710	,9795
Turkish because my		16 or more	,75298*	,22617	,001	,3065	1,1995
students do not	11-16	1-10	-,57523*	,20477	,006	-,9795	-,1710
listen to me when I		16 or more	,17775	,16872	,294	-,1554	,5109
use English all the	16 or more	1-10	-,75298*	,22617	,001	-1,1995	-,3065
time.		11-16	-,17775	,16872	,294	-,5109	,1554
I think that using	1-10	11-16	,60790*	,18599	,001	,2407	,9751
bilingual education		16 or more	,86012*	,20543	,000	,4545	1,2657
is better than using	11-16	1-10	-,60790*	,18599	,001	-,9751	-,2407
only the target		16 or more	,25222	,15325	,102	-,0503	,5548
language (English)	16 or more	1-10	-,86012*	,20543	,000	-1,2657	-,4545
while teaching.		11-16	-,25222	,15325	,102	-,5548	,0503
It is important to	1-10	11-16	,54483*	,15994	,001	,2291	,8606
make students		16 or more	,69643*	,17666	,000	,3477	1,0452
understand their	11-16	1-10	-,54483*	,15994	,001	-,8606	-,2291
mistakes, so I use		16 or more	,15160	,13179	,252	-,1086	,4118
Turkish to explain	16 or more	1-10	-,69643*	,17666	,000	-1,0452	-,3477
them their mistakes.		11-16	-,15160	,13179	,252	-,4118	,1086
It is important to	1-10	11-16	,62842*	,21050	,003	,2128	1,0440
give instructions in		16 or more	,85714*	,23250	,000	,3981	1,3162
Turkish to make	11-16	1-10	-,62842*	,21050	,003	-1,0440	-,2128
sure that students are		16 or more	,22872	,17345	,189	-,1137	,5712
clear about the	16 or more	1-10	-,85714*	,23250	,000	-1,3162	-,3981
instructions.		11-16	-,22872	,17345	,189	-,5712	,1137

*. The mean difference is significant at the 0.05 level.

Appendix D.7.1. One-way ANOVA Test Results for Differences in Perceptions Based on Years of Teaching Experience

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
It is important to greet students in Turkish to make them feel comfortable before starting the lesson.	Between Groups	1,227	2	,614	1,307	,273
	Within Groups	78,396	167	,469		
	Total	79,624	169			
It is important to translate a reading passage into Turkish to make students understand each detail.	Between Groups	10,360	2	5,180	5,303	,006
	Within Groups	163,146	167	,977		
	Total	173,506	169			
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	Between Groups	8,610	2	4,305	4,602	,011
	Within Groups	156,214	167	,935		
	Total	164,824	169			
I think using Turkish is time-saving in the classroom.	Between Groups	4,364	2	2,182	2,424	,092
	Within Groups	150,342	167	,900		
	Total	154,706	169			
I think using Turkish is practical while teaching grammar.	Between Groups	2,906	2	1,453	1,580	,209
	Within Groups	153,617	167	,920		
	Total	156,524	169			
I think using Turkish is more practical while teaching new vocabulary.	Between Groups	4,665	2	2,333	2,596	,078
	Within Groups	150,041	167	,898		
	Total	154,706	169			
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	Between Groups	9,819	2	4,910	5,977	,003
	Within Groups	137,175	167	,821		
	Total	146,994	169			
It is important to use Turkish to get the students' attention when they get bored.	Between Groups	16,475	2	8,237	11,482	,000
	Within Groups	119,813	167	,717		
	Total	136,288	169			
I think talking about daily life in Turkish makes students relaxed.	Between Groups	10,649	2	5,325	7,732	,001
	Within Groups	114,998	167	,689		
	Total	125,647	169			
I think using Turkish reduces barriers to language learning.	Between Groups	3,674	2	1,837	2,336	,100
	Within Groups	131,320	167	,786		
	Total	134,994	169			
I prefer using Turkish to warn students because they	Between Groups	6,355	2	3,177	3,805	,024
	Within Groups	139,439	167	,835		

take it more seriously when I use Turkish.	Total	145,794	169			
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	Between Groups	16,164	2	8,082	8,578	,000
	Within Groups	157,342	167	,942		
	Total	173,506	169			
Turkish should be used in the classroom so that students can make connections between two languages.	Between Groups	6,925	2	3,462	5,375	,005
	Within Groups	107,569	167	,644		
	Total	114,494	169			
I support using Turkish more than English in the classroom.	Between Groups	4,367	2	2,183	3,563	,031
	Within Groups	102,345	167	,613		
	Total	106,712	169			
I think Turkish should be used as a facilitator when teaching English.	Between Groups	4,352	2	2,176	3,506	,032
	Within Groups	103,625	167	,621		
	Total	107,976	169			
I think Turkish provides scaffolding for me to help the students when they have problems.	Between Groups	3,474	2	1,737	2,815	,063
	Within Groups	103,049	167	,617		
	Total	106,524	169			
I think that using Turkish in English language classrooms can help students to do better in the exams.	Between Groups	11,351	2	5,675	6,562	,002
	Within Groups	144,443	167	,865		
	Total	155,794	169			
I think making jokes in Turkish creates a friendly environment in the class.	Between Groups	13,476	2	6,738	10,364	,000
	Within Groups	108,577	167	,650		
	Total	122,053	169			
I prefer using Turkish because my students find me strict if I always speak in English.	Between Groups	8,515	2	4,257	4,877	,009
	Within Groups	145,773	167	,873		
	Total	154,288	169			
It is important to use Turkish in order to form closer relationships with the students.	Between Groups	6,926	2	3,463	4,208	,016
	Within Groups	137,450	167	,823		
	Total	144,376	169			
I think using Turkish makes students feel comfortable to ask me whenever they have questions.	Between Groups	6,579	2	3,290	4,283	,015
	Within Groups	128,268	167	,768		
	Total	134,847	169			
I prefer using Turkish because my students do not	Between Groups	10,444	2	5,222	5,773	,004
	Within Groups	151,062	167	,905		

listen to me when I use English all the time.	Total	161,506	169			
I think that using bilingual education is better than using only the target language (English) while teaching.	Between Groups	13,259	2	6,629	8,883	,000
	Within Groups	124,630	167	,746		
	Total	137,888	169			
It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.	Between Groups	9,040	2	4,520	8,190	,000
	Within Groups	92,166	167	,552		
	Total	101,206	169			
It is important to give instructions in Turkish to make sure that students are clear about the instructions.	Between Groups	13,311	2	6,656	6,963	,001
	Within Groups	159,636	167	,956		
	Total	172,947	169			

Appendix D.8. Post-Hoc LSD Test Results for Differences in Perceptions Based on Grades Taught

Multiple Comparisons							
LSD							
Dependent Variable	(I) Which grades do you teach?	(J) Which grades do you teach?	Mean		Sig.	95% Confidence Interval	
			Difference (I-J)	Std. Error		Lower Bound	Upper Bound
It is important to greet students in Turkish to make them feel comfortable before starting the lesson.	Younger students	Older students	,27212*	,12251	,028	,0303	,5140
		All groups	,35357*	,13600	,010	,0851	,6221
	Older students	Younger students	-,27212*	,12251	,028	-,5140	-,0303
It is important to translate a reading passage into Turkish to make students understand each detail.	All groups	Younger students	-,35357*	,13600	,010	-,6221	-,0851
		Older students	-,08145	,12774	,525	-,3336	,1707
	Younger students	Older students	,48259*	,17907	,008	,1291	,8361
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	Older students	Younger students	-,48259*	,17907	,008	-,8361	-,1291
		All groups	,13595	,18671	,468	-,2327	,5046
	All groups	Younger students	-,61854*	,19878	,002	-1,0110	-,2261
I think using Turkish is time-saving in the classroom.	Older students	Younger students	-,13595	,18671	,468	-,5046	,2327
		All groups	,65799*	,16873	,000	,3249	,9911
	Younger students	Older students	,84660*	,18730	,000	,4768	1,2164
I think using Turkish is practical while teaching grammar.	Older students	Younger students	-,65799*	,16873	,000	-,9911	-,3249
		All groups	,18861	,17592	,285	-,1587	,5359
	All groups	Younger students	-,84660*	,18730	,000	-1,2164	-,4768
I think using Turkish is more practical while teaching new vocabulary.	Older students	Younger students	-,18861	,17592	,285	-,5359	,1587
		All groups	,42519*	,16587	,011	,0977	,7527
	Younger students	Older students	,78343*	,18413	,000	,4199	1,1470
I think using Turkish to summarize the lesson is better to make it more	Older students	Younger students	-,42519*	,16587	,011	-,7527	-,0977
		All groups	,35824*	,17295	,040	,0168	,6997
	All groups	Younger students	-,78343*	,18413	,000	-1,1470	-,4199
I think using Turkish is better to make it more	Older students	Younger students	-,35824*	,17295	,040	-,6997	-,0168
		All groups	,57188*	,16503	,001	,2461	,8977
	Younger students	Older students	,83306*	,18320	,000	,4714	1,1947
I think using Turkish is better to make it more	Older students	Younger students	-,57188*	,16503	,001	-,8977	-,2461
		All groups	,26118	,17207	,131	-,0785	,6009
	All groups	Younger students	-,83306*	,18320	,000	-1,1947	-,4714
I think using Turkish is better to make it more	Older students	Younger students	-,26118	,17207	,131	-,6009	,0785
		All groups	,65081*	,16584	,000	,3234	,9782
	Younger students	Older students	,64438*	,18409	,001	,2809	1,0078
I think using Turkish is better to make it more	Older students	Younger students	-,65081*	,16584	,000	-,9782	-,3234
		All groups	-,00643	,17291	,970	-,3478	,3349
	All groups	Younger students	-,64438*	,18409	,001	-1,0078	-,2809
I think using Turkish is better to make it more	Older students	Younger students	,00643	,17291	,970	-,3349	,3478
		All groups	,65958*	,15851	,000	,3466	,9725
	Younger students	Older students	,81665*	,17595	,000	,4693	1,1640
I think using Turkish is better to make it more	Older students	Younger students	-,65958*	,15851	,000	-,9725	-,3466
		All groups	,15707	,16527	,343	-,1692	,4834
	Younger students	Older students					

comprehensible for the students.	All groups	Younger students	-,81665*	,17595	,000	-1,1640	-,4693
		Older students	-,15707	,16527	,343	-,4834	,1692
It is important to use Turkish to get the students' attention when they get bored.	Younger students	Older students	,29232	,16594	,080	-,0353	,6199
		All groups	,69893*	,18421	,000	,3353	1,0626
	Older students	Younger students	-,29232	,16594	,080	-,6199	,0353
		All groups	,40661*	,17302	,020	,0650	,7482
	All groups	Younger students	-,69893*	,18421	,000	-1,0626	-,3353
		Older students	-,40661*	,17302	,020	-,7482	-,0650
I think talking about daily life in Turkish makes students relaxed.	Younger students	Older students	,06245	,15092	,680	-,2355	,3604
		All groups	,58450*	,16753	,001	,2537	,9152
	Older students	Younger students	-,06245	,15092	,680	-,3604	,2355
		All groups	,52205*	,15735	,001	,2114	,8327
	All groups	Younger students	-,58450*	,16753	,001	-,9152	-,2537
		Older students	-,52205*	,15735	,001	-,8327	-,2114
I think using Turkish reduces barriers to language learning.	Younger students	Older students	,32527*	,15827	,041	,0128	,6377
		All groups	,56563*	,17570	,002	,2188	,9125
	Older students	Younger students	-,32527*	,15827	,041	-,6377	-,0128
		All groups	,24036	,16503	,147	-,0854	,5662
	All groups	Younger students	-,56563*	,17570	,002	-,9125	-,2188
		Older students	-,24036	,16503	,147	-,5662	,0854
I prefer using Turkish to warn students because they take it more seriously when I use Turkish.	Younger students	Older students	,53362*	,15829	,001	,2211	,8461
		All groups	,85603*	,17572	,000	,5091	1,2029
	Older students	Younger students	-,53362*	,15829	,001	-,8461	-,2211
		All groups	,32241	,16505	,052	-,0034	,6483
	All groups	Younger students	-,85603*	,17572	,000	-1,2029	-,5091
		Older students	-,32241	,16505	,052	-,6483	,0034
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	Younger students	Older students	,37151*	,17766	,038	,0208	,7223
		All groups	,74077*	,19722	,000	,3514	1,1301
	Older students	Younger students	-,37151*	,17766	,038	-,7223	-,0208
		All groups	,36926*	,18524	,048	,0035	,7350
	All groups	Younger students	-,74077*	,19722	,000	-1,1301	-,3514
		Older students	-,36926*	,18524	,048	-,7350	-,0035
Turkish should be used in the classroom so that students can make connections between two languages.	Younger students	Older students	,41988*	,14367	,004	,1362	,7035
		All groups	,60788*	,15949	,000	,2930	,9228
	Older students	Younger students	-,41988*	,14367	,004	-,7035	-,1362
		All groups	,18800	,14980	,211	-,1078	,4837
	All groups	Younger students	-,60788*	,15949	,000	-,9228	-,2930
		Older students	-,18800	,14980	,211	-,4837	,1078
I support using Turkish more than English in the classroom.	Younger students	Older students	,36327*	,13704	,009	,0927	,6338
		All groups	,68171*	,15213	,000	,3814	,9820
	Older students	Younger students	-,36327*	,13704	,009	-,6338	-,0927
		All groups	,31843*	,14289	,027	,0363	,6005
	All groups	Younger students	-,68171*	,15213	,000	-,9820	-,3814
		Older students	-,31843*	,14289	,027	-,6005	-,0363
I think Turkish should be used as a facilitator when teaching English.	Younger students	Older students	,36859*	,13927	,009	,0936	,6435
		All groups	,61813*	,15460	,000	,3129	,9233
	Older students	Younger students	-,36859*	,13927	,009	-,6435	-,0936
		All groups	,24954	,14521	,088	-,0371	,5362
	All groups	Younger students	-,61813*	,15460	,000	-,9233	-,3129
		Older students	-,24954	,14521	,088	-,5362	,0371

I think Turkish	Younger students	Older students	,34069*	,14238	,018	,0596	,6218
provides scaffolding		All groups	,28343	,15806	,075	-,0286	,5955
for me to help the	Older students	Younger students	-,34069*	,14238	,018	-,6218	-,0596
students when they		All groups	-,05726	,14846	,700	-,3503	,2358
have problems.	All groups	Younger students	-,28343	,15806	,075	-,5955	,0286
		Older students	,05726	,14846	,700	-,2358	,3503
I think that using	Younger students	Older students	,34361*	,16278	,036	,0222	,6650
Turkish in English		All groups	,92781*	,18069	,000	,5711	1,2846
language classrooms	Older students	Younger students	-,34361*	,16278	,036	-,6650	-,0222
can help students to		All groups	,58420*	,16972	,001	,2491	,9193
do better in the	All groups	Younger students	-,92781*	,18069	,000	-1,2846	-,5711
exams.		Older students	-,58420*	,16972	,001	-,9193	-,2491
I think making jokes	Younger students	Older students	,12836	,15448	,407	-,1766	,4333
in Turkish creates a		All groups	,20919	,17148	,224	-,1294	,5477
friendly	Older students	Younger students	-,12836	,15448	,407	-,4333	,1766
environment in the		All groups	,08083	,16107	,616	-,2372	,3988
class.	All groups	Younger students	-,20919	,17148	,224	-,5477	,1294
		Older students	-,08083	,16107	,616	-,3988	,2372
I prefer using	Younger students	Older students	,16795	,16867	,321	-,1650	,5009
Turkish because my		All groups	,62141*	,18724	,001	,2518	,9911
students find me	Older students	Younger students	-,16795	,16867	,321	-,5009	,1650
strict if I always		All groups	,45346*	,17586	,011	,1063	,8007
speak in English.	All groups	Younger students	-,62141*	,18724	,001	-,9911	-,2518
		Older students	-,45346*	,17586	,011	-,8007	-,1063
It is important to use	Younger students	Older students	,35636*	,16431	,032	,0320	,6808
Turkish in order to		All groups	,53610*	,18240	,004	,1760	,8962
form closer	Older students	Younger students	-,35636*	,16431	,032	-,6808	-,0320
relationships with		All groups	,17973	,17132	,296	-,1585	,5180
the students.	All groups	Younger students	-,53610*	,18240	,004	-,8962	-,1760
		Older students	-,17973	,17132	,296	-,5180	,1585
I think using Turkish	Younger students	Older students	,27000	,16139	,096	-,0486	,5886
makes students feel		All groups	,29204	,17916	,105	-,0617	,6457
comfortable to ask	Older students	Younger students	-,27000	,16139	,096	-,5886	,0486
me whenever they		All groups	,02205	,16827	,896	-,3102	,3543
have questions.	All groups	Younger students	-,29204	,17916	,105	-,6457	,0617
		Older students	-,02205	,16827	,896	-,3543	,3102
I prefer using	Younger students	Older students	,29524	,17188	,088	-,0441	,6346
Turkish because my		All groups	,69114*	,19080	,000	,3145	1,0678
students do not	Older students	Younger students	-,29524	,17188	,088	-,6346	,0441
listen to me when I		All groups	,39590*	,17921	,029	,0421	,7497
use English all the	All groups	Younger students	-,69114*	,19080	,000	-1,0678	-,3145
time.		Older students	-,39590*	,17921	,029	-,7497	-,0421
I think that using	Younger students	Older students	,48605*	,15686	,002	,1764	,7957
bilingual education		All groups	,70221*	,17412	,000	,3584	1,0460
is better than using	Older students	Younger students	-,48605*	,15686	,002	-,7957	-,1764
only the target		All groups	,21617	,16355	,188	-,1067	,5391
language (English)	All groups	Younger students	-,70221*	,17412	,000	-1,0460	-,3584
while teaching.		Older students	-,21617	,16355	,188	-,5391	,1067
It is important to	Younger students	Older students	,35955*	,13754	,010	,0880	,6311
make students		All groups	,41099*	,15268	,008	,1096	,7124

understand their	Older students	Younger students	-,35955*	,13754	,010	-,6311	-,0880
mistakes, so I use		All groups	,05144	,14341	,720	-,2317	,3346
Turkish to explain	All groups	Younger students	-,41099*	,15268	,008	-,7124	-,1096
them their mistakes.		Older students	-,05144	,14341	,720	-,3346	,2317
It is important to	Younger students	Older students	,39144*	,17761	,029	,0408	,7421
give instructions in		All groups	,72518*	,19717	,000	,3359	1,1144
Turkish to make	Older students	Younger students	-,39144*	,17761	,029	-,7421	-,0408
sure that students are		All groups	,33374	,18519	,073	-,0319	,6994
clear about the	All groups	Younger students	-,72518*	,19717	,000	-1,1144	-,3359
instructions.		Older students	-,33374	,18519	,073	-,6994	,0319

*. The mean difference is significant at the 0.05 level.

**Appendix D.8.1. One-way ANOVA Test Results for Differences in Perceptions
Based on Grade Taught**

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
It is important to greet students in Turkish to make them feel comfortable before starting the lesson.	Between Groups	3,374	2	1,687	3,695	,027
	Within Groups	76,249	167	,457		
	Total	79,624	169			
It is important to translate a reading passage into Turkish to make students understand each detail.	Between Groups	10,491	2	5,246	5,374	,005
	Within Groups	163,015	167	,976		
	Total	173,506	169			
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	Between Groups	19,729	2	9,865	11,354	,000
	Within Groups	145,094	167	,869		
	Total	164,824	169			
I think using Turkish is time-saving in the classroom.	Between Groups	14,090	2	7,045	8,367	,000
	Within Groups	140,616	167	,842		
	Total	154,706	169			
I think using Turkish is practical while teaching grammar.	Between Groups	17,087	2	8,543	10,232	,000
	Within Groups	139,437	167	,835		
	Total	156,524	169			
I think using Turkish is more practical while teaching new vocabulary.	Between Groups	15,488	2	7,744	9,289	,000
	Within Groups	139,218	167	,834		
	Total	154,706	169			
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	Between Groups	18,988	2	9,494	12,386	,000
	Within Groups	128,007	167	,767		
	Total	146,994	169			
It is important to use Turkish to get the students' attention when they get bored.	Between Groups	9,790	2	4,895	6,462	,002
	Within Groups	126,498	167	,757		
	Total	136,288	169			
I think talking about daily life in Turkish makes students relaxed.	Between Groups	5,933	2	2,966	4,138	,018
	Within Groups	119,714	167	,717		
	Total	125,647	169			
I think using Turkish reduces barriers to language learning.	Between Groups	6,860	2	3,430	4,470	,013
	Within Groups	128,134	167	,767		
	Total	134,994	169			
I prefer using Turkish to warn students because they	Between Groups	16,846	2	8,423	10,909	,000
	Within Groups	128,948	167	,772		

take it more seriously when I use Turkish.	Total	145,794	169			
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	Between Groups	11,196	2	5,598	5,760	,004
	Within Groups	162,310	167	,972		
	Total	173,506	169			
Turkish should be used in the classroom so that students can make connections between two languages.	Between Groups	9,138	2	4,569	7,242	,001
	Within Groups	105,356	167	,631		
	Total	114,494	169			
I support using Turkish more than English in the classroom.	Between Groups	9,816	2	4,908	8,459	,000
	Within Groups	96,895	167	,580		
	Total	106,712	169			
I think Turkish should be used as a facilitator when teaching English.	Between Groups	8,793	2	4,396	7,402	,001
	Within Groups	99,184	167	,594		
	Total	107,976	169			
I think Turkish provides scaffolding for me to help the students when they have problems.	Between Groups	4,246	2	2,123	3,466	,034
	Within Groups	102,278	167	,612		
	Total	106,524	169			
I think that using Turkish in English language classrooms can help students to do better in the exams.	Between Groups	17,605	2	8,803	10,638	,000
	Within Groups	138,189	167	,827		
	Total	155,794	169			
I think making jokes in Turkish creates a friendly environment in the class.	Between Groups	1,433	2	,717	,992	,373
	Within Groups	120,620	167	,722		
	Total	122,053	169			
I prefer using Turkish because my students find me strict if I always speak in English.	Between Groups	7,099	2	3,550	4,027	,020
	Within Groups	147,189	167	,881		
	Total	154,288	169			
It is important to use Turkish in order to form closer relationships with the students.	Between Groups	6,657	2	3,328	4,036	,019
	Within Groups	137,720	167	,825		
	Total	144,376	169			
I think using Turkish makes students feel comfortable to ask me whenever they have questions.	Between Groups	3,303	2	1,651	2,096	,126
	Within Groups	131,544	167	,788		
	Total	134,847	169			
I prefer using Turkish because my students do not	Between Groups	8,307	2	4,154	4,528	,012
	Within Groups	153,199	167	,917		

listen to me when I use English all the time.	Total	161,506	169			
I think that using bilingual education is better than using only the target language (English) while teaching.	Between Groups	11,953	2	5,976	7,925	,001
	Within Groups	125,935	167	,754		
	Total	137,888	169			
It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.	Between Groups	5,356	2	2,678	4,666	,011
	Within Groups	95,850	167	,574		
	Total	101,206	169			
It is important to give instructions in Turkish to make sure that students are clear about the instructions.	Between Groups	10,312	2	5,156	5,294	,006
	Within Groups	162,635	167	,974		
	Total	172,947	169			

Appendix E. Results of the Data Analysis of the Frequency of Teachers' L1 Use

Appendix E.1. Post-Hoc LSD Test Results for Differences in Frequency of L1 Use Based on Age

Multiple Comparisons							
LSD							
Dependent Variable	(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
I use Turkish to greet students.	Younger Teachers	Middle-aged Teachers	,55852*	,16005	,001	,2425	,8745
		Older Teachers	,16667	,23726	,483	-,3017	,6351
	Middle-aged Teachers	Younger Teachers	-,55852*	,16005	,001	-,8745	-,2425
		Older Teachers	-,39186*	,19649	,048	-,7798	-,0039
	Older Teachers	Younger Teachers	-,16667	,23726	,483	-,6351	,3017
		Middle-aged Teachers	,39186*	,19649	,048	,0039	,7798
I use Turkish at the warm up stage to remind students what we have covered at the previous lesson.	Younger Teachers	Middle-aged Teachers	,70706*	,19580	,000	,3205	1,0936
		Older Teachers	,80833*	,29025	,006	,2353	1,3814
	Middle-aged Teachers	Younger Teachers	-,70706*	,19580	,000	-1,0936	-,3205
		Older Teachers	,10127	,24037	,674	-,3733	,5758
	Older Teachers	Younger Teachers	-,80833*	,29025	,006	-1,3814	-,2353
		Middle-aged Teachers	-,10127	,24037	,674	-,5758	,3733
I give Turkish equivalents of the unknown words.	Younger Teachers	Middle-aged Teachers	,51463*	,21811	,019	,0840	,9452
		Older Teachers	,31667	,32332	,329	-,3217	,9550
	Middle-aged Teachers	Younger Teachers	-,51463*	,21811	,019	-,9452	-,0840
		Older Teachers	-,19796	,26776	,461	-,7266	,3307
	Older Teachers	Younger Teachers	-,31667	,32332	,329	-,9550	,3217
		Middle-aged Teachers	,19796	,26776	,461	-,3307	,7266
I translate the reading passages into Turkish.	Younger Teachers	Middle-aged Teachers	,50286*	,24625	,043	,0167	,9890
		Older Teachers	,49167	,36503	,180	-,2290	1,2123
	Middle-aged Teachers	Younger Teachers	-,50286*	,24625	,043	-,9890	-,0167
		Older Teachers	-,01120	,30230	,971	-,6080	,5856
	Older Teachers	Younger Teachers	-,49167	,36503	,180	-1,2123	,2290
		Middle-aged Teachers	,01120	,30230	,971	-,5856	,6080
I use Turkish to summarize the topics that we have already covered.	Younger Teachers	Middle-aged Teachers	,64758*	,21158	,003	,2299	1,0653
		Older Teachers	,76667*	,31363	,016	,1475	1,3859
	Middle-aged Teachers	Younger Teachers	-,64758*	,21158	,003	-1,0653	-,2299
		Older Teachers	,11908	,25974	,647	-,3937	,6319
	Older Teachers	Younger Teachers	-,76667*	,31363	,016	-1,3859	-,1475
		Middle-aged Teachers	-,11908	,25974	,647	-,6319	,3937

I compare English grammar with Turkish grammar while teaching new grammatical structures.	Younger Teachers	Middle-aged Teachers	,62691*	,19981	,002	,2324	1,0214
		Older Teachers	,64167*	,29620	,032	,0569	1,2264
	Middle-aged Teachers	Younger Teachers	-,62691*	,19981	,002	-1,0214	-,2324
		Older Teachers	,01476	,24530	,952	-,4695	,4990
		Younger Teachers	-,64167*	,29620	,032	-1,2264	-,0569
I use Turkish to create a comfortable environment for students.	Younger Teachers	Middle-aged Teachers	-,01476	,24530	,952	-,4990	,4695
		Older Teachers	,36228*	,17591	,041	,0150	,7096
	Middle-aged Teachers	Older Teachers	,37500	,26077	,152	-,1398	,8898
		Younger Teachers	-,36228*	,17591	,041	-,7096	-,0150
		Older Teachers	,01272	,21596	,953	-,4136	,4391
I use Turkish to correct students' mistakes.	Older Teachers	Younger Teachers	-,37500	,26077	,152	-,8898	,1398
		Middle-aged Teachers	-,01272	,21596	,953	-,4391	,4136
	Younger Teachers	Middle-aged Teachers	,64631*	,16555	,000	,3195	,9731
		Older Teachers	,66667*	,24540	,007	,1822	1,1512
		Younger Teachers	-,64631*	,16555	,000	-,9731	-,3195
I use Turkish to give feedback to students.	Middle-aged Teachers	Older Teachers	,02036	,20323	,920	-,3809	,4216
		Younger Teachers	-,66667*	,24540	,007	-1,1512	-,1822
	Older Teachers	Middle-aged Teachers	-,02036	,20323	,920	-,4216	,3809
		Middle-aged Teachers	,60178*	,19220	,002	,2223	,9812
		Older Teachers	,76667*	,28491	,008	,2042	1,3292
I first give the instructions in English and then in Turkish.	Middle-aged Teachers	Younger Teachers	-,60178*	,19220	,002	-,9812	-,2223
		Older Teachers	,16489	,23595	,486	-,3009	,6307
	Older Teachers	Younger Teachers	-,76667*	,28491	,008	-1,3292	-,2042
		Middle-aged Teachers	-,16489	,23595	,486	-,6307	,3009
		Middle-aged Teachers	1,07220*	,23385	,000	,6105	1,5339
When students have problems, I help them by speaking in Turkish.	Younger Teachers	Older Teachers	,84167*	,34665	,016	,1573	1,5260
		Younger Teachers	-1,07220*	,23385	,000	-1,5339	-,6105
	Middle-aged Teachers	Older Teachers	-,23053	,28708	,423	-,7973	,3362
		Younger Teachers	-,84167*	,34665	,016	-1,5260	-,1573
		Middle-aged Teachers	,23053	,28708	,423	-,3362	,7973
When students have problems, I help them by speaking in Turkish.	Younger Teachers	Middle-aged Teachers	,63963*	,20057	,002	,2436	1,0356
		Older Teachers	,77500*	,29732	,010	,1880	1,3620
	Middle-aged Teachers	Younger Teachers	-,63963*	,20057	,002	-1,0356	-,2436
		Older Teachers	,13537	,24623	,583	-,3508	,6215
		Younger Teachers	-,77500*	,29732	,010	-1,3620	-,1880
	Older Teachers	Middle-aged Teachers	-,13537	,24623	,583	-,6215	,3508
		Middle-aged Teachers	,61959*	,23223	,008	,1611	1,0781
	Younger Teachers	Middle-aged Teachers					

I ask my students to translate the reading texts into Turkish.	Middle-aged Teachers	Older Teachers	,50000	,34425	,148	-,1796	1,1796
		Younger Teachers	-,61959*	,23223	,008	-1,0781	-,1611
		Older Teachers	-,11959	,28509	,675	-,6824	,4433
		Younger Teachers	-,50000	,34425	,148	-1,1796	,1796
		Middle-aged Teachers	,11959	,28509	,675	-,4433	,6824
I use Turkish to deal with discipline problems in the classroom.	Younger Teachers	Middle-aged Teachers	,59606*	,20673	,004	,1879	1,0042
		Older Teachers	,71667*	,30645	,021	,1117	1,3217
		Younger Teachers	-,59606*	,20673	,004	-1,0042	-,1879
	Middle-aged Teachers	Older Teachers	,12061	,25379	,635	-,3804	,6217
		Younger Teachers	-,71667*	,30645	,021	-1,3217	-,1117
		Middle-aged Teachers	-,12061	,25379	,635	-,6217	,3804
I use Turkish to make jokes.	Younger Teachers	Middle-aged Teachers	,75668*	,18843	,000	,3847	1,1287
		Older Teachers	,50833	,27932	,071	-,0431	1,0598
		Younger Teachers	-,75668*	,18843	,000	-1,1287	-,3847
	Middle-aged Teachers	Older Teachers	-,24835	,23133	,285	-,7050	,2084
		Younger Teachers	-,50833	,27932	,071	-1,0598	,0431
		Middle-aged Teachers	,24835	,23133	,285	-,2084	,7050
I explain the gist of listening passages in Turkish.	Younger Teachers	Middle-aged Teachers	,58556*	,21719	,008	,1568	1,0144
		Older Teachers	,59167	,32196	,068	-,0440	1,2273
		Younger Teachers	-,58556*	,21719	,008	-1,0144	-,1568
	Middle-aged Teachers	Older Teachers	,00611	,26663	,982	-,5203	,5325
		Younger Teachers	-,59167	,32196	,068	-1,2273	,0440
		Middle-aged Teachers	-,00611	,26663	,982	-,5325	,5203
I can easily get students' attention by using Turkish.	Younger Teachers	Middle-aged Teachers	,65331*	,19166	,001	,2749	1,0317
		Older Teachers	,68333*	,28411	,017	,1224	1,2442
		Younger Teachers	-,65331*	,19166	,001	-1,0317	-,2749
	Middle-aged Teachers	Older Teachers	,03003	,23529	,899	-,4345	,4945
		Younger Teachers	-,68333*	,28411	,017	-1,2442	-,1224
		Middle-aged Teachers	-,03003	,23529	,899	-,4945	,4345
I ask students to use bilingual dictionaries in class.	Younger Teachers	Middle-aged Teachers	,78912*	,23757	,001	,3201	1,2581
		Older Teachers	,79167*	,35216	,026	,0964	1,4869
		Younger Teachers	-,78912*	,23757	,001	-1,2581	-,3201
	Middle-aged Teachers	Older Teachers	,00254	,29165	,993	-,5732	,5783
		Younger Teachers	-,79167*	,35216	,026	-1,4869	-,0964
		Middle-aged Teachers	-,00254	,29165	,993	-,5783	,5732
I use Turkish to ask students if they have any questions about the lesson.	Younger Teachers	Middle-aged Teachers	,65076*	,22151	,004	,2134	1,0881
		Older Teachers	,75000*	,32836	,024	,1017	1,3983
		Younger Teachers	-,65076*	,22151	,004	-1,0881	-,2134

	Middle-aged Teachers	Older Teachers	,09924	,27194	,716	-,4376	,6361
	Older Teachers	Younger Teachers	-,75000*	,32836	,024	-1,3983	-,1017
		Middle-aged Teachers	-,09924	,27194	,716	-,6361	,4376
I speak in Turkish while students do pair/group work.	Younger Teachers	Middle-aged Teachers	,17176	,17166	,318	-,1672	,5107
		Older Teachers	,23333	,25447	,360	-,2691	,7357
	Middle-aged Teachers	Younger Teachers	-,17176	,17166	,318	-,5107	,1672
		Older Teachers	,06158	,21074	,770	-,3545	,4776
	Older Teachers	Younger Teachers	-,23333	,25447	,360	-,7357	,2691
		Middle-aged Teachers	-,06158	,21074	,770	-,4776	,3545
I speak in Turkish when I talk about something unrelated with the lesson in the class.	Younger Teachers	Middle-aged Teachers	,84033*	,20865	,000	,4284	1,2523
		Older Teachers	,71667*	,30930	,022	,1060	1,3273
	Middle-aged Teachers	Younger Teachers	-,84033*	,20865	,000	-1,2523	-,4284
		Older Teachers	-,12366	,25615	,630	-,6294	,3820
	Older Teachers	Younger Teachers	-,71667*	,30930	,022	-1,3273	-,1060
		Middle-aged Teachers	,12366	,25615	,630	-,3820	,6294
I use Turkish to motivate my students when they get bored.	Younger Teachers	Middle-aged Teachers	,66031*	,20138	,001	,2627	1,0579
		Older Teachers	,63333*	,29851	,035	,0440	1,2227
	Middle-aged Teachers	Younger Teachers	-,66031*	,20138	,001	-1,0579	-,2627
		Older Teachers	-,02697	,24722	,913	-,5150	,4611
	Older Teachers	Younger Teachers	-,63333*	,29851	,035	-1,2227	-,0440
		Middle-aged Teachers	,02697	,24722	,913	-,4611	,5150
I use gestures, mimes or visuals to clarify the meaning rather than using Turkish.	Younger Teachers	Middle-aged Teachers	-,26495	,22399	,239	-,7072	,1773
		Older Teachers	-,12500	,33203	,707	-,7805	,5305
	Middle-aged Teachers	Younger Teachers	,26495	,22399	,239	-,1773	,7072
		Older Teachers	,13995	,27498	,611	-,4029	,6828
	Older Teachers	Younger Teachers	,12500	,33203	,707	-,5305	,7805
		Middle-aged Teachers	-,13995	,27498	,611	-,6828	,4029
I use Turkish to tell stories related to the topic.	Younger Teachers	Middle-aged Teachers	,75223*	,20598	,000	,3456	1,1589
		Older Teachers	,62500*	,30535	,042	,0222	1,2278
	Middle-aged Teachers	Younger Teachers	-,75223*	,20598	,000	-1,1589	-,3456
		Older Teachers	-,12723	,25287	,616	-,6265	,3720
	Older Teachers	Younger Teachers	-,62500*	,30535	,042	-1,2278	-,0222
		Middle-aged Teachers	,12723	,25287	,616	-,3720	,6265
I explain homework tasks in Turkish.	Younger Teachers	Middle-aged Teachers	,78244*	,21479	,000	,3584	1,2065
		Older Teachers	1,03333*	,31840	,001	,4047	1,6619
	Middle-aged Teachers	Younger Teachers	-,78244*	,21479	,000	-1,2065	-,3584
		Older Teachers	,25089	,26369	,343	-,2697	,7715

I support the 'English only' policy in the classroom.	Older Teachers	Younger Teachers	-1,03333*	,31840	,001	-1,6619	-,4047	
		Middle-aged Teachers	-,25089	,26369	,343	-,7715	,2697	
		Younger Teachers	Middle-aged Teachers	-,64122*	,29587	,032	-1,2254	-,0571
	Middle-aged Teachers	Older Teachers	-1,20000*	,43859	,007	-2,0659	-,3341	
		Younger Teachers	,64122*	,29587	,032	,0571	1,2254	
		Older Teachers	-,55878	,36323	,126	-1,2759	,1583	
	Older Teachers	Younger Teachers	1,20000*	,43859	,007	,3341	2,0659	
		Middle-aged Teachers	,55878	,36323	,126	-,1583	1,2759	
		I give minus to the students who use Turkish in classroom.	Younger Teachers	Middle-aged Teachers	-,20324	,15474	,191	-,5087
	Older Teachers			-,27500	,22938	,232	-,7279	,1779
Middle-aged Teachers	,20324			,15474	,191	-,1023	,5087	
Teachers	Older Teachers		-,07176	,18997	,706	-,4468	,3033	
	Older Teachers		Younger Teachers	,27500	,22938	,232	-,1779	,7279
Middle-aged Teachers	Middle-aged Teachers		,07176	,18997	,706	-,3033	,4468	
	When students ask me something in Turkish, I reply to them in Turkish as well.		Younger Teachers	Middle-aged Teachers	,40394	,21320	,060	-,0170
Older Teachers		,68333*		,31604	,032	,0594	1,3073	
Middle-aged Teachers		-,40394		,21320	,060	-,8249	,0170	
Teachers		Older Teachers	,27939	,26173	,287	-,2373	,7961	
		Older Teachers	Younger Teachers	-,68333*	,31604	,032	-1,3073	-,0594
Middle-aged Teachers		Middle-aged Teachers	-,27939	,26173	,287	-,7961	,2373	
		Students do not understand anything in English, so I use Turkish in the classroom.	Younger Teachers	Middle-aged Teachers	,61927*	,19525	,002	,2338
Older Teachers	,70833*			,28944	,015	,1369	1,2798	
Middle-aged Teachers	-,61927*			,19525	,002	-1,0048	-,2338	
Teachers	Older Teachers		,08906	,23970	,711	-,3842	,5623	
	Older Teachers		Younger Teachers	-,70833*	,28944	,015	-1,2798	-,1369
Middle-aged Teachers	Middle-aged Teachers		-,08906	,23970	,711	-,5623	,3842	
	I use Turkish to teach complex grammar structures.		Younger Teachers	Middle-aged Teachers	,59033*	,20914	,005	,1774
Older Teachers		1,06667*		,31003	,001	,4546	1,6787	
Middle-aged Teachers		-,59033*		,20914	,005	-1,0032	-,1774	
Teachers		Older Teachers	,47634	,25675	,065	-,0306	,9832	
		Older Teachers	Younger Teachers	-1,06667*	,31003	,001	-1,6787	-,4546
Middle-aged Teachers		Middle-aged Teachers	-,47634	,25675	,065	-,9832	,0306	

*. The mean difference is significant at the 0.05 level.

Appendix E.1.1. One-way ANOVA Test Results for Differences in Frequency of L1 Use Based on Age

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
I use Turkish to greet students.	Between Groups	7,603	2	3,801	7,316	,001
	Within Groups	86,774	167	,520		
	Total	94,376	169			
I use Turkish at the warm up stage to remind students what we have covered at the previous lesson.	Between Groups	10,748	2	5,374	6,911	,001
	Within Groups	129,864	167	,778		
	Total	140,612	169			
I give Turkish equivalents of the unknown words.	Between Groups	5,563	2	2,782	2,883	,059
	Within Groups	161,148	167	,965		
	Total	166,712	169			
I translate the reading passages into Turkish.	Between Groups	5,190	2	2,595	2,110	,124
	Within Groups	205,404	167	1,230		
	Total	210,594	169			
I use Turkish to summarize the topics that we have already covered.	Between Groups	9,164	2	4,582	5,046	,007
	Within Groups	151,636	167	,908		
	Total	160,800	169			
I compare English grammar with Turkish grammar while teaching new grammatical structures.	Between Groups	8,143	2	4,071	5,027	,008
	Within Groups	135,245	167	,810		
	Total	143,388	169			
I speak in Turkish rather than English during the class activities.	Between Groups	1,421	2	,710	,973	,380
	Within Groups	121,968	167	,730		
	Total	123,388	169			
I use Turkish to create a comfortable environment for students.	Between Groups	2,727	2	1,363	2,172	,117
	Within Groups	104,826	167	,628		
	Total	107,553	169			
I use Turkish to correct students' mistakes.	Between Groups	8,671	2	4,336	7,799	,001
	Within Groups	92,835	167	,556		
	Total	101,506	169			
I use Turkish to give feedback to students.	Between Groups	8,256	2	4,128	5,509	,005
	Within Groups	125,132	167	,749		
	Total	133,388	169			
I first give the instructions in English and then in Turkish.	Between Groups	23,376	2	11,688	10,537	,000
	Within Groups	185,236	167	1,109		
	Total	208,612	169			
	Between Groups	9,050	2	4,525	5,545	,005
	Within Groups	136,273	167	,816		

When students have problems, I help them by speaking in Turkish.	Total	145,324	169			
I ask my students to translate the reading texts into Turkish.	Between Groups	7,795	2	3,897	3,563	,031
	Within Groups	182,682	167	1,094		
	Total	190,476	169			
I use Turkish to deal with discipline problems in the classroom.	Between Groups	7,826	2	3,913	4,514	,012
	Within Groups	144,768	167	,867		
	Total	152,594	169			
I use Turkish to make jokes.	Between Groups	11,849	2	5,925	8,226	,000
	Within Groups	120,274	167	,720		
	Total	132,124	169			
I explain the gist of listening passages in Turkish.	Between Groups	7,083	2	3,542	3,701	,027
	Within Groups	159,793	167	,957		
	Total	166,876	169			
I can easily get students' attention by using Turkish.	Between Groups	8,893	2	4,446	5,968	,003
	Within Groups	124,431	167	,745		
	Total	133,324	169			
I ask students to use bilingual dictionaries in class.	Between Groups	12,844	2	6,422	5,610	,004
	Within Groups	191,180	167	1,145		
	Total	204,024	169			
I use Turkish to ask students if they have any questions about the lesson.	Between Groups	9,137	2	4,569	4,590	,011
	Within Groups	166,210	167	,995		
	Total	175,347	169			
I speak in Turkish while students do pair/group work.	Between Groups	,705	2	,352	,589	,556
	Within Groups	99,819	167	,598		
	Total	100,524	169			
I speak in Turkish when I talk about something unrelated with the lesson in the class.	Between Groups	14,324	2	7,162	8,111	,000
	Within Groups	147,470	167	,883		
	Total	161,794	169			
I use Turkish to motivate my students when they get bored.	Between Groups	8,921	2	4,461	5,423	,005
	Within Groups	137,367	167	,823		
	Total	146,288	169			
I use gestures, mimes or visuals to clarify the meaning rather than using Turkish.	Between Groups	1,558	2	,779	,765	,467
	Within Groups	169,948	167	1,018		
	Total	171,506	169			
I use Turkish to tell stories related to the topic.	Between Groups	11,479	2	5,740	6,669	,002
	Within Groups	143,727	167	,861		
	Total	155,206	169			
I explain homework tasks in Turkish.	Between Groups	14,311	2	7,156	7,646	,001
	Within Groups	156,283	167	,936		

	Total	170,594	169			
I support the 'English only'	Between Groups	14,263	2	7,131	4,016	,020
policy in the classroom.	Within Groups	296,537	167	1,776		
	Total	310,800	169			
I give minus to the students	Between Groups	,984	2	,492	1,013	,365
who use Turkish in	Within Groups	81,110	167	,486		
classroom.	Total	82,094	169			
When students ask me	Between Groups	4,909	2	2,454	2,662	,073
something in Turkish, I reply	Within Groups	153,968	167	,922		
to them in Turkish as well.	Total	158,876	169			
Students do not understand	Between Groups	8,247	2	4,123	5,332	,006
anything in English, so I use	Within Groups	129,142	167	,773		
Turkish in the classroom.	Total	137,388	169			
I use Turkish to teach	Between Groups	11,477	2	5,739	6,468	,002
complex grammar structures.	Within Groups	148,170	167	,887		
	Total	159,647	169			

Appendix E.2. T-Test Results for Differences in Frequency of L1 Use Based on Gender

Independent Samples Test									
		Levene's Test for Equality of Variances				t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
I use Turkish to greet students.	Equal variances assumed	1,121	,291	,495	168	,621	,05926	,11976	-,17717 ,29568
	Equal variances not assumed			,473	108,566	,637	,05926	,12534	-,18917 ,30768
I use Turkish at the warm up stage to remind students what we have covered at the previous lesson.	Equal variances assumed	,152	,697	,737	168	,462	,10769	,14605	-,18064 ,39601
	Equal variances not assumed			,739	125,322	,461	,10769	,14565	-,18057 ,39594
I give Turkish equivalents of the unknown words.	Equal variances assumed	,756	,386	-1,731	168	,085	-,27327	,15788	-,58497 ,03842
	Equal variances not assumed			-1,728	123,642	,087	-,27327	,15817	-,58635 ,03980
I translate the reading passages into Turkish.	Equal variances assumed	,023	,878	-1,269	168	,206	-,22605	,17817	-,57780 ,12570
	Equal variances not assumed			-1,275	126,135	,205	-,22605	,17730	-,57692 ,12482
I use Turkish to summarize the topics that we have already covered.	Equal variances assumed	,643	,424	,065	168	,948	,01023	,15643	-,29860 ,31906
	Equal variances not assumed			,067	134,567	,947	,01023	,15224	-,29087 ,31133
I compare English grammar with Turkish grammar	Equal variances assumed	,997	,319	-,338	168	,736	-,04993	,14767	-,34147 ,24160

while teaching new grammatical structures.	Equal variances not assumed					-,350	137,058	,727	-,04993	,14279	-,33228	,23242
I speak in Turkish rather than English during the class activities.	Equal variances assumed	,678	,411	,514	168	,608		,07039		,13693	-,19993	,34070
	Equal variances not assumed			,502	115,968	,616		,07039		,14016	-,20722	,34799
I use Turkish to create a comfortable environment for students.	Equal variances assumed	,073	,788	,101	168	,920		,01293		,12794	-,23963	,26550
	Equal variances not assumed			,103	130,013	,918		,01293		,12600	-,23635	,26222
I use Turkish to correct students' mistakes.	Equal variances assumed	,363	,547	,337	168	,737		,04181		,12425	-,20348	,28710
	Equal variances not assumed			,334	121,201	,739		,04181		,12531	-,20628	,28990
I use Turkish to give feedback to students.	Equal variances assumed	,165	,685	-,315	168	,753		-,04482		,14244	-,32602	,23638
	Equal variances not assumed			-,322	133,366	,748		-,04482		,13906	-,31986	,23022
I first give the instructions in English and then in Turkish.	Equal variances assumed	2,666	,104	-,231	168	,817		-,04121		,17815	-,39292	,31050
	Equal variances not assumed			-,243	143,619	,808		-,04121		,16933	-,37591	,29349
When students have problems, I help them by speaking in Turkish.	Equal variances assumed	1,044	,308	-,684	168	,495		-,10152		,14851	-,39471	,19167
	Equal variances not assumed			-,693	129,440	,490		-,10152		,14649	-,39134	,18830
I ask my students to translate the	Equal variances assumed	2,599	,109	-	168	,292		-,17943		,16970	-,51444	,15559
				1,057								

reading texts into Turkish.	Equal variances not assumed			-	139,745	,273	-,17943	,16294	-,50157	,14272
				1,101						
I use Turkish to deal with discipline problems in the classroom.	Equal variances assumed	2,968	,087	-	168	,237	-,18003	,15176	-,47962	,11957
				1,186						
	Equal variances not assumed			-	140,145	,218	-,18003	,14556	-,46781	,10775
				1,237						
I use Turkish to make jokes.	Equal variances assumed	,922	,338	-	168	,236	-,16800	,14121	-,44677	,11078
				1,190						
	Equal variances not assumed			-	144,602	,212	-,16800	,13387	-,43258	,09659
				1,255						
I explain the gist of listening passages in Turkish.	Equal variances assumed	1,109	,294	-,575	168	,566	-,09159	,15921	-,40590	,22271
	Equal variances not assumed			-,556	112,533	,579	-,09159	,16462	-,41774	,23456
I can easily get students' attention by using Turkish.	Equal variances assumed	1,046	,308	,174	168	,862	,02482	,14243	-,25637	,30600
	Equal variances not assumed			,178	132,628	,859	,02482	,13932	-,25076	,30039
I ask students to use bilingual dictionaries in class.	Equal variances assumed	,881	,349	-	168	,135	-,26260	,17504	-,60816	,08297
				1,500						
	Equal variances not assumed			-	117,416	,144	-,26260	,17843	-,61595	,09076
				1,472						
I use Turkish to ask students if they have any questions about the lesson.	Equal variances assumed	1,860	,174	-	168	,203	-,20770	,16257	-,52864	,11324
				1,278						
	Equal variances not assumed			-	128,576	,199	-,20770	,16072	-,52571	,11031
				1,292						
I speak in Turkish while students do pair/group work.	Equal variances assumed	,586	,445	-,242	168	,809	-,02993	,12367	-,27407	,21421

	Equal variances not assumed			-,243	125,335	,809	-,02993	,12333	-,27400	,21414
I speak in Turkish when I talk about something unrelated with the lesson in the class.	Equal variances assumed	3,179	,076	-,744	168	,458	-,11656	,15666	-,42584	,19272
	Equal variances not assumed			-,776	140,493	,439	-,11656	,15013	-,41336	,18024
I use Turkish to motivate my students when they get bored.	Equal variances assumed	2,833	,094	,677	168	,499	,10092	,14901	-,19325	,39508
	Equal variances not assumed			,702	137,811	,484	,10092	,14380	-,18341	,38525
I use gestures, mimes or visuals to clarify the meaning rather than using Turkish.	Equal variances assumed	,367	,545	,660	168	,510	,10648	,16135	-,21205	,42502
	Equal variances not assumed			,650	118,960	,517	,10648	,16375	-,21777	,43073
I use Turkish to tell stories related to the topic.	Equal variances assumed	2,964	,087	-	168	,145	-,22334	,15272	-,52484	,07816
	Equal variances not assumed			-	136,491	,133	-,22334	,14789	-,51579	,06911
I explain homework tasks in Turkish.	Equal variances assumed	,388	,534	-	168	,256	-,18304	,16051	-,49991	,13384
	Equal variances not assumed			-	137,771	,239	-,18304	,15491	-,48935	,12328
I support the 'English only' policy in the classroom.	Equal variances assumed	,070	,792	1,228	168	,221	,26590	,21652	-,16154	,69335
	Equal variances not assumed			1,216	120,854	,226	,26590	,21858	-,16684	,69865
I give minus to the students who use	Equal variances assumed	3,898	,050	-,839	168	,403	-,09355	,11154	-,31375	,12666

Turkish in classroom.	Equal variances not assumed									
				-,926	160,106	,356	-,09355	,10101	-,29304	,10594
When students ask me something in Turkish, I reply to them in Turkish as well.	Equal variances assumed	,557	,457	-,562	168	,575	-,08738	,15535	-,39407	,21931
	Equal variances not assumed			-,573	131,582	,567	-,08738	,15237	-,38880	,21404
Students do not understand anything in English, so I use Turkish in the classroom.	Equal variances assumed	1,858	,175	,185	168	,853	,02677	,14458	-,25867	,31221
	Equal variances not assumed			,194	141,093	,847	,02677	,13834	-,24671	,30026
I use Turkish to teach complex grammar structures.	Equal variances assumed	,659	,418	-	168	,311	-,15792	,15540	-,46470	,14886
	Equal variances not assumed			-	126,772	,308	-,15792	,15437	-,46340	,14756

Appendix E.3. T-Test Results for Differences in Frequency of L1 Use Based on First Language

Independent Samples Test									
		Levene's Test for Equality of Variances				t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
I use Turkish to greet students.	Equal variances assumed	,892	,346	,384	168	,702	,09375	,24420	-,38835 ,57585
	Equal variances not assumed			,571	11,996	,579	,09375	,16419	-,26399 ,45149
I use Turkish at the warm up stage to remind students what we have covered at the previous lesson.	Equal variances assumed	,005	,941	,566	168	,572	,16875	,29792	-,41941 ,75691
	Equal variances not assumed			,475	9,771	,645	,16875	,35525	-,62531 ,96281
I give Turkish equivalents of the unknown words.	Equal variances assumed	,001	,980	,849	168	,397	,27500	,32401	-,36466 ,91466
	Equal variances not assumed			,771	9,927	,459	,27500	,35666	-,52048 1,07048
I translate the reading passages into Turkish.	Equal variances assumed	,002	,966	-,017	168	,986	-,00625	,36495	-,72673 ,71423
	Equal variances not assumed			-,017	10,123	,987	-,00625	,36974	-,82873 ,81623
I use Turkish to summarize the topics that we have already covered.	Equal variances assumed	,003	,958	2,023	168	,045	,63750	,31508	,01547 1,25953
	Equal variances not assumed			1,865	9,959	,092	,63750	,34189	-,12471 1,39971
I compare English grammar with Turkish grammar while teaching new grammatical structures.	Equal variances assumed	,095	,759	2,276	168	,024	,67500	,29660	,08945 1,26055
	Equal variances not assumed			2,599	10,578	,025	,67500	,25975	,10050 1,24950
I speak in Turkish rather than English during the class activities.	Equal variances assumed	3,843	,052	2,178	168	,031	,60000	,27549	,05614 1,14386
	Equal variances not assumed			2,842	11,168	,016	,60000	,21113	,13616 1,06384

I use Turkish to create a comfortable environment for students.	Equal variances assumed	,324	,570	3,500	168	,001	,88125	,25179	,38417	1,37833
	Equal variances not assumed			3,653	10,279	,004	,88125	,24123	,34573	1,41677
I use Turkish to correct students' mistakes.	Equal variances assumed	,927	,337	2,461	168	,015	,61250	,24892	,12108	1,10392
	Equal variances not assumed			2,930	10,742	,014	,61250	,20907	,15099	1,07401
I use Turkish to give feedback to students.	Equal variances assumed	1,467	,228	1,981	168	,049	,56875	,28711	,00193	1,13557
	Equal variances not assumed			2,334	10,699	,040	,56875	,24367	,03059	1,10691
I first give the instructions in English and then in Turkish.	Equal variances assumed	,293	,589	2,199	168	,029	,78750	,35811	,08052	1,49448
	Equal variances not assumed			2,066	10,003	,066	,78750	,38113	-,06168	1,63668
When students have problems, I help them by speaking in Turkish.	Equal variances assumed	1,143	,287	1,578	168	,116	,47500	,30094	-,11911	1,06911
	Equal variances not assumed			1,386	9,858	,196	,47500	,34272	-,29012	1,24012
I ask my students to translate the reading texts into Turkish.	Equal variances assumed	1,305	,255	,036	168	,971	,01250	,34708	-,67270	,69770
	Equal variances not assumed			,031	9,813	,976	,01250	,40447	-,89106	,91606
I use Turkish to deal with discipline problems in the classroom.	Equal variances assumed	1,803	,181	1,355	168	,177	,41875	,30897	-,19122	1,02872
	Equal variances not assumed			1,044	9,633	,322	,41875	,40117	-,47975	1,31725
I use Turkish to make jokes.	Equal variances assumed	,339	,561	2,810	168	,006	,79375	,28251	,23603	1,35147
	Equal variances not assumed			2,971	10,318	,014	,79375	,26719	,20089	1,38661
I explain the gist of listening passages in Turkish.	Equal variances assumed	,808	,370	1,276	168	,204	,41250	,32331	-,22577	1,05077
	Equal variances not assumed			1,433	10,517	,181	,41250	,28791	-,22475	1,04975
I can easily get students' attention by using Turkish.	Equal variances assumed	3,757	,054	,928	168	,355	,26875	,28964	-,30305	,84055
	Equal variances not assumed			,662	9,530	,523	,26875	,40577	-,64144	1,17894
I ask students to use bilingual dictionaries in class.	Equal variances assumed	,745	,389	-,157	168	,876	-,05625	,35919	-,76535	,65285
	Equal variances not assumed			-,129	9,737	,900	-,05625	,43670	-	,92034
I use Turkish to ask students if	Equal variances assumed	1,550	,215	,903	168	,368	,30000	,33221	-,35584	,95584

they have any questions about the lesson.	Equal variances not assumed			1,040	10,609	,322	,30000	,28854	-,33794	,93794
I speak in Turkish while students do pair/group work.	Equal variances assumed	,288	,592	1,472	168	,143	,36875	,25053	-,12584	,86334
	Equal variances not assumed			1,390	10,015	,195	,36875	,26520	-,22204	,95954
I speak in Turkish when I talk about something unrelated with the lesson in the class.	Equal variances assumed	2,695	,103	3,458	168	,001	1,06875	,30907	,45858	1,67892
	Equal variances not assumed			2,701	9,654	,023	1,06875	,39562	,18296	1,95454
I use Turkish to motivate my students when they get bored.	Equal variances assumed	,731	,394	3,376	168	,001	,99375	,29435	,41265	1,57485
	Equal variances not assumed			3,242	10,054	,009	,99375	,30653	,31126	1,67624
I use gestures, mimes or visuals to clarify the meaning rather than using Turkish.	Equal variances assumed	,407	,525	-	168	,028	-,71875	,32464	-	-,07785
	assumed			2,214					1,35965	
	Equal variances not assumed			-	10,531	,031	-,71875	,28800	-	-,08139
				2,496					1,35611	
I use Turkish to tell stories related to the topic.	Equal variances assumed	,239	,626	1,445	168	,150	,45000	,31137	-,16471	1,06471
	Equal variances not assumed			1,567	10,398	,147	,45000	,28709	-,18637	1,08637
I explain homework tasks in Turkish.	Equal variances assumed	1,444	,231	2,320	168	,022	,75000	,32333	,11169	1,38831
	Equal variances not assumed			3,043	11,197	,011	,75000	,24647	,20867	1,29133
I support the 'English only' policy in the classroom.	Equal variances assumed	,299	,585	-	168	,093	-,74375	,43962	-	,12415
	assumed			1,692					1,61165	
	Equal variances not assumed			-	9,834	,173	-,74375	,50665	-	,38773
				1,468					1,87523	
I give minus to the students who use Turkish in classroom.	Equal variances assumed	43,018	,000	-	168	,000	-,84375	,21836	-	-,41266
	assumed			3,864					1,27484	
	Equal variances not assumed			-	9,191	,100	-,84375	,46067	-	,19507
				1,832					1,88257	
When students ask me something in Turkish, I reply to them in Turkish as well.	Equal variances assumed	1,497	,223	1,731	168	,085	,54375	,31420	-,07653	1,16403
	Equal variances not assumed			1,482	9,810	,170	,54375	,36684	-,27577	1,36327

Students do not understand anything in English, so I use Turkish in the classroom.	Equal variances assumed	,810	,369	2,327	168	,021	,67500	,29013	,10222	1,24778
	Equal variances not assumed			2,021	9,837	,071	,67500	,33395	-,07076	1,42076
I use Turkish to teach complex grammar structures.	Equal variances assumed	,695	,406	2,092	168	,038	,65625	,31369	,03696	1,27554
	Equal variances not assumed			1,876	9,900	,090	,65625	,34981	-,12425	1,43675

Appendix E.4. T-Test Results for Differences in Frequency of L1 Use Based on Level of Education

Independent Samples Test										
		Levene's Test for Equality of Variances				t-test for Equality of Means				
						Sig.		95% Confidence Interval of the Difference		
		F	Sig.	t	df	(2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
It is important to greet students in Turkish to make them feel comfortable before starting the lesson.	Equal variances assumed	,284	,595	2,344	168	,020	,25387	,10832	,04002	,46773
Turkish to make them feel comfortable before starting the lesson.	Equal variances not assumed			2,439	139,471	,016	,25387	,10409	,04808	,45966
It is important to translate a reading passage into Turkish to make students understand each detail.	Equal variances assumed	1,798	,182	2,706	168	,008	,43044	,15907	,11641	,74447
passage into Turkish to make students understand each detail.	Equal variances not assumed			2,744	129,545	,007	,43044	,15686	,12010	,74078
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	Equal variances assumed	,149	,700	2,038	168	,043	,31884	,15646	,00997	,62772
passage into Turkish, students can easily understand what it is about.	Equal variances not assumed			2,025	122,073	,045	,31884	,15742	,00722	,63047
I think using Turkish is	Equal variances assumed	,371	,543	1,983	168	,049	,30080	,15168	,00136	,60024

time-saving in the classroom.	Equal variances not assumed			1,929	114,419	,056	,30080	,15596	-,00814	,60974
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	Equal variances assumed	2,831	,094	2,916	168	,004	,42548	,14592	,13740	,71356
It is important to use Turkish to get the students' attention when they get bored.	Equal variances assumed			2,792	109,200	,006	,42548	,15242	,12340	,72756
I think using Turkish reduces barriers to language learning.	Equal variances assumed	3,298	,071	2,355	168	,020	,33373	,14170	,05399	,61347
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	Equal variances not assumed			2,280	112,867	,024	,33373	,14637	,04375	,62372
Turkish should be used in the classroom so that students can make connections between two languages.	Equal variances assumed	,007	,935	2,104	168	,037	,29764	,14148	,01833	,57695
I support using Turkish more	Equal variances assumed			2,097	123,172	,038	,29764	,14192	,01671	,57856
	Equal variances not assumed	,003	,954	2,131	168	,035	,34171	,16035	,02515	,65826
	Equal variances not assumed			2,174	131,732	,032	,34171	,15721	,03072	,65269
	Equal variances assumed	,129	,720	2,108	168	,037	,27463	,13029	,01741	,53185
	Equal variances not assumed			2,076	118,873	,040	,27463	,13227	,01273	,53653
	Equal variances assumed	3,302	,071	2,772	168	,006	,34547	,12462	,09944	,59149

than English in the classroom.	Equal variances not assumed			2,906	142,248	,004	,34547	,11888	,11047	,58046
I think that using Turkish in English language classrooms can help students to do better in the exams.	Equal variances assumed	1,126	,290	3,151	168	,002	,47150	,14962	,17612	,76688
	Equal variances not assumed			3,142	123,222	,002	,47150	,15007	,17445	,76855
I think making jokes in Turkish creates a friendly environment in the class.	Equal variances assumed	1,295	,257	2,089	168	,038	,28109	,13455	,01546	,54673
	Equal variances not assumed			1,931	98,631	,056	,28109	,14555	-,00773	,56992
	Equal variances not assumed			1,899	136,511	,060	,28546	,15030	-,01177	,58268
I think that using bilingual education is better than using only the target language (English) while teaching.	Equal variances assumed	,090	,764	2,752	168	,007	,38998	,14170	,11024	,66973
	Equal variances not assumed			2,713	119,166	,008	,38998	,14373	,10538	,67458
It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.	Equal variances assumed	3,878	,051	1,817	168	,071	,22334	,12290	-,01929	,46598
	Equal variances not assumed			1,870	135,051	,064	,22334	,11946	-,01292	,45960

Appendix E.5. Post-Hoc LSD Test Results for Differences in Frequency of L1 Use Based on Place of Graduation

Multiple Comparisons							
LSD							
Dependent Variable	(I) Place of graduation	(J) Place of graduation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
I use Turkish to greet students.	Cyprus	Turkey	,05481	,13007	,674	-,2020	,3116
		Other	,34597*	,14732	,020	,0551	,6368
	Turkey	Cyprus	-,05481	,13007	,674	-,3116	,2020
		Other	,29116	,14776	,050	-,0006	,5829
	Other	Cyprus	-,34597*	,14732	,020	-,6368	-,0551
		Turkey	-,29116	,14776	,050	-,5829	,0006
I use Turkish at the warm up stage to remind students what we have covered at the previous lesson.	Cyprus	Turkey	,13389	,15779	,397	-,1776	,4454
		Other	,50394*	,17870	,005	,1511	,8567
	Turkey	Cyprus	-,13389	,15779	,397	-,4454	,1776
		Other	,37005*	,17924	,041	,0162	,7239
	Other	Cyprus	-,50394*	,17870	,005	-,8567	-,1511
		Turkey	-,37005*	,17924	,041	-,7239	-,0162
I give Turkish equivalents of the unknown words.	Cyprus	Turkey	-,20601	,17051	,229	-,5426	,1306
		Other	,42852*	,19311	,028	,0473	,8098
	Turkey	Cyprus	,20601	,17051	,229	-,1306	,5426
		Other	,63453*	,19370	,001	,2521	1,0169
	Other	Cyprus	-,42852*	,19311	,028	-,8098	-,0473
		Turkey	-,63453*	,19370	,001	-,1,0169	-,2521
I translate the reading passages into Turkish.	Cyprus	Turkey	-,11322	,19459	,561	-,4974	,2709
		Other	,39250	,22038	,077	-,0426	,8276
	Turkey	Cyprus	,11322	,19459	,561	-,2709	,4974
		Other	,50572*	,22105	,023	,0693	,9421
	Other	Cyprus	-,39250	,22038	,077	-,8276	,0426
		Turkey	-,50572*	,22105	,023	-,9421	-,0693
I use Turkish to summarize the topics that we have already covered.	Cyprus	Turkey	-,07356	,16662	,659	-,4025	,2554
		Other	,56135*	,18870	,003	,1888	,9339
	Turkey	Cyprus	,07356	,16662	,659	-,2554	,4025
		Other	,63491*	,18927	,001	,2612	1,0086
	Other	Cyprus	-,56135*	,18870	,003	-,9339	-,1888
		Turkey	-,63491*	,18927	,001	-,1,0086	-,2612
I compare English grammar with Turkish grammar while teaching new grammatical structures.	Cyprus	Turkey	,00048	,15764	,998	-,3107	,3117
		Other	,55460*	,17853	,002	,2021	,9071
	Turkey	Cyprus	-,00048	,15764	,998	-,3117	,3107
		Other	,55412*	,17907	,002	,2006	,9077
	Other	Cyprus	-,55460*	,17853	,002	-,9071	-,2021
		Turkey	-,55412*	,17907	,002	-,9077	-,2006
I speak in Turkish rather than English during the class activities.	Cyprus	Turkey	-,19351	,14613	,187	-,4820	,0950
		Other	,38462*	,16549	,021	,0579	,7113
	Turkey	Cyprus	,19351	,14613	,187	-,0950	,4820
		Other	,57813*	,16599	,001	,2504	,9058
	Other	Cyprus	-,38462*	,16549	,021	-,7113	-,0579
		Turkey	-,57813*	,16599	,001	-,9058	-,2504

I use Turkish to create a comfortable environment for students.	Cyprus	Turkey	,04880	,13582	,720	-,2193	,3169
		Other	,53546*	,15382	,001	,2318	,8391
	Turkey	Cyprus	-,04880	,13582	,720	-,3169	,2193
		Other	,48666*	,15429	,002	,1821	,7913
	Other	Cyprus	-,53546*	,15382	,001	-,8391	-,2318
I use Turkish to correct students' mistakes.	Cyprus	Turkey	-,48666*	,15429	,002	-,7913	-,1821
		Other	,06370	,13233	,631	-,1975	,3250
	Turkey	Cyprus	,50844*	,14987	,001	,2126	,8043
		Other	-,06370	,13233	,631	-,3250	,1975
	Other	Cyprus	,44474*	,15032	,004	,1480	,7415
I use Turkish to give feedback to students.	Cyprus	Turkey	-,50844*	,14987	,001	-,8043	-,2126
		Other	-,44474*	,15032	,004	-,7415	-,1480
	Turkey	Cyprus	,17404	,15048	,249	-,1230	,4711
		Other	,66642*	,17042	,000	,3300	1,0029
	Other	Cyprus	-,17404	,15048	,249	-,4711	,1230
I first give the instructions in English and then in Turkish.	Cyprus	Turkey	,49238*	,17094	,004	,1549	,8299
		Other	-,66642*	,17042	,000	-1,0029	-,3300
	Turkey	Cyprus	-,49238*	,17094	,004	-,8299	-,1549
		Other	-,14471	,18693	,440	-,5138	,2243
	Other	Cyprus	,72495*	,21171	,001	,3070	1,1429
When students have problems, I help them by speaking in Turkish.	Cyprus	Turkey	,14471	,18693	,440	-,2243	,5138
		Other	,86966*	,21235	,000	,4504	1,2889
	Turkey	Cyprus	-,72495*	,21171	,001	-1,1429	-,3070
		Other	-,86966*	,21235	,000	-1,2889	-,4504
	Other	Cyprus	,05769	,15885	,717	-,2559	,3713
I ask my students to translate the reading texts into Turkish.	Cyprus	Turkey	,57598*	,17991	,002	,2208	,9312
		Other	-,05769	,15885	,717	-,3713	,2559
	Turkey	Cyprus	,51829*	,18045	,005	,1620	,8745
		Other	-,57598*	,17991	,002	-,9312	-,2208
	Other	Cyprus	-,51829*	,18045	,005	-,8745	-,1620
I use Turkish to deal with discipline problems in the classroom.	Cyprus	Turkey	,07115	,18537	,702	-,2948	,4371
		Other	,44615*	,20994	,035	,0317	,8606
	Turkey	Cyprus	-,07115	,18537	,702	-,4371	,2948
		Other	,37500	,21058	,077	-,0407	,7907
	Other	Cyprus	-,44615*	,20994	,035	-,8606	-,0317
I use Turkish to make jokes.	Cyprus	Turkey	-,37500	,21058	,077	-,7907	,0407
		Other	,02356	,16610	,887	-,3044	,3515
	Turkey	Cyprus	,37036	,18811	,051	-,0010	,7417
		Other	-,02356	,16610	,887	-,3515	,3044
	Other	Cyprus	,34680	,18868	,068	-,0257	,7193
	Cyprus	Turkey	-,37036	,18811	,051	-,7417	,0010
		Other	-,34680	,18868	,068	-,7193	,0257
	Turkey	Cyprus	-,05938	,15440	,701	-,3642	,2454
		Other	,31220	,17486	,076	-,0330	,6574
	Other	Cyprus	,05938	,15440	,701	-,2454	,3642
	Cyprus	Turkey	,37157*	,17539	,036	,0253	,7178
		Other	-,31220	,17486	,076	-,6574	,0330
	Turkey	Cyprus	-,37157*	,17539	,036	-,7178	-,0253
		Other	,00913	,17173	,958	-,3299	,3482
	Other	Cyprus	,51295*	,19450	,009	,1290	,8969

I explain the gist of listening passages in Turkish.	Turkey	Cyprus	-,00913	,17173	,958	-,3482	,3299
		Other	,50381*	,19508	,011	,1187	,8890
	Other	Cyprus	-,51295*	,19450	,009	-,8969	-,1290
		Turkey	-,50381*	,19508	,011	-,8890	-,1187
I can easily get students' attention by using Turkish.	Cyprus	Turkey	,18654	,15235	,223	-,1142	,4873
		Other	,57373*	,17254	,001	,2331	,9144
	Turkey	Cyprus	-,18654	,15235	,223	-,4873	,1142
		Other	,38720*	,17306	,027	,0455	,7289
	Other	Cyprus	-,57373*	,17254	,001	-,9144	-,2331
		Turkey	-,38720*	,17306	,027	-,7289	-,0455
I ask students to use bilingual dictionaries in class.	Cyprus	Turkey	,25433	,18780	,177	-,1164	,6251
		Other	,74747*	,21269	,001	,3276	1,1674
	Turkey	Cyprus	-,25433	,18780	,177	-,6251	,1164
		Other	,49314*	,21333	,022	,0720	,9143
	Other	Cyprus	-,74747*	,21269	,001	-1,1674	-,3276
		Turkey	-,49314*	,21333	,022	-,9143	-,0720
I use Turkish to ask students if they have any questions about the lesson.	Cyprus	Turkey	,05697	,17465	,745	-,2878	,4018
		Other	,62214*	,19780	,002	,2316	1,0126
	Turkey	Cyprus	-,05697	,17465	,745	-,4018	,2878
		Other	,56517*	,19840	,005	,1735	,9569
	Other	Cyprus	-,62214*	,19780	,002	-1,0126	-,2316
		Turkey	-,56517*	,19840	,005	-,9569	-,1735
I speak in Turkish while students do pair/group work.	Cyprus	Turkey	-,03870	,12826	,763	-,2919	,2145
		Other	,59887*	,14526	,000	,3121	,8857
	Turkey	Cyprus	,03870	,12826	,763	-,2145	,2919
		Other	,63758*	,14570	,000	,3499	,9252
	Other	Cyprus	-,59887*	,14526	,000	-,8857	-,3121
		Turkey	-,63758*	,14570	,000	-,9252	-,3499
I speak in Turkish when I talk about something unrelated with the lesson in the class.	Cyprus	Turkey	,04087	,16595	,806	-,2868	,3685
		Other	,67730*	,18795	,000	,3062	1,0484
	Turkey	Cyprus	-,04087	,16595	,806	-,3685	,2868
		Other	,63643*	,18851	,001	,2643	1,0086
	Other	Cyprus	-,67730*	,18795	,000	-1,0484	-,3062
		Turkey	-,63643*	,18851	,001	-1,0086	-,2643
I use Turkish to motivate my students when they get bored.	Cyprus	Turkey	,04495	,15631	,774	-,2636	,3535
		Other	,70844*	,17702	,000	,3589	1,0579
	Turkey	Cyprus	-,04495	,15631	,774	-,3535	,2636
		Other	,66349*	,17756	,000	,3129	1,0140
	Other	Cyprus	-,70844*	,17702	,000	-1,0579	-,3589
		Turkey	-,66349*	,17756	,000	-1,0140	-,3129
I use gestures, mimes or visuals to clarify the meaning rather than using Turkish.	Cyprus	Turkey	,15072	,17216	,383	-,1892	,4906
		Other	-,52420*	,19497	,008	-,9091	-,1393
	Turkey	Cyprus	-,15072	,17216	,383	-,4906	,1892
		Other	-,67492*	,19556	,001	-1,0610	-,2888
	Other	Cyprus	,52420*	,19497	,008	,1393	,9091
		Turkey	,67492*	,19556	,001	,2888	1,0610
I use Turkish to tell stories related to the topic.	Cyprus	Turkey	-,06899	,16496	,676	-,3947	,2567
		Other	,48856*	,18683	,010	,1197	,8574
	Turkey	Cyprus	,06899	,16496	,676	-,2567	,3947
		Other	,55755*	,18739	,003	,1876	,9275

	Other	Cyprus	-,48856*	,18683	,010	-,8574	-,1197
		Turkey	-,55755*	,18739	,003	-,9275	-,1876
I explain homework tasks in Turkish.	Cyprus	Turkey	-,04471	,17625	,800	-,3927	,3032
		Other	,30056	,19961	,134	-,0935	,6946
	Turkey	Cyprus	,04471	,17625	,800	-,3032	,3927
		Other	,34527	,20021	,086	-,0500	,7405
	Other	Cyprus	-,30056	,19961	,134	-,6946	,0935
		Turkey	-,34527	,20021	,086	-,7405	,0500
I support the 'English only' policy in the classroom.	Cyprus	Turkey	,11851	,22747	,603	-,3306	,5676
		Other	-,95047*	,25762	,000	-1,4591	-,4419
	Turkey	Cyprus	-,11851	,22747	,603	-,5676	,3306
		Other	-1,06898*	,25840	,000	-1,5791	-,5588
	Other	Cyprus	,95047*	,25762	,000	,4419	1,4591
		Turkey	1,06898*	,25840	,000	,5588	1,5791
I give minus to the students who use Turkish in classroom.	Cyprus	Turkey	,02668	,12316	,829	-,2165	,2698
		Other	-,09794	,13948	,484	-,3733	,1774
	Turkey	Cyprus	-,02668	,12316	,829	-,2698	,2165
		Other	-,12462	,13990	,374	-,4008	,1516
	Other	Cyprus	,09794	,13948	,484	-,1774	,3733
		Turkey	,12462	,13990	,374	-,1516	,4008
When students ask me something in Turkish, I reply to them in Turkish as well.	Cyprus	Turkey	-,04495	,16124	,781	-,3633	,2734
		Other	,75497*	,18261	,000	,3944	1,1155
	Turkey	Cyprus	,04495	,16124	,781	-,2734	,3633
		Other	,79992*	,18316	,000	,4383	1,1615
	Other	Cyprus	-,75497*	,18261	,000	-1,1155	-,3944
		Turkey	-,79992*	,18316	,000	-1,1615	-,4383
Students do not understand anything in English, so I use Turkish in the classroom.	Cyprus	Turkey	,07740	,15007	,607	-,2189	,3737
		Other	,75347*	,16996	,000	,4179	1,0890
	Turkey	Cyprus	-,07740	,15007	,607	-,3737	,2189
		Other	,67607*	,17048	,000	,3395	1,0126
	Other	Cyprus	-,75347*	,16996	,000	-1,0890	-,4179
		Turkey	-,67607*	,17048	,000	-1,0126	-,3395
I use Turkish to teach complex grammar structures.	Cyprus	Turkey	,13558	,16625	,416	-,1926	,4638
		Other	,64015*	,18828	,001	,2684	1,0119
	Turkey	Cyprus	-,13558	,16625	,416	-,4638	,1926
		Other	,50457*	,18885	,008	,1317	,8774
	Other	Cyprus	-,64015*	,18828	,001	-1,0119	-,2684
		Turkey	-,50457*	,18885	,008	-,8774	-,1317

*. The mean difference is significant at the 0.05 level.

Appendix E.5.1. One-way ANOVA Test Results for Differences in Frequency of L1 Use Based on place of Graduation

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
I use Turkish to greet students.	Between Groups	3,258	2	1,629	2,986	,053
	Within Groups	91,118	167	,546		
	Total	94,376	169			
I use Turkish at the warm up stage to remind students what we have covered at the previous lesson.	Between Groups	6,533	2	3,267	4,069	,019
	Within Groups	134,078	167	,803		
	Total	140,612	169			
I give Turkish equivalents of the unknown words.	Between Groups	10,132	2	5,066	5,403	,005
	Within Groups	156,580	167	,938		
	Total	166,712	169			
I translate the reading passages into Turkish.	Between Groups	6,676	2	3,338	2,734	,068
	Within Groups	203,918	167	1,221		
	Total	210,594	169			
I use Turkish to summarize the topics that we have already covered.	Between Groups	11,294	2	5,647	6,308	,002
	Within Groups	149,506	167	,895		
	Total	160,800	169			
I compare English grammar with Turkish grammar while teaching new grammatical structures.	Between Groups	9,561	2	4,781	5,966	,003
	Within Groups	133,827	167	,801		
	Total	143,388	169			
I speak in Turkish rather than English during the class activities.	Between Groups	8,394	2	4,197	6,095	,003
	Within Groups	114,994	167	,689		
	Total	123,388	169			
I use Turkish to create a comfortable environment for students.	Between Groups	8,209	2	4,104	6,899	,001
	Within Groups	99,344	167	,595		
	Total	107,553	169			
I use Turkish to correct students' mistakes.	Between Groups	7,205	2	3,602	6,380	,002
	Within Groups	94,301	167	,565		
	Total	101,506	169			
I use Turkish to give feedback to students.	Between Groups	11,445	2	5,723	7,837	,001
	Within Groups	121,943	167	,730		
	Total	133,388	169			
I first give the instructions in English and then in Turkish.	Between Groups	20,425	2	10,213	9,063	,000
	Within Groups	188,186	167	1,127		
	Total	208,612	169			
	Between Groups	9,429	2	4,714	5,793	,004
	Within Groups	135,895	167	,814		

When students have problems, I help them by speaking in Turkish.	Total	145,324	169			
I ask my students to translate the reading texts into Turkish.	Between Groups	5,415	2	2,707	2,443	,090
	Within Groups	185,062	167	1,108		
	Total	190,476	169			
I use Turkish to deal with discipline problems in the classroom.	Between Groups	4,020	2	2,010	2,259	,108
	Within Groups	148,574	167	,890		
	Total	152,594	169			
I use Turkish to make jokes.	Between Groups	3,745	2	1,873	2,436	,091
	Within Groups	128,378	167	,769		
	Total	132,124	169			
I explain the gist of listening passages in Turkish.	Between Groups	8,045	2	4,022	4,229	,016
	Within Groups	158,832	167	,951		
	Total	166,876	169			
I can easily get students' attention by using Turkish.	Between Groups	8,326	2	4,163	5,562	,005
	Within Groups	124,998	167	,748		
	Total	133,324	169			
I ask students to use bilingual dictionaries in class.	Between Groups	14,095	2	7,048	6,197	,003
	Within Groups	189,928	167	1,137		
	Total	204,024	169			
I use Turkish to ask students if they have any questions about the lesson.	Between Groups	11,077	2	5,539	5,631	,004
	Within Groups	164,270	167	,984		
	Total	175,347	169			
I speak in Turkish while students do pair/group work.	Between Groups	11,934	2	5,967	11,248	,000
	Within Groups	88,590	167	,530		
	Total	100,524	169			
I speak in Turkish when I talk about something unrelated with the lesson in the class.	Between Groups	13,484	2	6,742	7,592	,001
	Within Groups	148,310	167	,888		
	Total	161,794	169			
I use Turkish to motivate my students when they get bored.	Between Groups	14,712	2	7,356	9,337	,000
	Within Groups	131,576	167	,788		
	Total	146,288	169			
I use gestures, mimes or visuals to clarify the meaning rather than using Turkish.	Between Groups	11,895	2	5,947	6,223	,002
	Within Groups	159,611	167	,956		
	Total	171,506	169			
I use Turkish to tell stories related to the topic.	Between Groups	8,656	2	4,328	4,932	,008
	Within Groups	146,549	167	,878		
	Total	155,206	169			
I explain homework tasks in Turkish.	Between Groups	3,305	2	1,653	1,650	,195
	Within Groups	167,289	167	1,002		

	Total	170,594	169			
I support the 'English only'	Between Groups	32,144	2	16,072	9,632	,000
policy in the classroom.	Within Groups	278,656	167	1,669		
	Total	310,800	169			
I give minus to the students	Between Groups	,407	2	,204	,417	,660
who use Turkish in	Within Groups	81,687	167	,489		
classroom.	Total	82,094	169			
When students ask me	Between Groups	18,861	2	9,431	11,248	,000
something in Turkish, I reply	Within Groups	140,015	167	,838		
to them in Turkish as well.	Total	158,876	169			
Students do not understand	Between Groups	16,101	2	8,051	11,085	,000
anything in English, so I use	Within Groups	121,287	167	,726		
Turkish in the classroom.	Total	137,388	169			
I use Turkish to teach	Between Groups	10,804	2	5,402	6,061	,003
complex grammar structures.	Within Groups	148,843	167	,891		
	Total	159,647	169			

Appendix E.6. Post-Hoc LSD Test Results for Differences in Frequency of L1 Use Based on Faculty of Graduation

Multiple Comparisons							
LSD							
Dependent Variable	(I) Faculty of graduation	(J) Faculty of graduation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
I use Turkish to greet students.	Faculty of Education	Faculty of Arts and Sciences	,38108*	,15431	,015	,0764	,6857
		Other	,49219*	,19885	,014	,0996	,8848
	Faculty of Arts and Sciences	Faculty of Education	-,38108*	,15431	,015	-,6857	-,0764
		Other	,11111	,23464	,636	-,3521	,5744
	Other	Faculty of Education	-,49219*	,19885	,014	-,8848	-,0996
		Faculty of Arts and Sciences	-,11111	,23464	,636	-,5744	,3521
I use Turkish at the warm up stage to remind students what we have covered at the previous lesson.	Faculty of Education	Faculty of Arts and Sciences	,56019*	,18900	,003	,1871	,9333
		Other	,30833	,24356	,207	-,1725	,7892
	Faculty of Arts and Sciences	Faculty of Education	-,56019*	,18900	,003	-,9333	-,1871
		Other	-,25185	,28739	,382	-,8192	,3155
	Other	Faculty of Education	-,30833	,24356	,207	-,7892	,1725
		Faculty of Arts and Sciences	,25185	,28739	,382	-,3155	,8192
I give Turkish equivalents of the unknown words.	Faculty of Education	Faculty of Arts and Sciences	,64786*	,19811	,001	,2567	1,0390
		Other	1,01823*	,25530	,000	,5142	1,5223
	Faculty of Arts and Sciences	Faculty of Education	-,64786*	,19811	,001	-1,0390	-,2567
		Other	,37037	,30125	,221	-,2244	,9651
	Other	Faculty of Education	-1,01823*	,25530	,000	-1,5223	-,5142
		Faculty of Arts and Sciences	-,37037	,30125	,221	-,9651	,2244
I translate the reading passages into Turkish.	Faculty of Education	Faculty of Arts and Sciences	,67911*	,22684	,003	,2313	1,1270
		Other	,91615*	,29232	,002	,3390	1,4933
	Faculty of Arts and Sciences	Faculty of Education	-,67911*	,22684	,003	-1,1270	-,2313
		Other	,23704	,34494	,493	-,4440	,9180
	Other	Faculty of Education	-,91615*	,29232	,002	-1,4933	-,3390
		Faculty of Arts and Sciences	-,23704	,34494	,493	-,9180	,4440

I use Turkish to summarize the topics that we have already covered.	Faculty of Education	Faculty of Arts and Sciences	,47512*	,20143	,019	,0774	,8728
		Other	,66771*	,25958	,011	,1552	1,1802
	Faculty of Arts and Sciences	Faculty of Education	-,47512*	,20143	,019	-,8728	-,0774
		Other	,19259	,30630	,530	-,4121	,7973
	Other	Faculty of Education	-,66771*	,25958	,011	-1,1802	-,1552
I compare English grammar with Turkish grammar while teaching new grammatical structures.		Faculty of Arts and Sciences	-,19259	,30630	,530	-,7973	,4121
	Faculty of Education	Faculty of Arts and Sciences	,56916*	,18903	,003	,1960	,9423
		Other	,57656*	,24359	,019	,0956	1,0575
	Faculty of Arts and Sciences	Faculty of Education	-,56916*	,18903	,003	-,9423	-,1960
		Other	,00741	,28744	,979	-,5601	,5749
I speak in Turkish rather than English during the class activities.	Other	Faculty of Education	-,57656*	,24359	,019	-1,0575	-,0956
		Faculty of Arts and Sciences	-,00741	,28744	,979	-,5749	,5601
	Faculty of Education	Faculty of Arts and Sciences	,39468*	,17781	,028	,0436	,7457
		Other	,46875*	,22914	,042	,0164	,9211
	Faculty of Arts and Sciences	Faculty of Education	-,39468*	,17781	,028	-,7457	-,0436
I use Turkish to create a comfortable environment for students.		Other	,07407	,27038	,784	-,4597	,6079
	Other	Faculty of Education	-,46875*	,22914	,042	-,9211	-,0164
		Faculty of Arts and Sciences	-,07407	,27038	,784	-,6079	,4597
	Faculty of Education	Faculty of Arts and Sciences	,44416*	,16358	,007	,1212	,7671
		Other	,58490*	,21079	,006	,1687	1,0011
I use Turkish to correct students' mistakes.	Faculty of Arts and Sciences	Faculty of Education	-,44416*	,16358	,007	-,7671	-,1212
		Other	,14074	,24874	,572	-,3503	,6318
	Other	Faculty of Education	-,58490*	,21079	,006	-1,0011	-,1687
		Faculty of Arts and Sciences	-,14074	,24874	,572	-,6318	,3503
	Faculty of Education	Faculty of Arts and Sciences	,43837*	,16027	,007	,1220	,7548
		Other	,41615*	,20653	,046	,0084	,8239
	Faculty of Arts and Sciences	Faculty of Education	-,43837*	,16027	,007	-,7548	-,1220
		Other	-,02222	,24370	,927	-,5034	,4589
	Other	Faculty of Education	-,41615*	,20653	,046	-,8239	-,0084
		Faculty of Arts and Sciences	,02222	,24370	,927	-,4589	,5034

I use Turkish to give feedback to students.	Faculty of Education	Faculty of Arts and Sciences	,36400	,18555	,051	-,0023	,7303
		Other	,46771	,23911	,052	-,0044	,9398
	Faculty of Arts and Sciences	Faculty of Education	-,36400	,18555	,051	-,7303	,0023
		Other	,10370	,28215	,714	-,4533	,6607
	Other	Faculty of Education	-,46771	,23911	,052	-,9398	,0044
		Faculty of Arts and Sciences	-,10370	,28215	,714	-,6607	,4533
I first give the instructions in English and then in Turkish.	Faculty of Education	Faculty of Arts and Sciences	,83304*	,22329	,000	,3922	1,2739
		Other	,88490*	,28775	,002	,3168	1,4530
	Faculty of Arts and Sciences	Faculty of Education	-,83304*	,22329	,000	-1,2739	-,3922
		Other	,05185	,33954	,879	-,6185	,7222
	Other	Faculty of Education	-,88490*	,28775	,002	-1,4530	-,3168
		Faculty of Arts and Sciences	-,05185	,33954	,879	-,7222	,6185
When students have problems, I help them by speaking in Turkish.	Faculty of Education	Faculty of Arts and Sciences	,51128*	,19011	,008	,1360	,8866
		Other	,68906*	,24498	,006	,2054	1,1727
	Faculty of Arts and Sciences	Faculty of Education	-,51128*	,19011	,008	-,8866	-,1360
		Other	,17778	,28908	,539	-,3929	,7485
	Other	Faculty of Education	-,68906*	,24498	,006	-1,1727	-,2054
		Faculty of Arts and Sciences	-,17778	,28908	,539	-,7485	,3929
I ask my students to translate the reading texts into Turkish.	Faculty of Education	Faculty of Arts and Sciences	,57205*	,21918	,010	,1393	1,0048
		Other	,66094*	,28244	,020	,1033	1,2186
	Faculty of Arts and Sciences	Faculty of Education	-,57205*	,21918	,010	-1,0048	-,1393
		Other	,08889	,33328	,790	-,5691	,7469
	Other	Faculty of Education	-,66094*	,28244	,020	-1,2186	-,1033
		Faculty of Arts and Sciences	-,08889	,33328	,790	-,7469	,5691
I use Turkish to deal with discipline problems in the classroom.	Faculty of Education	Faculty of Arts and Sciences	,50203*	,19471	,011	,1176	,8864
		Other	,73906*	,25092	,004	,2437	1,2344
	Faculty of Arts and Sciences	Faculty of Education	-,50203*	,19471	,011	-,8864	-,1176
		Other	,23704	,29608	,425	-,3475	,8216
	Other	Faculty of Education	-,73906*	,25092	,004	-1,2344	-,2437
		Faculty of Arts and Sciences	-,23704	,29608	,425	-,8216	,3475

I use Turkish to make jokes.	Faculty of Education	Faculty of Arts and Sciences	,49682*	,18296	,007	,1356	,8580
		Other	,46719*	,23577	,049	,0017	,9327
	Faculty of Arts and Sciences	Faculty of Education	-,49682*	,18296	,007	-,8580	-,1356
		Other	-,02963	,27821	,915	-,5789	,5196
	Other	Faculty of Education	-,46719*	,23577	,049	-,9327	-,0017
		Faculty of Arts and Sciences	,02963	,27821	,915	-,5196	,5789
I explain the gist of listening passages in Turkish.	Faculty of Education	Faculty of Arts and Sciences	,62471*	,19874	,002	,2323	1,0171
		Other	1,00990*	,25611	,000	,5043	1,5155
	Faculty of Arts and Sciences	Faculty of Education	-,62471*	,19874	,002	-1,0171	-,2323
		Other	,38519	,30220	,204	-,2114	,9818
	Other	Faculty of Education	-1,00990*	,25611	,000	-1,5155	-,5043
		Faculty of Arts and Sciences	-,38519	,30220	,204	-,9818	,2114
I can easily get students' attention by using Turkish.	Faculty of Education	Faculty of Arts and Sciences	,33131	,18427	,074	-,0325	,6951
		Other	,62760*	,23746	,009	,1588	1,0964
	Faculty of Arts and Sciences	Faculty of Education	-,33131	,18427	,074	-,6951	,0325
		Other	,29630	,28020	,292	-,2569	,8495
	Other	Faculty of Education	-,62760*	,23746	,009	-1,0964	-,1588
		Faculty of Arts and Sciences	-,29630	,28020	,292	-,8495	,2569
I ask students to use bilingual dictionaries in class.	Faculty of Education	Faculty of Arts and Sciences	,31887	,22692	,162	-,1291	,7669
		Other	,91146*	,29242	,002	,3341	1,4888
	Faculty of Arts and Sciences	Faculty of Education	-,31887	,22692	,162	-,7669	,1291
		Other	,59259	,34506	,088	-,0886	1,2738
	Other	Faculty of Education	-,91146*	,29242	,002	-1,4888	-,3341
		Faculty of Arts and Sciences	-,59259	,34506	,088	-1,2738	,0886
I use Turkish to ask students if they have any questions about the lesson.	Faculty of Education	Faculty of Arts and Sciences	,38079	,20484	,065	-,0236	,7852
		Other	1,14375*	,26397	,000	,6226	1,6649
	Faculty of Arts and Sciences	Faculty of Education	-,38079	,20484	,065	-,7852	,0236
		Other	,76296*	,31148	,015	,1480	1,3779
	Other	Faculty of Education	-1,14375*	,26397	,000	-1,6649	-,6226
		Faculty of Arts and Sciences	-,76296*	,31148	,015	-1,3779	-,1480

I speak in Turkish while students do pair/group work.	Faculty of Education	Faculty of Arts and Sciences	,29716	,15952	,064	-,0178	,6121
		Other	,57865*	,20557	,005	,1728	,9845
	Faculty of Arts and Sciences	Faculty of Education	-,29716	,15952	,064	-,6121	,0178
		Other	,28148	,24258	,248	-,1974	,7604
	Other	Faculty of Education	-,57865*	,20557	,005	-,9845	-,1728
		Faculty of Arts and Sciences	-,28148	,24258	,248	-,7604	,1974
I speak in Turkish when I talk about something unrelated with the lesson in the class.	Faculty of Education	Faculty of Arts and Sciences	,54456*	,20013	,007	,1494	,9397
		Other	,75937*	,25791	,004	,2502	1,2686
	Faculty of Arts and Sciences	Faculty of Education	-,54456*	,20013	,007	-,9397	-,1494
		Other	,21481	,30433	,481	-,3860	,8156
	Other	Faculty of Education	-,75937*	,25791	,004	-1,2686	-,2502
		Faculty of Arts and Sciences	-,21481	,30433	,481	-,8156	,3860
I use Turkish to motivate my students when they get bored.	Faculty of Education	Faculty of Arts and Sciences	,49913*	,19313	,011	,1178	,8804
		Other	,45469	,24888	,069	-,0367	,9460
	Faculty of Arts and Sciences	Faculty of Education	-,49913*	,19313	,011	-,8804	-,1178
		Other	-,04444	,29367	,880	-,6242	,5353
	Other	Faculty of Education	-,45469	,24888	,069	-,9460	,0367
		Faculty of Arts and Sciences	,04444	,29367	,880	-,5353	,6242
I use gestures, mimes or visuals to clarify the meaning rather than using Turkish.	Faculty of Education	Faculty of Arts and Sciences	-,20602	,20771	,323	-,6161	,2040
		Other	-,88750*	,26766	,001	-1,4159	-,3591
	Faculty of Arts and Sciences	Faculty of Education	,20602	,20771	,323	-,2040	,6161
		Other	-,68148*	,31584	,032	-1,3050	-,0579
	Other	Faculty of Education	,88750*	,26766	,001	,3591	1,4159
		Faculty of Arts and Sciences	,68148*	,31584	,032	,0579	1,3050
I use Turkish to tell stories related to the topic.	Faculty of Education	Faculty of Arts and Sciences	,69097*	,19629	,001	,3034	1,0785
		Other	,40208	,25296	,114	-,0973	,9015
	Faculty of Arts and Sciences	Faculty of Education	-,69097*	,19629	,001	-1,0785	-,3034
		Other	-,28889	,29849	,335	-,8782	,3004
	Other	Faculty of Education	-,40208	,25296	,114	-,9015	,0973
		Faculty of Arts and Sciences	,28889	,29849	,335	-,3004	,8782

I explain homework tasks in Turkish.	Faculty of Education	Faculty of Arts and Sciences	,41696*	,21116	,050	,0001	,8338
		Other	,29844	,27211	,274	-,2388	,8357
	Faculty of Arts and Sciences	Faculty of Education	-,41696*	,21116	,050	-,8338	-,0001
		Other	-,11852	,32108	,713	-,7524	,5154
	Other	Faculty of Education	-,29844	,27211	,274	-,8357	,2388
		Faculty of Arts and Sciences	,11852	,32108	,713	-,5154	,7524
I support the 'English only' policy in the classroom.	Faculty of Education	Faculty of Arts and Sciences	-,22714	,28256	,423	-,7850	,3307
		Other	-,99010*	,36413	,007	-1,7090	-,2712
	Faculty of Arts and Sciences	Faculty of Education	,22714	,28256	,423	-,3307	,7850
		Other	-,76296	,42967	,078	-1,6112	,0853
	Other	Faculty of Education	,99010*	,36413	,007	,2712	1,7090
		Faculty of Arts and Sciences	,76296	,42967	,078	-,0853	1,6112
I give minus to the students who use Turkish in classroom.	Faculty of Education	Faculty of Arts and Sciences	,10590	,14823	,476	-,1868	,3986
		Other	,06146	,19102	,748	-,3157	,4386
	Faculty of Arts and Sciences	Faculty of Education	-,10590	,14823	,476	-,3986	,1868
		Other	-,04444	,22541	,844	-,4895	,4006
	Other	Faculty of Education	-,06146	,19102	,748	-,4386	,3157
		Faculty of Arts and Sciences	,04444	,22541	,844	-,4006	,4895
When students ask me something in Turkish, I reply to them in Turkish as well.	Faculty of Education	Faculty of Arts and Sciences	,51823*	,19976	,010	,1239	,9126
		Other	,65156*	,25742	,012	,1433	1,1598
	Faculty of Arts and Sciences	Faculty of Education	-,51823*	,19976	,010	-,9126	-,1239
		Other	,13333	,30375	,661	-,4664	,7330
	Other	Faculty of Education	-,65156*	,25742	,012	-1,1598	-,1433
		Faculty of Arts and Sciences	-,13333	,30375	,661	-,7330	,4664
Students do not understand anything in English, so I use Turkish in the classroom.	Faculty of Education	Faculty of Arts and Sciences	,57697*	,18382	,002	,2141	,9399
		Other	,65104*	,23688	,007	,1834	1,1187
	Faculty of Arts and Sciences	Faculty of Education	-,57697*	,18382	,002	-,9399	-,2141
		Other	,07407	,27952	,791	-,4778	,6259
	Other	Faculty of Education	-,65104*	,23688	,007	-1,1187	-,1834
		Faculty of Arts and Sciences	-,07407	,27952	,791	-,6259	,4778

I use Turkish to teach complex grammar structures.	Faculty of Education	Faculty of Arts and Sciences	,56973*	,19855	,005	,1777	,9617
		Other	,74010*	,25587	,004	,2350	1,2453
	Faculty of Arts and Sciences	Faculty of Education	-,56973*	,19855	,005	-,9617	-,1777
		Other	,17037	,30192	,573	-,4257	,7664
	Other	Faculty of Education	-,74010*	,25587	,004	-1,2453	-,2350
		Faculty of Arts and Sciences	-,17037	,30192	,573	-,7664	,4257

*. The mean difference is significant at the 0.05 level.

Appendix E.6.1. One-way ANOVA Test Results for Differences in Frequency of L1 Use Based on Faculty of Graduation

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
I use Turkish to greet students.	Between Groups	5,718	2	2,859	5,385	,005
	Within Groups	88,659	167	,531		
	Total	94,376	169			
I use Turkish at the warm up stage to remind students what we have covered at the previous lesson.	Between Groups	7,604	2	3,802	4,774	,010
	Within Groups	133,007	167	,796		
	Total	140,612	169			
I give Turkish equivalents of the unknown words.	Between Groups	20,569	2	10,285	11,752	,000
	Within Groups	146,143	167	,875		
	Total	166,712	169			
I translate the reading passages into Turkish.	Between Groups	18,989	2	9,494	8,275	,000
	Within Groups	191,605	167	1,147		
	Total	210,594	169			
I use Turkish to summarize the topics that we have already covered.	Between Groups	9,713	2	4,856	5,368	,006
	Within Groups	151,087	167	,905		
	Total	160,800	169			
I compare English grammar with Turkish grammar while teaching new grammatical structures.	Between Groups	10,340	2	5,170	6,489	,002
	Within Groups	133,048	167	,797		
	Total	143,388	169			
I speak in Turkish rather than English during the class activities.	Between Groups	5,661	2	2,831	4,015	,020
	Within Groups	117,727	167	,705		
	Total	123,388	169			
I use Turkish to create a comfortable environment for students.	Between Groups	7,921	2	3,961	6,639	,002
	Within Groups	99,632	167	,597		
	Total	107,553	169			
I use Turkish to correct students' mistakes.	Between Groups	5,864	2	2,932	5,119	,007
	Within Groups	95,642	167	,573		
	Total	101,506	169			
I use Turkish to give feedback to students.	Between Groups	5,190	2	2,595	3,380	,036
	Within Groups	128,198	167	,768		
	Total	133,388	169			
I first give the instructions in English and then in Turkish.	Between Groups	22,958	2	11,479	10,326	,000
	Within Groups	185,654	167	1,112		
	Total	208,612	169			
	Between Groups	10,752	2	5,376		
	Within Groups	134,571	167	,806		

When students have problems, I help them by speaking in Turkish.	Total	145,324	169			
I ask my students to translate the reading texts into Turkish.	Between Groups	11,605	2	5,803	5,417	,005
	Within Groups	178,871	167	1,071		
	Total	190,476	169			
I use Turkish to deal with discipline problems in the classroom.	Between Groups	11,426	2	5,713	6,759	,002
	Within Groups	141,168	167	,845		
	Total	152,594	169			
I use Turkish to make jokes.	Between Groups	7,485	2	3,743	5,015	,008
	Within Groups	124,638	167	,746		
	Total	132,124	169			
I explain the gist of listening passages in Turkish.	Between Groups	19,806	2	9,903	11,245	,000
	Within Groups	147,070	167	,881		
	Total	166,876	169			
I can easily get students' attention by using Turkish.	Between Groups	6,889	2	3,445	4,550	,012
	Within Groups	126,434	167	,757		
	Total	133,324	169			
I ask students to use bilingual dictionaries in class.	Between Groups	12,286	2	6,143	5,351	,006
	Within Groups	191,737	167	1,148		
	Total	204,024	169			
I use Turkish to ask students if they have any questions about the lesson.	Between Groups	19,109	2	9,555	10,213	,000
	Within Groups	156,238	167	,936		
	Total	175,347	169			
I speak in Turkish while students do pair/group work.	Between Groups	5,766	2	2,883	5,081	,007
	Within Groups	94,758	167	,567		
	Total	100,524	169			
I speak in Turkish when I talk about something unrelated with the lesson in the class.	Between Groups	12,651	2	6,326	7,083	,001
	Within Groups	149,143	167	,893		
	Total	161,794	169			
I use Turkish to motivate my students when they get bored.	Between Groups	7,404	2	3,702	4,452	,013
	Within Groups	138,884	167	,832		
	Total	146,288	169			
I use gestures, mimes or visuals to clarify the meaning rather than using Turkish.	Between Groups	10,865	2	5,433	5,648	,004
	Within Groups	160,641	167	,962		
	Total	171,506	169			
I use Turkish to tell stories related to the topic.	Between Groups	11,731	2	5,865	6,827	,001
	Within Groups	143,475	167	,859		
	Total	155,206	169			
I explain homework tasks in Turkish.	Between Groups	4,574	2	2,287	2,300	,103
	Within Groups	166,020	167	,994		

	Total	170,594	169			
I support the 'English only'	Between Groups	13,507	2	6,754	3,794	,024
policy in the classroom.	Within Groups	297,293	167	1,780		
	Total	310,800	169			
I give minus to the students	Between Groups	,275	2	,138	,281	,755
who use Turkish in	Within Groups	81,819	167	,490		
classroom.	Total	82,094	169			
When students ask me	Between Groups	10,297	2	5,148	5,787	,004
something in Turkish, I reply	Within Groups	148,580	167	,890		
to them in Turkish as well.	Total	158,876	169			
Students do not understand	Between Groups	11,568	2	5,784	7,677	,001
anything in English, so I use	Within Groups	125,821	167	,753		
Turkish in the classroom.	Total	137,388	169			
I use Turkish to teach	Between Groups	12,854	2	6,427	7,312	,001
complex grammar structures.	Within Groups	146,793	167	,879		
	Total	159,647	169			

Appendix E.7. Post-Hoc LSD Test Results for Differences in Frequency of Use Based on Years of Teaching Experience

Multiple Comparisons							
LSD							
Dependent Variable	(I) Years of teaching experience	(J) Years of teaching experience	Mean		Sig.	95% Confidence Interval	
			Difference (I-J)	Std. Error		Lower Bound	Upper Bound
I use Turkish to greet students.	1-10	11-16	,46657*	,15722	,003	,1562	,7770
		16 or more	,49405*	,17365	,005	,1512	,8369
	11-16	1-10	-,46657*	,15722	,003	-,7770	-,1562
		16 or more	,02748	,12955	,832	-,2283	,2832
	16 or more	1-10	-,49405*	,17365	,005	-,8369	-,1512
		11-16	-,02748	,12955	,832	-,2832	,2283
I use Turkish at the warm up stage to remind students what we have covered at the previous lesson.	1-10	11-16	,66565*	,18841	,001	,2937	1,0376
		16 or more	,81548*	,20810	,000	,4046	1,2263
	11-16	1-10	-,66565*	,18841	,001	-1,0376	-,2937
		16 or more	,14982	,15525	,336	-,1567	,4563
	16 or more	1-10	-,81548*	,20810	,000	-1,2263	-,4046
		11-16	-,14982	,15525	,336	-,4563	,1567
I give Turkish equivalents of the unknown words.	1-10	11-16	,43313*	,21072	,041	,0171	,8491
		16 or more	,61310*	,23274	,009	,1536	1,0726
	11-16	1-10	-,43313*	,21072	,041	-,8491	-,0171
		16 or more	,17996	,17363	,301	-,1628	,5228
	16 or more	1-10	-,61310*	,23274	,009	-1,0726	-,1536
		11-16	-,17996	,17363	,301	-,5228	,1628
I translate the reading passages into Turkish.	1-10	11-16	,46581*	,23508	,049	,0017	,9299
		16 or more	,80357*	,25965	,002	,2910	1,3162
	11-16	1-10	-,46581*	,23508	,049	-,9299	-,0017
		16 or more	,33777	,19370	,083	-,0447	,7202
	16 or more	1-10	-,80357*	,25965	,002	-1,3162	-,2910
		11-16	-,33777	,19370	,083	-,7202	,0447
I use Turkish to summarize the topics that we have already covered.	1-10	11-16	,57219*	,20099	,005	,1754	,9690
		16 or more	,92857*	,22200	,000	,4903	1,3669
	11-16	1-10	-,57219*	,20099	,005	-,9690	-,1754
		16 or more	,35638*	,16561	,033	,0294	,6834
	16 or more	1-10	-,92857*	,22200	,000	-1,3669	-,4903
		11-16	-,35638*	,16561	,033	-,6834	-,0294
I compare English grammar with Turkish grammar while teaching new grammatical structures.	1-10	11-16	,57371*	,19033	,003	,1979	,9495
		16 or more	,85119*	,21023	,000	,4361	1,2662
	11-16	1-10	-,57371*	,19033	,003	-,9495	-,1979
		16 or more	,27748	,15683	,079	-,0322	,5871
	16 or more	1-10	-,85119*	,21023	,000	-1,2662	-,4361
		11-16	-,27748	,15683	,079	-,5871	,0322
I speak in Turkish rather than English during the class activities.	1-10	11-16	,35942	,18251	,051	-,0009	,7198
		16 or more	,40774*	,20159	,045	,0098	,8057
	11-16	1-10	-,35942	,18251	,051	-,7198	,0009
		16 or more	,04832	,15039	,748	-,2486	,3452
	16 or more	1-10	-,40774*	,20159	,045	-,8057	-,0098

		11-16	-,04832	,15039	,748	-,3452	,2486
I use Turkish to	1-10	11-16	,37994*	,16940	,026	,0455	,7144
create a comfortable		16 or more	,46726*	,18711	,013	,0979	,8367
environment for	11-16	1-10	-,37994*	,16940	,026	-,7144	-,0455
students.		16 or more	,08732	,13959	,532	-,1883	,3629
	16 or more	1-10	-,46726*	,18711	,013	-,8367	-,0979
		11-16	-,08732	,13959	,532	-,3629	,1883
I use Turkish to	1-10	11-16	,65502*	,15784	,000	,3434	,9666
correct students'		16 or more	,77381*	,17433	,000	,4296	1,1180
mistakes.	11-16	1-10	-,65502*	,15784	,000	-,9666	-,3434
		16 or more	,11879	,13006	,362	-,1380	,3756
	16 or more	1-10	-,77381*	,17433	,000	-1,1180	-,4296
		11-16	-,11879	,13006	,362	-,3756	,1380
I use Turkish to give	1-10	11-16	,47264*	,18226	,010	,1128	,8325
feedback to students.		16 or more	,87202*	,20131	,000	,4746	1,2695
	11-16	1-10	-,47264*	,18226	,010	-,8325	-,1128
		16 or more	,39938*	,15018	,009	,1029	,6959
	16 or more	1-10	-,87202*	,20131	,000	-1,2695	-,4746
		11-16	-,39938*	,15018	,009	-,6959	-,1029
I first give the	1-10	11-16	,94301*	,22685	,000	,4952	1,3909
instructions in		16 or more	1,06845*	,25056	,000	,5738	1,5631
English and then in	11-16	1-10	-,94301*	,22685	,000	-1,3909	-,4952
Turkish.		16 or more	,12544	,18692	,503	-,2436	,4945
	16 or more	1-10	-1,06845*	,25056	,000	-1,5631	-,5738
		11-16	-,12544	,18692	,503	-,4945	,2436
When students have	1-10	11-16	,50076*	,19538	,011	,1150	,8865
problems, I help		16 or more	,64881*	,21580	,003	,2228	1,0749
them by speaking in	11-16	1-10	-,50076*	,19538	,011	-,8865	-,1150
Turkish.		16 or more	,14805	,16099	,359	-,1698	,4659
	16 or more	1-10	-,64881*	,21580	,003	-1,0749	-,2228
		11-16	-,14805	,16099	,359	-,4659	,1698
I ask my students to	1-10	11-16	,67705*	,21925	,002	,2442	1,1099
translate the reading		16 or more	,98512*	,24216	,000	,5070	1,4632
texts into Turkish.	11-16	1-10	-,67705*	,21925	,002	-1,1099	-,2442
		16 or more	,30807	,18066	,090	-,0486	,6647
	16 or more	1-10	-,98512*	,24216	,000	-1,4632	-,5070
		11-16	-,30807	,18066	,090	-,6647	,0486
I use Turkish to deal	1-10	11-16	,44225*	,19847	,027	,0504	,8341
with discipline		16 or more	,77381*	,21921	,001	,3410	1,2066
problems in the	11-16	1-10	-,44225*	,19847	,027	-,8341	-,0504
classroom.		16 or more	,33156*	,16354	,044	,0087	,6544
	16 or more	1-10	-,77381*	,21921	,001	-1,2066	-,3410
		11-16	-,33156*	,16354	,044	-,6544	-,0087
I use Turkish to	1-10	11-16	,70441*	,18325	,000	,3426	1,0662
make jokes.		16 or more	,65476*	,20240	,001	,2552	1,0544
	11-16	1-10	-,70441*	,18325	,000	-1,0662	-,3426
		16 or more	-,04965	,15100	,743	-,3478	,2485
	16 or more	1-10	-,65476*	,20240	,001	-1,0544	-,2552
		11-16	,04965	,15100	,743	-,2485	,3478
	1-10	11-16	,51292*	,20606	,014	,1061	,9197

I explain the gist of		16 or more	,88393*	,22759	,000	,4346	1,3333
listening passages in	11-16	1-10	-,51292*	,20606	,014	-,9197	-,1061
Turkish.		16 or more	,37101*	,16979	,030	,0358	,7062
	16 or more	1-10	-,88393*	,22759	,000	-1,3333	-,4346
		11-16	-,37101*	,16979	,030	-,7062	-,0358
I can easily get	1-10	11-16	,62006*	,18318	,001	,2584	,9817
students' attention		16 or more	,82440*	,20232	,000	,4250	1,2238
by using Turkish.	11-16	1-10	-,62006*	,18318	,001	-,9817	-,2584
		16 or more	,20434	,15094	,178	-,0936	,5023
	16 or more	1-10	-,82440*	,20232	,000	-1,2238	-,4250
		11-16	-,20434	,15094	,178	-,5023	,0936
I ask students to use	1-10	11-16	,86322*	,22565	,000	,4177	1,3087
bilingual		16 or more	1,02679*	,24923	,000	,5347	1,5188
dictionaries in class.	11-16	1-10	-,86322*	,22565	,000	-1,3087	-,4177
		16 or more	,16356	,18593	,380	-,2035	,5306
	16 or more	1-10	-1,02679*	,24923	,000	-1,5188	-,5347
		11-16	-,16356	,18593	,380	-,5306	,2035
I use Turkish to ask	1-10	11-16	,49772*	,21369	,021	,0758	,9196
students if they have		16 or more	,78274*	,23602	,001	,3168	1,2487
any questions about	11-16	1-10	-,49772*	,21369	,021	-,9196	-,0758
the lesson.		16 or more	,28502	,17608	,107	-,0626	,6326
	16 or more	1-10	-,78274*	,23602	,001	-1,2487	-,3168
		11-16	-,28502	,17608	,107	-,6326	,0626
I speak in Turkish	1-10	11-16	,17401	,16542	,294	-,1526	,5006
while students do		16 or more	,32738	,18270	,075	-,0333	,6881
pair/group work.	11-16	1-10	-,17401	,16542	,294	-,5006	,1526
		16 or more	,15337	,13630	,262	-,1157	,4225
	16 or more	1-10	-,32738	,18270	,075	-,6881	,0333
		11-16	-,15337	,13630	,262	-,4225	,1157
I speak in Turkish	1-10	11-16	,75076*	,20223	,000	,3515	1,1500
when I talk about		16 or more	,83631*	,22336	,000	,3953	1,2773
something unrelated	11-16	1-10	-,75076*	,20223	,000	-1,1500	-,3515
with the lesson in		16 or more	,08555	,16664	,608	-,2434	,4145
the class.	16 or more	1-10	-,83631*	,22336	,000	-1,2773	-,3953
		11-16	-,08555	,16664	,608	-,4145	,2434
I use Turkish to	1-10	11-16	,60258*	,19475	,002	,2181	,9871
motivate my		16 or more	,69345*	,21510	,002	,2688	1,1181
students when they	11-16	1-10	-,60258*	,19475	,002	-,9871	-,2181
get bored.		16 or more	,09087	,16047	,572	-,2259	,4077
	16 or more	1-10	-,69345*	,21510	,002	-1,1181	-,2688
		11-16	-,09087	,16047	,572	-,4077	,2259
I use gestures,	1-10	11-16	-,30015	,21689	,168	-,7284	,1280
mimes or visuals to		16 or more	-,27976	,23956	,245	-,7527	,1932
clarify the meaning	11-16	1-10	,30015	,21689	,168	-,1280	,7284
rather than using		16 or more	,02039	,17872	,909	-,3324	,3732
Turkish.	16 or more	1-10	,27976	,23956	,245	-,1932	,7527
		11-16	-,02039	,17872	,909	-,3732	,3324
I use Turkish to tell	1-10	11-16	,69833*	,19722	,001	,3090	1,0877
stories related to the		16 or more	,90179*	,21783	,000	,4717	1,3318
topic.	11-16	1-10	-,69833*	,19722	,001	-1,0877	-,3090

		16 or more	,20346	,16250	,212	-,1174	,5243
	16 or more	1-10	-,90179*	,21783	,000	-1,3318	-,4717
		11-16	-,20346	,16250	,212	-,5243	,1174
I explain homework tasks in Turkish.	1-10	11-16	,76596*	,20625	,000	,3588	1,1732
		16 or more	,95833*	,22781	,000	,5086	1,4081
	11-16	1-10	-,76596*	,20625	,000	-1,1732	-,3588
		16 or more	,19238	,16995	,259	-,1432	,5279
	16 or more	1-10	-,95833*	,22781	,000	-1,4081	-,5086
		11-16	-,19238	,16995	,259	-,5279	,1432
I support the 'English only' policy in the classroom.	1-10	11-16	-,79179*	,28354	,006	-1,3516	-,2320
		16 or more	-1,08036*	,31318	,001	-1,6987	-,4621
	11-16	1-10	,79179*	,28354	,006	,2320	1,3516
		16 or more	-,28856	,23364	,219	-,7498	,1727
	16 or more	1-10	1,08036*	,31318	,001	,4621	1,6987
		11-16	,28856	,23364	,219	-,1727	,7498
I give minus to the students who use Turkish in classroom.	1-10	11-16	-,21201	,14956	,158	-,5073	,0833
		16 or more	-,28869	,16519	,082	-,6148	,0374
	11-16	1-10	,21201	,14956	,158	-,0833	,5073
		16 or more	-,07668	,12323	,535	-,3200	,1666
	16 or more	1-10	,28869	,16519	,082	-,0374	,6148
		11-16	,07668	,12323	,535	-,1666	,3200
When students ask me something in Turkish, I reply to them in Turkish as well.	1-10	11-16	,36246	,20419	,078	-,0407	,7656
		16 or more	,69048*	,22553	,003	,2452	1,1357
	11-16	1-10	-,36246	,20419	,078	-,7656	,0407
		16 or more	,32801	,16825	,053	-,0042	,6602
	16 or more	1-10	-,69048*	,22553	,003	-1,1357	-,2452
		11-16	-,32801	,16825	,053	-,6602	,0042
Students do not understand anything in English, so I use Turkish in the classroom.	1-10	11-16	,60562*	,18694	,001	,2366	,9747
		16 or more	,78869*	,20647	,000	,3811	1,1963
	11-16	1-10	-,60562*	,18694	,001	-,9747	-,2366
		16 or more	,18307	,15403	,236	-,1210	,4872
	16 or more	1-10	-,78869*	,20647	,000	-1,1963	-,3811
		11-16	-,18307	,15403	,236	-,4872	,1210
I use Turkish to teach complex grammar structures.	1-10	11-16	,46201*	,19899	,021	,0691	,8549
		16 or more	,95536*	,21979	,000	,5214	1,3893
	11-16	1-10	-,46201*	,19899	,021	-,8549	-,0691
		16 or more	,49335*	,16397	,003	,1696	,8171
	16 or more	1-10	-,95536*	,21979	,000	-1,3893	-,5214
		11-16	-,49335*	,16397	,003	-,8171	-,1696

*. The mean difference is significant at the 0.05 level.

Appendix E.7.1. One-way ANOVA Test Results for Differences in Frequency of Use Based on Years of Teaching Experience

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
I use Turkish to greet students.	Between Groups	5,320	2	2,660	4,988	,008
	Within Groups	89,056	167	,533		
	Total	94,376	169			
I use Turkish at the warm up stage to remind students what we have covered at the previous lesson.	Between Groups	12,713	2	6,357	8,300	,000
	Within Groups	127,898	167	,766		
	Total	140,612	169			
I give Turkish equivalents of the unknown words.	Between Groups	6,736	2	3,368	3,516	,032
	Within Groups	159,976	167	,958		
	Total	166,712	169			
I translate the reading passages into Turkish.	Between Groups	11,492	2	5,746	4,820	,009
	Within Groups	199,102	167	1,192		
	Total	210,594	169			
I use Turkish to summarize the topics that we have already covered.	Between Groups	15,257	2	7,628	8,753	,000
	Within Groups	145,543	167	,872		
	Total	160,800	169			
I compare English grammar with Turkish grammar while teaching new grammatical structures.	Between Groups	12,867	2	6,434	8,232	,000
	Within Groups	130,521	167	,782		
	Total	143,388	169			
I speak in Turkish rather than English during the class activities.	Between Groups	3,376	2	1,688	2,349	,099
	Within Groups	120,012	167	,719		
	Total	123,388	169			
I use Turkish to create a comfortable environment for students.	Between Groups	4,163	2	2,082	3,363	,037
	Within Groups	103,390	167	,619		
	Total	107,553	169			
I use Turkish to correct students' mistakes.	Between Groups	11,751	2	5,876	10,932	,000
	Within Groups	89,755	167	,537		
	Total	101,506	169			
I use Turkish to give feedback to students.	Between Groups	13,704	2	6,852	9,561	,000
	Within Groups	119,684	167	,717		
	Total	133,388	169			
I first give the instructions in English and then in Turkish.	Between Groups	23,211	2	11,605	10,454	,000
	Within Groups	185,401	167	1,110		
	Total	208,612	169			
	Between Groups	7,792	2	3,896	4,731	,010
	Within Groups	137,531	167	,824		

When students have problems, I help them by speaking in Turkish.	Total	145,324	169			
I ask my students to translate the reading texts into Turkish.	Between Groups	17,288	2	8,644	8,335	,000
	Within Groups	173,188	167	1,037		
	Total	190,476	169			
I use Turkish to deal with discipline problems in the classroom.	Between Groups	10,680	2	5,340	6,284	,002
	Within Groups	141,914	167	,850		
	Total	152,594	169			
I use Turkish to make jokes.	Between Groups	11,137	2	5,568	7,686	,001
	Within Groups	120,987	167	,724		
	Total	132,124	169			
I explain the gist of listening passages in Turkish.	Between Groups	13,904	2	6,952	7,589	,001
	Within Groups	152,973	167	,916		
	Total	166,876	169			
I can easily get students' attention by using Turkish.	Between Groups	12,434	2	6,217	8,588	,000
	Within Groups	120,890	167	,724		
	Total	133,324	169			
I ask students to use bilingual dictionaries in class.	Between Groups	20,582	2	10,291	9,369	,000
	Within Groups	183,442	167	1,098		
	Total	204,024	169			
I use Turkish to ask students if they have any questions about the lesson.	Between Groups	10,835	2	5,418	5,500	,005
	Within Groups	164,512	167	,985		
	Total	175,347	169			
I speak in Turkish while students do pair/group work.	Between Groups	1,940	2	,970	1,644	,196
	Within Groups	98,583	167	,590		
	Total	100,524	169			
I speak in Turkish when I talk about something unrelated with the lesson in the class.	Between Groups	14,450	2	7,225	8,189	,000
	Within Groups	147,344	167	,882		
	Total	161,794	169			
I use Turkish to motivate my students when they get bored.	Between Groups	9,643	2	4,821	5,892	,003
	Within Groups	136,646	167	,818		
	Total	146,288	169			
I use gestures, mimes or visuals to clarify the meaning rather than using Turkish.	Between Groups	2,025	2	1,012	,997	,371
	Within Groups	169,481	167	1,015		
	Total	171,506	169			
I use Turkish to tell stories related to the topic.	Between Groups	15,078	2	7,539	8,985	,000
	Within Groups	140,128	167	,839		
	Total	155,206	169			
I explain homework tasks in Turkish.	Between Groups	17,326	2	8,663	9,439	,000
	Within Groups	153,268	167	,918		

	Total	170,594	169			
I support the 'English only'	Between Groups	21,144	2	10,572	6,095	,003
policy in the classroom.	Within Groups	289,656	167	1,734		
	Total	310,800	169			
I give minus to the students	Between Groups	1,511	2	,755	1,566	,212
who use Turkish in	Within Groups	80,583	167	,483		
classroom.	Total	82,094	169			
When students ask me	Between Groups	8,659	2	4,329	4,813	,009
something in Turkish, I reply	Within Groups	150,218	167	,900		
to them in Turkish as well.	Total	158,876	169			
Students do not understand	Between Groups	11,486	2	5,743	7,618	,001
anything in English, so I use	Within Groups	125,902	167	,754		
Turkish in the classroom.	Total	137,388	169			
I use Turkish to teach	Between Groups	16,980	2	8,490	9,938	,000
complex grammar structures.	Within Groups	142,667	167	,854		
	Total	159,647	169			

Appendix E.8. Post-Hoc LSD Test Results for Differences in Frequency of L1 Use Based on Grades Taught

Multiple Comparisons							
LSD	Dependent Variable	(I) Which grades do you teach?	(J) Which grades do you teach?	Mean		95% Confidence Interval	
				Difference (I-J)	Std. Error	Sig.	Lower Bound Upper Bound
I use Turkish to greet students.	Younger students	Older students		,09168	,13371	,494	-,1723 ,3557
			All groups	,37613*	,14843	,012	,0831 ,6692
	Older students	Younger students		-,09168	,13371	,494	-,3557 ,1723
			All groups	,28445*	,13941	,043	,0092 ,5597
	All groups	Younger students		-,37613*	,14843	,012	-,6692 -,0831
			Older students	-,28445*	,13941	,043	-,5597 -,0092
	Younger students	Older students		,30322	,15841	,057	-,0095 ,6160
			All groups	,73708*	,17585	,000	,3899 1,0842
I use Turkish at the warm up stage to remind students what we have covered at the previous lesson.	Older students	Younger students		-,30322	,15841	,057	-,6160 ,0095
			All groups	,43386*	,16516	,009	,1078 ,7599
	All groups	Younger students		-,73708*	,17585	,000	-1,0842 -,3899
			Older students	-,43386*	,16516	,009	-,7599 -,1078
I give Turkish equivalents of the unknown words.	Younger students	Older students		,52857*	,17276	,003	,1875 ,8696
			All groups	,75882*	,19178	,000	,3802 1,1374
	Older students	Younger students		-,52857*	,17276	,003	-,8696 -,1875
			All groups	,23025	,18013	,203	-,1254 ,5859
	All groups	Younger students		-,75882*	,19178	,000	-1,1374 -,3802
			Older students	-,23025	,18013	,203	-,5859 ,1254
I translate the reading passages into Turkish.	Younger students	Older students		,53335*	,19715	,008	,1441 ,9226
			All groups	,69073*	,21885	,002	,2587 1,1228
	Older students	Younger students		-,53335*	,19715	,008	-,9226 -,1441
			All groups	,15738	,20556	,445	-,2485 ,5632
	All groups	Younger students		-,69073*	,21885	,002	-1,1228 -,2587
			Older students	-,15738	,20556	,445	-,5632 ,2485
I use Turkish to summarize the topics that we have already covered.	Younger students	Older students		,41323*	,16644	,014	,0846 ,7418
			All groups	,91017*	,18476	,000	,5454 1,2749
	Older students	Younger students		-,41323*	,16644	,014	-,7418 -,0846
			All groups	,49694*	,17354	,005	,1543 ,8396
	All groups	Younger students		-,91017*	,18476	,000	-1,2749 -,5454
			Older students	-,49694*	,17354	,005	-,8396 -,1543
I compare English grammar with Turkish grammar while teaching new grammatical structures.	Younger students	Older students		,55966*	,16179	,001	,2402 ,8791
			All groups	,51189*	,17960	,005	,1573 ,8665
	Older students	Younger students		-,55966*	,16179	,001	-,8791 -,2402
			All groups	-,04776	,16869	,777	-,3808 ,2853
	All groups	Younger students		-,51189*	,17960	,005	-,8665 -,1573
			Older students	,04776	,16869	,777	-,2853 ,3808
I speak in Turkish rather than English during the class activities.	Younger students	Older students		,12463	,15211	,414	-,1757 ,4249
			All groups	,48195*	,16886	,005	,1486 ,8153
	Older students	Younger students		-,12463	,15211	,414	-,4249 ,1757
			All groups	,35732*	,15860	,026	,0442 ,6704
	All groups	Younger students		-,48195*	,16886	,005	-,8153 -,1486

		Older students	-,35732*	,15860	,026	-,6704	-,0442
I use Turkish to	Younger students	Older students	,23944	,13881	,086	-,0346	,5135
create a comfortable		All groups	,63043*	,15409	,000	,3262	,9346
environment for	Older students	Younger students	-,23944	,13881	,086	-,5135	,0346
students.		All groups	,39100*	,14473	,008	,1053	,6767
	All groups	Younger students	-,63043*	,15409	,000	-,9346	-,3262
		Older students	-,39100*	,14473	,008	-,6767	-,1053
I use Turkish to	Younger students	Older students	,35264*	,13282	,009	,0904	,6149
correct students'		All groups	,70016*	,14744	,000	,4091	,9913
mistakes.	Older students	Younger students	-,35264*	,13282	,009	-,6149	-,0904
		All groups	,34752*	,13848	,013	,0741	,6209
	All groups	Younger students	-,70016*	,14744	,000	-,9913	-,4091
		Older students	-,34752*	,13848	,013	-,6209	-,0741
I use Turkish to give	Younger students	Older students	,25326	,15340	,101	-,0496	,5561
feedback to students.		All groups	,74774*	,17028	,000	,4116	1,0839
	Older students	Younger students	-,25326	,15340	,101	-,5561	,0496
		All groups	,49449*	,15994	,002	,1787	,8103
	All groups	Younger students	-,74774*	,17028	,000	-1,0839	-,4116
		Older students	-,49449*	,15994	,002	-,8103	-,1787
I first give the	Younger students	Older students	,74037*	,19048	,000	,3643	1,1164
instructions in		All groups	,91550*	,21144	,000	,4981	1,3330
English and then in	Older students	Younger students	-,74037*	,19048	,000	-1,1164	-,3643
Turkish.		All groups	,17514	,19860	,379	-,2170	,5672
	All groups	Younger students	-,91550*	,21144	,000	-1,3330	-,4981
		Older students	-,17514	,19860	,379	-,5672	,2170
When students have	Younger students	Older students	,41084*	,16187	,012	,0913	,7304
problems, I help		All groups	,70509*	,17969	,000	,3503	1,0598
them by speaking in	Older students	Younger students	-,41084*	,16187	,012	-,7304	-,0913
Turkish.		All groups	,29424	,16878	,083	-,0390	,6275
	All groups	Younger students	-,70509*	,17969	,000	-1,0598	-,3503
		Older students	-,29424	,16878	,083	-,6275	,0390
I ask my students to	Younger students	Older students	,49588*	,18986	,010	,1210	,8707
translate the reading		All groups	,38351	,21076	,071	-,0326	,7996
texts into Turkish.	Older students	Younger students	-,49588*	,18986	,010	-,8707	-,1210
		All groups	-,11237	,19796	,571	-,5032	,2785
	All groups	Younger students	-,38351	,21076	,071	-,7996	,0326
		Older students	,11237	,19796	,571	-,2785	,5032
I use Turkish to deal	Younger students	Older students	,40260*	,16616	,016	,0746	,7307
with discipline		All groups	,71124*	,18445	,000	,3471	1,0754
problems in the	Older students	Younger students	-,40260*	,16616	,016	-,7307	-,0746
classroom.		All groups	,30863	,17325	,077	-,0334	,6507
	All groups	Younger students	-,71124*	,18445	,000	-1,0754	-,3471
		Older students	-,30863	,17325	,077	-,6507	,0334
I use Turkish to	Younger students	Older students	,04651	,15647	,767	-,2624	,3554
make jokes.		All groups	,51436*	,17369	,004	,1714	,8573
	Older students	Younger students	-,04651	,15647	,767	-,3554	,2624
		All groups	,46785*	,16314	,005	,1458	,7899
	All groups	Younger students	-,51436*	,17369	,004	-,8573	-,1714
		Older students	-,46785*	,16314	,005	-,7899	-,1458
	Younger students	Older students	,60457*	,17026	,000	,2684	,9407

I explain the gist of		All groups	,86054*	,18900	,000	,4874	1,2337
listening passages in	Older students	Younger students	-,60457*	,17026	,000	-,9407	-,2684
Turkish.		All groups	,25597	,17752	,151	-,0945	,6064
	All groups	Younger students	-,86054*	,18900	,000	-1,2337	-,4874
		Older students	-,25597	,17752	,151	-,6064	,0945
I can easily get	Younger students	Older students	,09407	,15718	,550	-,2162	,4044
students' attention		All groups	,53774*	,17448	,002	,1933	,8822
by using Turkish.	Older students	Younger students	-,09407	,15718	,550	-,4044	,2162
		All groups	,44366*	,16388	,007	,1201	,7672
	All groups	Younger students	-,53774*	,17448	,002	-,8822	-,1933
		Older students	-,44366*	,16388	,007	-,7672	-,1201
I ask students to use	Younger students	Older students	,41695*	,19440	,033	,0332	,8008
bilingual		All groups	,70263*	,21580	,001	,2766	1,1287
dictionaries in class.	Older students	Younger students	-,41695*	,19440	,033	-,8008	-,0332
		All groups	,28567	,20269	,161	-,1145	,6858
	All groups	Younger students	-,70263*	,21580	,001	-1,1287	-,2766
		Older students	-,28567	,20269	,161	-,6858	,1145
I use Turkish to ask	Younger students	Older students	,39729*	,17193	,022	,0579	,7367
students if they have		All groups	1,01395*	,19086	,000	,6371	1,3907
any questions about	Older students	Younger students	-,39729*	,17193	,022	-,7367	-,0579
the lesson.		All groups	,61666*	,17926	,001	,2627	,9706
	All groups	Younger students	-1,01395*	,19086	,000	-1,3907	-,6371
		Older students	-,61666*	,17926	,001	-,9706	-,2627
I speak in Turkish	Younger students	Older students	,26575	,13573	,052	-,0022	,5337
while students do		All groups	,53856*	,15068	,000	,2411	,8360
pair/group work.	Older students	Younger students	-,26575	,13573	,052	-,5337	,0022
		All groups	,27281	,14152	,056	-,0066	,5522
	All groups	Younger students	-,53856*	,15068	,000	-,8360	-,2411
		Older students	-,27281	,14152	,056	-,5522	,0066
I speak in Turkish	Younger students	Older students	,30268	,17494	,085	-,0427	,6481
when I talk about		All groups	,51518*	,19419	,009	,1318	,8986
something unrelated	Older students	Younger students	-,30268	,17494	,085	-,6481	,0427
with the lesson in		All groups	,21249	,18240	,246	-,1476	,5726
the class.	All groups	Younger students	-,51518*	,19419	,009	-,8986	-,1318
		Older students	-,21249	,18240	,246	-,5726	,1476
I use gestures,	Younger students	Older students	-,38427*	,18085	,035	-,7413	-,0272
mimes or visuals to		All groups	-,41427*	,20076	,041	-,8106	-,0179
clarify the meaning	Older students	Younger students	,38427*	,18085	,035	,0272	,7413
rather than using		All groups	-,03001	,18857	,874	-,4023	,3423
Turkish.	All groups	Younger students	,41427*	,20076	,041	,0179	,8106
		Older students	,03001	,18857	,874	-,3423	,4023
I use Turkish to tell	Younger students	Older students	,50093*	,16860	,003	,1681	,8338
stories related to the		All groups	,61116*	,18716	,001	,2416	,9807
topic.	Older students	Younger students	-,50093*	,16860	,003	-,8338	-,1681
		All groups	,11023	,17579	,531	-,2368	,4573
	All groups	Younger students	-,61116*	,18716	,001	-,9807	-,2416
		Older students	-,11023	,17579	,531	-,4573	,2368
I explain homework	Younger students	Older students	,35743*	,17765	,046	,0067	,7082
tasks in Turkish.		All groups	,65381*	,19721	,001	,2645	1,0432
	Older students	Younger students	-,35743*	,17765	,046	-,7082	-,0067

		All groups	,29639	,18523	,111	-,0693	,6621
	All groups	Younger students	-,65381*	,19721	,001	-1,0432	-,2645
		Older students	-,29639	,18523	,111	-,6621	,0693
I support the	Younger students	Older students	-,51103*	,23990	,035	-,9846	-,0374
'English only' policy		All groups	-,87080*	,26631	,001	-1,3966	-,3450
in the classroom.	Older students	Younger students	,51103*	,23990	,035	,0374	,9846
		All groups	-,35977	,25013	,152	-,8536	,1341
	All groups	Younger students	,87080*	,26631	,001	,3450	1,3966
		Older students	,35977	,25013	,152	-,1341	,8536
I give minus to the	Younger students	Older students	-,11666	,12416	,349	-,3618	,1285
students who use		All groups	-,39253*	,13782	,005	-,6646	-,1204
Turkish in	Older students	Younger students	,11666	,12416	,349	-,1285	,3618
classroom.		All groups	-,27587*	,12945	,035	-,5314	-,0203
	All groups	Younger students	,39253*	,13782	,005	,1204	,6646
		Older students	,27587*	,12945	,035	,0203	,5314
When students ask	Younger students	Older students	,65852*	,16116	,000	,3403	,9767
me something in		All groups	1,02502*	,17890	,000	,6718	1,3782
Turkish, I reply to	Older students	Younger students	-,65852*	,16116	,000	-,9767	-,3403
them in Turkish as		All groups	,36650*	,16804	,031	,0348	,6983
well.	All groups	Younger students	-1,02502*	,17890	,000	-1,3782	-,6718
		Older students	-,36650*	,16804	,031	-,6983	-,0348
Students do not	Younger students	Older students	,26840	,15402	,083	-,0357	,5725
understand anything		All groups	,82199*	,17097	,000	,4844	1,1595
in English, so I use	Older students	Younger students	-,26840	,15402	,083	-,5725	,0357
Turkish in the		All groups	,55358*	,16059	,001	,2365	,8706
classroom.	All groups	Younger students	-,82199*	,17097	,000	-1,1595	-,4844
		Older students	-,55358*	,16059	,001	-,8706	-,2365
I use Turkish to	Younger students	Older students	,53309*	,16853	,002	,2004	,8658
teach complex		All groups	,76456*	,18709	,000	,3952	1,1339
grammar structures.	Older students	Younger students	-,53309*	,16853	,002	-,8658	-,2004
		All groups	,23148	,17572	,190	-,1154	,5784
	All groups	Younger students	-,76456*	,18709	,000	-1,1339	-,3952
		Older students	-,23148	,17572	,190	-,5784	,1154

*. The mean difference is significant at the 0.05 level.

Appendix E.8.1. One-way ANOVA Test Results for Differences in Frequency of L1 Use Based on Grade Taught

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
I use Turkish to greet students.	Between Groups	3,009	2	1,504	2,750	,067
	Within Groups	91,368	167	,547		
	Total	94,376	169			
I use Turkish at the warm up stage to remind students what we have covered at the previous lesson.	Between Groups	11,617	2	5,808	7,520	,001
	Within Groups	128,995	167	,772		
	Total	140,612	169			
I give Turkish equivalents of the unknown words.	Between Groups	14,467	2	7,233	7,934	,001
	Within Groups	152,245	167	,912		
	Total	166,712	169			
I translate the reading passages into Turkish.	Between Groups	12,928	2	6,464	5,461	,005
	Within Groups	197,666	167	1,184		
	Total	210,594	169			
I use Turkish to summarize the topics that we have already covered.	Between Groups	17,132	2	8,566	9,957	,000
	Within Groups	143,668	167	,860		
	Total	160,800	169			
I compare English grammar with Turkish grammar while teaching new grammatical structures.	Between Groups	11,176	2	5,588	7,058	,001
	Within Groups	132,212	167	,792		
	Total	143,388	169			
I speak in Turkish rather than English during the class activities.	Between Groups	3,346	2	1,673	2,327	,101
	Within Groups	120,042	167	,719		
	Total	123,388	169			
I use Turkish to create a comfortable environment for students.	Between Groups	7,416	2	3,708	6,184	,003
	Within Groups	100,137	167	,600		
	Total	107,553	169			
I use Turkish to correct students' mistakes.	Between Groups	10,358	2	5,179	9,489	,000
	Within Groups	91,147	167	,546		
	Total	101,506	169			
I use Turkish to give feedback to students.	Between Groups	10,575	2	5,288	7,190	,001
	Within Groups	122,813	167	,735		
	Total	133,388	169			
I first give the instructions in English and then in Turkish.	Between Groups	23,898	2	11,949	10,803	,000
	Within Groups	184,714	167	1,106		
	Total	208,612	169			
When students have problems, I help them by speaking in Turkish.	Between Groups	10,311	2	5,155	6,377	,002
	Within Groups	135,013	167	,808		
	Total	145,324	169			

I ask my students to translate the reading texts into Turkish.	Between Groups	9,278	2	4,639	4,275	,015
	Within Groups	181,199	167	1,085		
	Total	190,476	169			
I use Turkish to deal with discipline problems in the classroom.	Between Groups	10,241	2	5,121	6,007	,003
	Within Groups	142,353	167	,852		
	Total	152,594	169			
I use Turkish to make jokes.	Between Groups	4,769	2	2,384	3,126	,046
	Within Groups	127,355	167	,763		
	Total	132,124	169			
I explain the gist of listening passages in Turkish.	Between Groups	18,436	2	9,218	10,370	,000
	Within Groups	148,441	167	,889		
	Total	166,876	169			
I can easily get students' attention by using Turkish.	Between Groups	4,235	2	2,118	2,739	,068
	Within Groups	129,089	167	,773		
	Total	133,324	169			
I ask students to use bilingual dictionaries in class.	Between Groups	10,310	2	5,155	4,444	,013
	Within Groups	193,714	167	1,160		
	Total	204,024	169			
I use Turkish to ask students if they have any questions about the lesson.	Between Groups	22,606	2	11,303	12,358	,000
	Within Groups	152,741	167	,915		
	Total	175,347	169			
I speak in Turkish while students do pair/group work.	Between Groups	5,525	2	2,762	4,856	,009
	Within Groups	94,999	167	,569		
	Total	100,524	169			
I speak in Turkish when I talk about something unrelated with the lesson in the class.	Between Groups	5,451	2	2,725	2,911	,057
	Within Groups	156,343	167	,936		
	Total	161,794	169			
I use Turkish to motivate my students when they get bored.	Between Groups	2,271	2	1,136	1,317	,271
	Within Groups	144,017	167	,862		
	Total	146,288	169			
I use gestures, mimes or visuals to clarify the meaning rather than using Turkish.	Between Groups	6,201	2	3,101	3,132	,046
	Within Groups	165,305	167	,990		
	Total	171,506	169			
I use Turkish to tell stories related to the topic.	Between Groups	10,913	2	5,456	6,315	,002
	Within Groups	144,293	167	,864		
	Total	155,206	169			
I explain homework tasks in Turkish.	Between Groups	8,790	2	4,395	4,536	,012
	Within Groups	161,805	167	,969		
	Total	170,594	169			
I support the 'English only' policy in the classroom.	Between Groups	16,908	2	8,454	4,804	,009
	Within Groups	293,892	167	1,760		

	Total	310,800	169			
I give minus to the students	Between Groups	4,614	2	2,307	4,972	,008
who use Turkish in	Within Groups	77,481	167	,464		
classroom.	Total	82,094	169			
When students ask me	Between Groups	24,815	2	12,407	15,456	,000
something in Turkish, I reply	Within Groups	134,062	167	,803		
to them in Turkish as well.	Total	158,876	169			
Students do not understand	Between Groups	12,398	2	6,199	8,282	,000
anything in English, so I use	Within Groups	124,990	167	,748		
Turkish in the classroom.	Total	137,388	169			
I use Turkish to teach	Between Groups	14,234	2	7,117	8,174	,000
complex grammar structures.	Within Groups	145,413	167	,871		
	Total	159,647	169			

Appendix F. Similarity Report of the Turnitin

glsen burat tez			
ORJINALLIK RAPORU			
% 13	% 3	% 4	% 12
BENZERLİK ENDEKSİ	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCİ ÖDEVLERİ
BİRİNCİL KAYNAKLAR			
1	Submitted to Canakkale Onsekiz Mart University Öğrenci Ödevi	% 1	
2	Submitted to Higher Education Commission Pakistan Öğrenci Ödevi	% 1	
3	Submitted to University of Edinburgh Öğrenci Ödevi	% 1	
4	Submitted to Eastern Mediterranean University Öğrenci Ödevi	% 1	
5	Submitted to University of Leicester Öğrenci Ödevi	<% 1	
6	Submitted to Institute of Graduate Studies, UiTM Öğrenci Ödevi	<% 1	
7	Submitted to Middle East Technical University Öğrenci Ödevi	<% 1	
8	vdocuments.mx İnternet Kaynağı	<% 1	