A Comparative Study on the Perspectives of EFL Teacher Candidates and Vocational High School Students on L1 Use in English Classrooms[1]

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Abstract

The place of mother tongue in EFL classes is a controversial issue due to the methodological changes in ELT classrooms in recent years. Some educators have questioned whether they should use L1 in EFL context; if it should be used, they have also questioned for what reasons they should include L1 in FL teaching. Therefore, this paper aimed to reveal the perspectives of EFL teacher candidates in comparison to those of a group of vocational high school students on the use of Turkish as mother tongue in English language classrooms. The study also investigates the English language skills for which both of those groups find the use of Turkish relatively more useful, and their justifications behind the use of Turkish in English courses. By means of t-tests, ANOVA, and a post-hoc test, the study analyzed similarities and differences through a comparison of EFL teacher candidates' perspectives to those of vocational high school students according to several factors, including class levels. A total of 182 EFL teacher candidates and 136 vocational high school students participated in the study. The findings indicated that the majority of the participants support the use of Turkish in English courses, and that there is a significant difference between the perspectives of EFL teacher candidates and vocational high school students on the use of Turkish in English language classrooms.

Keywords: Turkish as mother tongue, EFL teacher candidates, L1 use, vocational high school students, perspectives

Introduction

Language is the most important human-specific communication tool. It is one of the most crucial features that distinguishes human-beings from other living things; because, language knowledge is one of the most critical elements constituting the basis of the learning process. For years, educators have questioned whether they should incorporate the first language (L1) in English as a Foreign Language (EFL) settings. While some researchers have asserted that the L1 should not be used in English language classrooms, others have argued that it can be used whenever necessary. Many scholars (e.g., Brown, 2001; Ellis, 2008; Hung, 2012; Krashen, 1982; Wringe, 1989; Yaphantides, 2009;) have emphasized that it is unnecessary to use the L1; however, L1 use is likely to create numerous situations in which both teachers and students can capitalize on one another's skills and resources. For instance, Kumaravadivelu (2006) reported that language knowledge does not only refer to target language (TL) knowledge, but also to L1 knowledge and knowledge in other languages that have already been acquired. He also contended that the use and impact of language knowledge may also have facilitative or inhibiting effects on second language (L2) development. However, Auerbach (1993), Brown (2001), Gatenby (1965), and Seidlhofer (1999) regard the L1 use in EFL classrooms as arguable by virtue of the changes observed in the English language teaching (ELT) context in recent years. These changes summarize "a shift from transmission, product-oriented theories to constructivist, process oriented theories of learning, teaching, and teacher learning" (Crandall, 2000, p. 34-35). Based on the opposing views, the current study aims to find out whether there are any inhibitory effects of using Turkish in English instruction and to what extent Turkish needs to be utilized to facilitate English learning in English courses in the Turkish context.

Theoretical background

There are a number of advantages to using the L1 in the EFL/ESL milieu. These advantages include recognizing the similarities and differences between the TL and L1 in terms of cultural and linguistic aspects. It is highly possible that a learner can acquire a second or a foreign language on the basis of his/her native language. Many learners are expected to learn a foreign or second language through "a combination of presentations, explanations, (drill) exercises and exploitation activities, but with L1 as the language of classroom management, explanation, etc." (CEFR, 2001, p.143).

In the process of language learning, learners may apply their mother tongue to avoid tripping and falling while going up the stairs one by one. As L1 use can be a cognitive tool

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for both teachers and learners, it should not be viewed as an outdated resource in the EFL/ESL context. In fact, using the TL all the time and leaving the L1 aside completely is an obsolete idea (Taşkın, 2011). In Taşkın's (2011) study, for instance, teachers, most of whom were graduates of a foreign language department indicated that they used Turkish for 1-10 minutes of a longer English-language lecture. According to Taşkın, if there is a good balance between L1 use and TL use, this balance might bear more fruit than expected.

A good relationship between the student and the teacher is a crucial step to opening the doors to new worlds in the learning process. Many teachers can communicate with students more effectively by using their L1 at the stage of introducing them to the aims of the course. It is far easier to explain the elements of an English course to motivated students, and to involve them in a spectrum of classroom activities. As Weschler (1997) puts forth, the L1 is best used during warm-up activities and for brain-storming, which makes it more likely that the students will have a sense of confidence at the beginning of the lessons. Likewise, according to Kavaliauskiené (2009), ignoring the mother tongue can create problems for those who need comfort and confidence in the classroom. Additionally, Copland and Neokleous (1999) emphasize that L1 use has the potential to increase comfort levels, thus eliminating affective barriers; that is, it may be unlikely for learners to express themselves explicitly when they are not allowed to use their mother tongue in English classes. The possible number of obstacles for language learning is reduced as learners' motivation is strengthened. Many learners do not avoid risk-taking in language learning, and they are less likely to avoid risk-taking if they feel they can rely on their L1. Moreover, using the L1 can be a valuable resource, especially for lower level learners. Mouhanna (2009) points out that learners with a lower level of English proficiency have a greater tendency to rely on the L1, which means that they lack facility in the TL.

Different types of activities may require a variety of L1 uses. Participants in Thongwichit's study generally supported L1 use due to unfamiliar instructions and exam pressure (2013). Tunçay's study examined how teachers perceived L1 use in EFL classes in a university (2014), and his findings overlap with Thongwichit's. Data obtained through questionnaires reveal that English teachers did not think that L1 use would produce negative outcomes, even though they followed a TL-only policy in their classes. Paker and Karaağaç (2015) also note that the mother tongue is an integral part of language teaching and that the instructors can use it to describe difficult concepts and ideas. In a similar study, Yavuz (2012)

interviewed 12 English teachers, and the results indicate that teachers were more likely to use L1 in crowded classrooms.

However, there are potential drawbacks to using L1 in EFL classrooms. Overusing it can lead to certain problems, such as a lack of sufficient exposure to TL or learners' overdependence on their L1, which may impede their L2 language development (Atkinson, 1987; Butzkamm, 2003; Cook, 2001; Harbord, 1992; Lewis & Hill, 1992; Swain & Lapkin, 2000; Wells, 1999). In this respect, Krashen (1985) believes that exposing language learners to a large amount of comprehensible input is of great importance for L2 acquisition. Thus, learners will more likely be proficient in L2. In Güneş' study (2015), teachers similarly highlighted that students could reach a higher level of proficiency when they reduced the amount of L1. Cook (1992) also maintains that L1 use in foreign language classrooms reduces exposure to L2. Therefore, constant use of the native language in foreign language classes may not be conducive to L2 acquisition.

These studies and discussions indicate conflicting findings and suggestions on L1 use in EFL classes. Therefore, the current study aims to answer the following research questions from the perspectives of EFL teacher candidates and vocational high school students on using Turkish as L1 in English language classrooms.

Research questions

1. Should Turkish be used in English language classrooms?

    a. For which language skill(s) should it be used?

2. What are the justifications provided by EFL teacher candidates and vocational high school students on the use of Turkish in English language classrooms?

3. Is there a significant difference between the perspectives of the EFL teacher candidates and the vocational high school students on the use of Turkish in English language classrooms?

4. Is there a significant difference among EFL teacher candidates' views according to their year of study?

5. Is there a significant difference among vocational high school students' views according to their year of study?

Method

Quantitative research design was utilized for the analysis of the data. Questionnaires designed to collect data with regards to the perspectives of EFL teacher candidates and vocational high school students were administered.

Participants

Two separate groups of participants were present in the study. The first group of participants consisted of 182 teacher candidates studying English Language Teaching at Çanakkale Onsekiz Mart University. Out of 450 teacher candidates, 182 contributed to this study. During this study, each teacher candidate was in a different academic year of study, more specifically, freshman, sophomore, junior and senior. The teacher candidates were between the ages of 18 and 21 years old, and out of 182 teacher candidates, 51 were males, while 131 were females. In other words, 72% of this group was females. The second group was comprised of 136 students in the 9th, 10th, 11th, 12th grades at İçdaş Biga Vocational and Technical Anatolian High School. In this group, out of the 136 participants, 134 were males, while only 2 were females. This group was dominated by males with 98.5%. Using convenience sampling, the researcher chose the participants for the questionnaire. All students spoke Turkish as their mother tongue.

Instrument(s)

Two questionnaires were utilized to gather data with the aim of exploring teacher candidates' perceptions on using the Turkish language in their teaching, and high school students' perceptions on using the Turkish language in their current and past English courses. The data collecting instruments were developed and edited by the researcher with the help of an ELT Department staff member. Final versions of the questionnaires were given to both the teacher candidates and high school students in the Turkish language. The participants were asked to decide whether they agreed, disagreed, or were indecisive with regards to the items presented in the second part of the questionnaire. The initial part of the questionnaire consisted of demographic items, such as gender and grade, while the second part of the questionnaire included 16 items on a three-point Likert scale (disagree-neither agree nor disagree-agree). The questionnaire also consisted of two questions in the first section as to whether the Turkish language should be used or not, and if students agreed, a follow-up question was provided asking how it can be used in the most beneficial way. Two authorized interpreters translated the questionnaires into English by employing the technique of back translation. Strictly speaking, one interpreter translated the statements of the questionnaire and into English, while the other translated the English version back to Turkish. The data collected through the questionnaire in this study were analyzed with a Statistical Package for Social Sciences (SPSS) data editor. In addition, to measure the internal-consistency of the instrument, a reliability analysis was conducted.

Data collection analysis

The data for the study were collected during the fall semester of the 2017–2018 academic term. The participants were informed about the aim of the study and were assured that all information would be kept confidential. After distributing the questionnaires to the students, the researcher briefly explained the instructions. The questionnaires were administered in Turkish to hinder any misunderstandings. For overall reliability, coefficient alpha was calculated for both questionnaires. Cronbach's alpha was measured as .95 for the high school students' 16-item questionnaire, and it was .91 for the teacher candidates' 16-item questionnaire. These results revealed that the items in both questionnaires were reliable.

Results

Research Question 1: Should Turkish be used in English language classrooms? For which language skill(s) should it be used?

Table 1.

Survey Results of the Teacher Candidates and the High School Students about their Perspectives on the Use of the Turkish Language in English Classrooms

1. Do you think Turkish should be used in English courses?	Yes %	F	No %	F
Teacher candidates	56	102	44	80
High school students	89.7	122	10.3	14

2. If your answer to the above question is yes, which of the English language skills do you think will be more useful to teach Turkish? (You can mark more than one item).

Options	Teacher Candidates (%)	F	High School Students (%)	F
Reading	19.6	20	53.3	65
Writing	19.6	20	50	61
Listening	6.9	7	58.2	71
Speaking	15.7	16	59	72
Grammar	86.3	88	23.8	29
Vocabulary	53.9	55	40.2	49

Responses to the first question were analyzed with the consideration that the teacher candidates' responses were based on their perceptions regarding compulsory English courses

taught at primary and secondary schools and that the high school students' responses were based on all the English courses that they had taken so far in Turkey. In both questionnaires, the number of participants who thought it was necessary to use Turkish in English courses was higher than the number of those who were not in favor of it. The responses to Question 1 indicate that more than half of the teacher candidates (f = 102 / 56%) and the high school students (f = 121 / 89%) thought that Turkish should be used in English courses; this means that there was a positive attitude among the participants towards using Turkish in English courses (see Figure 1).
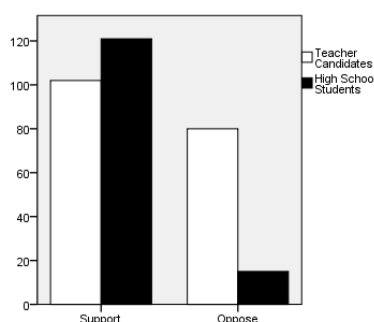
Figure 1. Frequency of the teacher candidates versus the high school students who support / oppose using Turkish in English courses.

Table 1 shows the general tendency of the teacher candidates and the high school students to use the Turkish language in English classes. The table also provides information about the reasons for the teacher candidates and high school students' use of Turkish, considering the benefits of it to English skills in English courses. However, their preferences tend to be different.

Of the teacher candidates and the high school students who are proponents of the use of Turkish (f = 102 / 56%; f = 121 / 89%) the responses to the second question, which permits the respondents to mark at least one option, indicate that the vast majority of the teacher candidates (f = 88 / 86.3%), think that the use of Turkish is more useful when teaching grammar than other English language skills. Another noteworthy result here is that the teacher candidates' and the high school students' views are inversely proportional regarding this question. This is because only a total of 29 high school students (24%) adopt the view that the use of Turkish is more useful when teaching grammar than the other English skills, while the ratio of the same skill is very high in the teacher candidates' questionnaire (86.3%). This particular finding in the current study implies that most of the high school students do

not need to use Turkish in English courses to cater for their grammatical demands; that is, it is not far-fetched to state that some discrepancies arise between teacher candidates' and high school students' views on the use of Turkish while teaching English in the current study.

The second priority of the teacher candidates is vocabulary (f = 55 / 53.9%). It can be assumed that the ratio of the high school students' perceptions on vocabulary skills is slightly lower when compared to those of the other skills; after all, vocabulary skills, which ranked 5th was one of the two least preferred skills in the high school students' questionnaire (f = 49 / 40.5%).

Additionally, the majority of high school students (f = 72 / 59.5%) state that the skill which is likely to make the use of Turkish more useful in English courses is speaking; by contrast, the ratio is 15.7% for the teacher candidates. Apparently, reading and writing skills are marked not high and equally preferred by the teacher candidates (f = 20 / 19.6%), while they are among the most marked options in the questionnaire of the high school students (f = 65 / reading = 53.7%; f = 61 / writing = 50.4%). As regards the other options, listening is the teacher candidates' least preferred skill (f = 7 / 6.9%); conversely, it ranked 2nd in the ratio of the high school students (f = 71 / 58.7%).
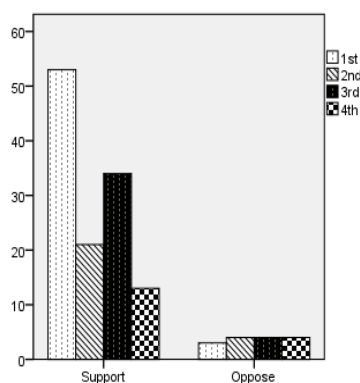
Figure 2. Frequency of high school students who support/oppose the use of Turkish in English classrooms by class level.
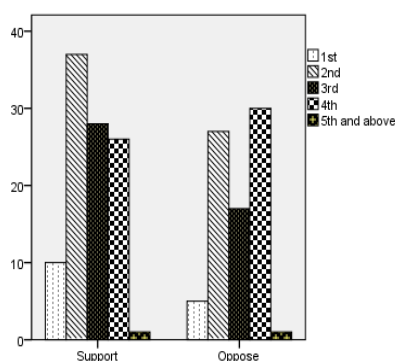
Figure 3. Frequency of the teacher candidates who support / oppose the use of Turkish in English classrooms by class level.

The comparison in Figure 2 and Figure 3 reveals that perspectives of teacher candidates and the high school students with regards to the use of Turkish in English classrooms vary from grade to grade. However, the percentage of the teacher candidates who reject using the Turkish language when they become English teachers is more than that of the high school students (f = 80 / 44%; f = 14 / 10.3%). In other words, the teacher candidates who support using Turkish are outnumbered by the high school students by about 34%. As opposed to the high school students' perspectives, it seems likely that the period of exposure to English at tertiary level influences the teacher candidates' perspectives with regards to using Turkish in English courses.

Research Question 2: What are the justifications provided by EFL teacher candidates and vocational high school students on the use of Turkish in English courses?

The second research question investigated the teacher candidates' intentions and the high school students' perspectives about the justifications behind their use of Turkish in English courses. The findings pointed out that both the teacher candidates and the high school students indicated a sign of positive tendency to use Turkish in English courses; however, some differences arise between the perspectives of the two groups (see Table 2). For example, the teacher candidates intend to make use of Turkish when they become English teachers, as they believe the use of Turkish will facilitate their prospective students' inquiries in complicated subject matters. On the other hand, the most frequently preferred statement marked by the high school students is the evidence which indicates that "I can better understand the course content by using Turkish" (see Table 3). Additionally, the high school students displayed more tendency to use Turkish in English courses, while the teacher candidates had more neutral and negative perceptions on the use of Turkish.

Table 2.

Descriptive Statistics of the Teacher Candidates' views on the use of Turkish in English language classrooms

Item	Mean	SD
My students can ask for help in areas that are more easily to understand by using Turkish.	2.65	.66
I can better explain the similarities and differences between Turkish and English by using Turkish.	2.43	.72
I can better explain complicated subjects by using Turkish.	2.40	.73
I can make a joke more easily by using Turkish.	2.16	.87
I can better communicate with my students by using Turkish.	2.12	.80
I can better maintain classroom discipline by using Turkish.	1.99	.89
I can explain the course content better by using Turkish.	1.97	.83
I can check whether my students understand the content more easily by using Turkish.	1.97	.89
I can better explain what students need to do about the course by using Turkish.	1.96	.86
When I lecture in Turkish, my students are able to follow the course better.	1.86	.82
I can use my body language (gestures and facial expressions) more effectively when speaking in Turkish.	1.80	.86
When I use Turkish, my students will show more interest in the English course.	1.79	.75
Supportive and encouraging Turkish expressions such as well done, super and great will get my students more motivated.	1.60	.89
My students can carry out more effective work by using Turkish in pair and group work.	1.60	.76
Lecturing in Turkish will make me feel more secure.	1.57	.72
Allowing the use of Turkish will make the English course more fun.	1.51	.69

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Table 2 demonstrates the teacher candidates' beliefs about their prospective students and their perspectives on the use of Turkish. It also demonstrates the general trend of the use of Turkish in English courses. As can be clearly seen, "asking for help in topics that are difficult to understand more easily by using Turkish" constituted the most common reason for the teacher candidates' use of Turkish overall ($M = 2.65$, $SD = .66$). Moreover, "being able to better explain similarities and differences between Turkish and English by using Turkish" ($M = 2.43$, $SD = .72$); "being able to better explain complicated subjects by using Turkish" ($M = 2.40$, $SD = .73$) were among the most common justifications behind the teacher candidates' use of Turkish in English courses.

On the other hand, the least common perspective of teacher candidates about their use of Turkish when teaching English is about the belief that English courses would be more fun if Turkish was allowed in English courses ($M = 1.51$, $SD = . 69$). Additionally, "lecturing in Turkish will make me feel more secure" and "my students can carry out more effective work by using Turkish in pair and group work" were the least common justifications behind the teacher candidates' use of Turkish in English courses.

Table 3.

Descriptive Statistics of the High School Students' views on the use of Turkish in English Language Classrooms

Item	Mean	SD
I can better understand the course content by using Turkish.	2.68	.65
I can ask for help in difficult areas that are more easily to understand by using Turkish.	2.65	.69
I better understand the similarities and differences between Turkish and English when they are explained by using Turkish.	2.64	.70
I can better understand things to do on the course when they are explained in Turkish.	2.62	.70
I can better communicate with my teacher by using Turkish.	2.59	.73
I can better understand complicated course subjects when explained in Turkish.	2.57	.75

When Turkish is allowed to be used, I show more interest in the English course.	2.56	.71
Supportive and encouraging Turkish expressions such as well done, super and great will get me more motivated.	2.55	.76
My teacher better maintains classroom discipline by using Turkish.	2.53	.71
Allowing the use of Turkish makes the course more fun.	2.52	.73
My teacher can better check by using Turkish whether I understand what he / she says.	2.51	.71
When the course is taught in Turkish, I can follow the course better.	2.51	.74
I can carry out more effective work by using Turkish in pair and group work on the course.	2.49	.76
I feel more secure when the course is taught in Turkish.	2.45	.74
My teacher can make a joke more easily by using Turkish.	2.43	.79
I use my body language (gestures and facial expressions) more effectively when speaking in Turkish.	2.32	.74

As indicated by Table 3, the most commonly preferred statement among the high school students is that "I can better understand the course content by using Turkish" ($M = 2.68$, $SD = .65$); however, as for the same statement, which is in the version of the teacher candidates, it cannot be assumed that it is among the most common frequent statements, though ($M = 1.97$, $SD = .83$). On the other hand, the least commonly preferred statement among the high school students is that "I use body language (gestures and facial expressions) more effectively when speaking in Turkish" ($M = 2.32$, $SD = .74$). Interestingly enough, it might be assumed that this is not among the most frequently preferred statements among the teacher candidates ($M = 1.80$, $SD = .86$). That means there are differences between the perspectives of the teacher candidates and the high school students in terms of the reasons they provide for the use of Turkish in English courses.

Research Question 3: Is there a significant difference between the perspectives of the EFL teacher candidates and the vocational high school students on the use of Turkish in English language classrooms?

This third research question aimed to find out whether there is a statistically significant difference between the perspectives of the teacher candidates and the high school students on using Turkish in English courses. In other words, it investigated the relationship between the teacher candidates' intentions and the high school students' perspectives on the reasons behind their use of Turkish in English courses. Independent Samples T-test was conducted to get the results. As a result of this test, it was found out that there is a significant difference between the perspectives of the teacher candidates and the high school students with regards to using Turkish in English courses.

Table 4.
Results of Independent Samples t-Test regarding the Differences between the Perceptions of the Teacher Candidates and the High School Students on the Use of Turkish in English Courses

Groups	N	X	SD	df	t	p
Teacher Candidates	182	1.96	.43			
High School Students	136	2.54	.55	316	-10.49	.000

According to the independent samples t-test results in Table 10, a significant difference was found between the perceptions of the teacher candidates (*M* = 1.96, *SD* = .43) and the high school students with regards to the use of Turkish in English courses, (*M* = 2.54, *SD* = .55), *t*(316) = .-10.49, *p* < .001.

Research Question 4: Is there a significant difference among EFL teacher candidates' views according to their year of study?

Table 5 indicates the results of ANOVA that was conducted to find out whether there is a significant difference among the grades of EFL teacher candidates in terms of their perspectives on the use of Turkish in English language classrooms.

Table 5.

Results of One-way ANOVA regarding the Perceptions of the Teacher Candidates according to the Class Level

	Sum of Squares	df	Mean Square	F	p
Between Groups	2.81	4	.70	4.09	.003
Within Groups	30.42	177	.17		
Total	33.23	181			

Note. The mean difference is significant at .05 level.

The results of Table 5 illustrate that there is a significant difference among the grades of the teacher candidates, $F(4, 177) = 4.09$, $p = .003$. The results of the Tukey HSD test also elucidate that the only significant difference is found between the perceptions of the freshmen ($M = 2.26$, $SD = .44$) and seniors ($M = 1.81$, $SD = .43$), $p = .003$. This being the case, it can be assumed that the period of exposure to English at the tertiary level affects their perceptions regarding the inclusion of Turkish in English courses.

Research Question 5: Is there a significant difference among vocational high school students' views according to their year of study?

Table 6.

Results of One-way ANOVA regarding the Perceptions of the High School Students according to the Class Level

	Sum of Squares	df	Mean Square	F	p
Between Groups	1.17	3	.39	1.27	.287
Within Groups	40.48	132	.31		
Total	41.65	135			

Note. The mean difference is significant at .05 level.

ANOVA was utilized to explore whether there is a significant difference among the class levels of the high school students. The findings revealed that the 2nd graders were more positive than the other grades on the use of Turkish in English courses ($M = 2.70$, $SD = .40$). However, the results suggest that a significant difference is not seen between the grades in the high school. Hence, it can be concluded that the period of exposure to English does not affect the high school students' perceptions of using Turkish in English courses, $F(3, 132) = 1.27$, $p = .287$.

Conclusions

The study is of vital importance because it signals a significant difference between perspectives of the teacher candidates and the high school students. It also discloses significant differences between the class levels of the teacher candidates.

The place of L1 is a relatively disputable matter in English courses that needs further research. Therefore, it has drawn the attention of researchers. However, there is not much research on the use of Turkish by EFL teacher candidates or vocational high school students. Several researchers, such as Bozok and Bozok (2014), Galali and Cinkara (2017), Kahraman (2009), and Şavlı and Kalafat (2014), have conducted studies on teacher candidates. However, more research is needed to investigate the perspectives of students in different years and of teacher candidates from different departments on the use of L1 in FL teaching. According to the literature on the use of L1, L1 can be useful when explicating unfamiliar vocabulary. What matters is exploring ways to mediate between TL and L1 and tailoring materials to suit students' needs in English classes.

The findings indicated that the teacher candidates and the high school students mentioned various justifications for the use of Turkish in English courses, and the majority of both EFL teacher candidates and the vocational high school students adopted the belief that the use of Turkish has an unavoidable role in English courses. The findings also revealed that the reasons for the teacher candidates and high school students' use of Turkish are not similar at all. In sum, the majority of teacher candidates regarded using Turkish language when teaching English grammar and vocabulary skills as most beneficial, while the majority of high school students viewed the use of Turkish as most useful for English listening and speaking skills of all during English classes.

In this study, the teacher candidates stated that they would rely on the use of L1 to some extent, which was an expression of the necessity of L1 in English courses. However, the fact that this tolerance varies according to class levels may imply that the teacher candidates may not find L1 requisite at advanced levels. Most of the teacher candidates may have believed that the use of L1 would be ineffectual for the development of their prospective students' linguistic skills, although it could be useful at the early stages of the language learning process.

Discussion

The study set out to shed light on the perspectives of prospective teachers' and high school students' perspectives on using L1 in English courses. Initially, the results from the

teacher candidates' and high school students' questionnaires suggested that the majority of participants favor using Turkish in English courses. This finding, in particular, is bearing consistent with previous studies in terms of students' responses. For instance, the study implemented by Schweers (1999) in Puerto Rico in 1997 and -1998 indicated that 88.7% of the student participants supported using Spanish, which was their mother tongue. Similarly, Şevik (2007) determined the ratio in the Turkish context to be 69%, based on a total of 148 ninth grade students and 10 English teachers at Burdur Anatolian Teacher High School. A similar ratio of 68.2% was found in Kılavuz's (2014) study undertaken with 173 students from various departments in Muş Alparslan University and with 15 teachers in Turkey. Moreover, the study implemented by Şavlı and Kalafat (2014) among 20 teacher candidates had similar results, in that there were only four (20%) participants who opposed using Turkish during English language teaching within the Turkish context. Alshammari's (2011) investigation into using Arabic in English courses – based on a total of 100 students and 18 teachers in two Saudi technical colleges – similarly elucidated that 61% of the students supported using Arabic in the classroom. In the Czech context, Koucká's (2007) unpublished thesis observed 30 assistants at the Faculty of Art and Philosophy of Pardubice University through audio and video recordings to explore how often they resort to the Czech language during English courses. The findings indicated that these teacher candidates used their native language more frequently than expected, with only one student not using Czech according to observations. The baseline study by TEPAV (2015), undertaken in 38 universities across Turkey, recommended that more materials and voice be transferred to Turkish medium instruction programs, and asserted that eventually, the programs can be more fruitful for students, helping them specialize in their subjects. In the same study, the questionnaire's findings revealed that lecturers and students disclosed a strong tendency to use Turkish as a means of instruction. However, these findings contrasted with Manara's (2007) and Yaqubi and Pourmoid's (2013) studies, which investigated teachers' perspectives on using L1 in English language classrooms in the Iranian and Indonesian contexts, respectively.

Additionally, the findings are bolstered by Kayaoğlu's (2012) study, which was launched with 44 English instructors from Karadeniz Technical University to investigate their theoretical and practical attitudes towards using Turkish in classrooms. According to this, an overwhelming majority of instructors (97.7%) emphasized the necessity of Turkish when teaching grammar. In the same study, another striking point was that all of the instructors professed in interviews that they used Turkish to teach English grammar skills, particularly in

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beginner- level English courses. In Timuçin and Baytar's (2014) study, undertaken in preparatory classes at a Turkish state university in the 2012-2013 academic term, data were collected via audio-recordings. Findings revealed that English instructors resorted to Turkish 21 times (16.27%) when explaining grammar.

Furthermore, the results revealed that the teacher candidates hold more positive attitudes towards using Turkish for English vocabulary than the high school students in English courses. Following this, in Galali and Cinkara's (2017) study, launched in Salahaddin University in the 2016–2017 academic term with 258 teacher candidates, findings indicated that the greatest use of Turkish lay to check the meaning of new lexical items or concepts during lessons. Moreover, in the same study, to explain personal things with classmates constituted the second most common cause of students' L1 use when compared to the other items. Only a small minority of (4.8%) of the teacher candidates were against L1 use for English vocabulary skills in English courses in Şener and Korkut's (2017) study. The is aligned with the finding obtained at the end of the similar study executed at tertiary level by Schweers (1999), which showed that the most preferred choice by students (86.2%) to meet their linguistic needs by using Spanish while teaching English has to do with the aim of explaining difficult concepts. Tang's (2002) study similarly showed that 42% of the students cited the vocabulary skills as the justification for using Chinese (L1).

On the other hand, the findings showed that the use of Turkish is not viewed as beneficial for English listening skills by the teacher candidates, whereas it is perceived as beneficial by the high school students. This finding also shows the mismatch between the teacher candidates' and high school students' views about which English language skills are better taught by allowing Turkish in English language classrooms. There are both compatible and incompatible studies with this particular finding. For instance, a finding found in Thongwichit's (2013) study corresponds with that of the teacher candidates, not high school students, as the ratio was 65.9% for the university students who have the opinion that Thai use should be allowed for both teachers and students to check listening comprehension.

As aforementioned, the teacher candidates believed that it was not necessary to use Turkish to help their prospective students foster their English speaking skills. However, most of the high school students showed more enthusiasm for using Turkish for English speaking skills in English courses. This is bolstered by a finding in Denizer's (2017) study, which showed 30% of the students always experienced the interference of Turkish in their English speaking skills.

To sum up, as for the justifications behind using Turkish in English courses, the findings of the study illustrated that the teacher candidates and the high school students use Turkish for many purposes, such as learning grammar concepts, speaking discourse, and their perspectives tend to differ. One of the rationales behind this might be the teaching methodology that the teachers have in the teaching / learning situations. The results can be crucial for both teacher candidates and high school students in terms of personal and instructional goals, overlapping with other research results in literature.

Pedagogical Implications and Practical Recommendations

The findings of the study show that the EFL teacher candidates and the high school students use Turkish for many purposes, such as learning grammar concepts, pair / group work, and spoken discourse. Therefore, it is essential to identify the negative and positive sides of the teaching methodology in order to get deeper insight into what gives rise to using L1 in the classroom. A more effective teaching / learning environment can be created in which learners become enthusiastic about creating learning strategies autonomously instead of sticking to methods that are believed to be obsolete.

First, teacher candidates must encourage an interactive environment that enables students to develop their own learning strategies. For instance, the teacher candidates can discover how and when to use L1 in the teaching of English courses. Teacher autonomy, which involves recouping the use of L1 whenever they deem fit, aids them in imparting qualities such as self-confidence and alertness to the students.

Second, in order to understand the differences between their own views and those of the high school students, EFL teacher candidates should get personally involved in the Turkish education curriculum at the high school level. Visiting the state schools solely during the pre-service training may not be enough to get to get accustomed to the linguistic level of the students and the coursebooks used for teaching English. More importantly, the teacher candidates may not pragmatically envisage their prospective students' demands for L1. Therefore, teacher candidates must recognize student profiles before they graduate and take steps to avoid the disadvantages of L1 use while teaching English courses. These preventive steps may include becoming aware of the current discussions regarding major course areas in ELT classrooms. This is essential as the unplanned and random use of L1could do more harm than good while teaching English courses.

Limitations of the Study

This study is limited to EFL teacher candidates in ELT Department of Education Faculty at Çanakkale 18 Mart University and students at İçdaş Biga Vocational and Technical Anatolian High School. Thus, it is remotely possible to generalize the results of the study for all EFL teacher candidates and high school students in Turkey. Two questionnaires developed by the researcher have been used to gather data. Therefore, the findings can be extended with interviews and classroom observations. Finally, further research including more variables can be conducted in this field to disclose more justifications behind the use of L1 in English classrooms with regards to other possible factors.

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