

*Araştırma Makalesi / Research Article*

## Students' Expectations of Their English Teachers' Use of Foreign and Native Language at Schools

### Öğrencilerin İngilizce Öğretmenlerinden Okullarda Yabancı ve Anadil Kullanmalarına Yönelik Beklentileri\*

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**ABSTRACT:** The use of native language in foreign language classrooms has long been debated. Some scholars consider the native language as evil. Their claim is the sole use of target language is the best way to teach a foreign language. On the other hand, some scholars do not consider the use of the native language of the students as a taboo. They find it beneficial to use the students' native language in some occasions. In this quantitative study, students' expectations from their teachers on their use of the target language, which is English in this case, are aimed to be unraveled. Responses from secondary and high school students were also compared. Whether these expectations depend upon students' school levels, grades and cities were examined. According to the findings, it is concluded that students expect their teachers to use the native language, which is Turkish in this case, on varying occasions.

**Keywords:** native language, target language, expectations

**ÖZ:** Yabancı dil derslerinde anadil kullanımı uzun zamandır tartışılmaktadır. Bazı araştırmacılar ana dili bir düşman olarak görür. Onların iddiası sadece hedef dil kullanımının, yabancı dil öğretmede en iyi yol olduğudur. Öte yandan, bazı araştırmacılar öğrencilerin anadilinin kullanımını bir tabu olarak görmez. Bu araştırmada, öğrencilerin İngilizce olan hedef dili kullanmalarını konusunda, öğretmenlerinden anadil veya hedef dili kullanmalarına yönelik beklentilerinin nicel olarak gün yüzüne çıkarılması hedeflenmektedir. Ayrıca, orta okul ve lise düzeylerinden gelen cevaplar da karşılaştırılmıştır. Bu beklentilerin öğrencilerin okul seviyelerine, sınıf düzeylerine ve şehirlerine bağlı olup olmadığı da incelenmiştir. Öğrencilerin öğretmenlerinden bu çalışma kapsamında Türkçe olan anadillerinin yer yer kullanmaları bekledikleri sonucuna varılmıştır.

**Anahtar sözcükler:** anadil, hedef dil, beklentiler

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## Introduction

Language choice in a language class is important. It is of great importance for many aspects of students' self-confidence in language acquisition. Teachers and researchers have discussed this topic for several years. Some of them consider the existence of the native language in a class as an evil, while others permit it at varying degrees. Therefore, when to and not to use the native language is important.

Gabrielatos (2001) states that the use of native language in second language teaching has been a solid debate for more than two hundred years. Also, the hypotheses about this issue, either for or against, were usually backed by political ideas. Thus, these hypotheses caused in some non-efficient output for the use of teachers and applied linguists. He thinks that teachers of English must know chronologically the approaches, attitudes, and methods that affected ELT policies throughout the world to be aware of the thoughts and opinions of the use of native language in teaching and learning context.

Thus, the perspectives of language teaching approaches and methods towards the use of native language while teaching a target language are needed to be made clear. From the perspectives of the monolingual approach, which forbids the use of the native language nearby the target language, the bilingual approach that allows the use of a second or target language should be made clear to the audiences, researchers, and the other stakeholders.

### Monolingual Approach

According to Erdoğan (2015, p. 17), several reforms about theories of language and its acquisition came into appearance, and the monolingual approach was among these theories. Hall and Cook (2012, as cited in Erdoğan, 2015, p. 18) put forward the idea that the monolingual approach was there before the nineteenth century. Nursemaids and tutors in medieval schools in Europe used Latin for immersion while educating learners of upper-class families. On the other hand, in general, secondary education schools' aspects of monolingual approach was existent (Philipson, 1992, as cited in Erdoğan, 2015, p. 18).

Nazary (2008) summarizes the standpoints of the monolingual approach. The first one is that a target language is learned via maximum exposure just like the learning process of the native language. The second one is about clearly separating the target language from the native language successfully. The last is the idea that the importance of the second language should be imposed on the learner via perpetual use of it. Thus, the sole use of the target language in a foreign language classroom is advocated according to the supporters of the monolingual approach.

The emergence of the direct method dates the back to the late 1800s and early 1900s. In the 20<sup>th</sup> century, globalization brought forth the view that language is not just a means of cultural transmission but also a means of communication (Güneş,2011). The indirect method, the native language of students ought not to be spoken in the class (Larsen-Freeman, 2000, p. 30). According to Titone (1968, as cited in Erdoğan, 2015, p. 10), teachers implementing the direct method should not translate and explain, they should prefer demonstrating and acting instead. The audio-lingual method emerged during world war 2, intending to teach American soldiers languages other than English as fast as possible. This approach includes views of structuralist and behaviorist linguists (Güneş,

2011). The target language is used in the classroom instead of students' native language, which is thought to interfere with students' second language learning (Larsen-Freeman, 2000, p. 47).

The total physical response method relies on the fact that students must first learn how to listen before how to speak. Teachers use the native language of students in the introduction phase of the lesson. Afterward, the native language of the students is seldom spoken through the process. Body language is used by teachers to make the meaning clear to their students (Erdoğan, 2015; Larsen-Freeman, 2000).

The natural approach considers acquisitions and learning processes as different concepts. Former takes place naturally and unconsciously, just like a kid acquires his/her native language. The latter is a conscious process (Richards & Rodgers, 2001, p.181). There is no difference between either acquiring the native language and a second language. When the natural approach is considered, the more exposure to the native language means less input of the target language. Accordingly, acquisition cannot occur without constant exposure to the target language (Erdoğan, 2015).

### **Bilingual Approach**

It is believed that the target language must be used as much as possible both by students and teachers. On the other hand, they claim that there are some restraints to use target language while teaching a foreign language and constant use of target language may drain classroom populations' energy. Teachers must consider the level of target language use in their lesson plans to avoid some drawbacks like students' falling behind. Young students and lower-level learners, on the other hand, can lose their attention, if the teacher uses the target language non-stop. Nonetheless, a teacher can forget this easily. When the native language is forbidden in the classroom, students can get demotivated and discouraged, and this can lead to some discipline problems. The teacher must help them participate in the lesson and help them understand. This is exclusively important in lower-level classes because they need assurance and comprehension checks. After all, students and teachers must regard the use of target language as a challenge rather than a threat (Field & Pachler, 1997, pp. 96-97).

The grammar-translation method is based on teaching how to read a second language. Thus, the primary importance is grammar rules and vocabulary. On the other hand, a target language is a means of mental training. However, oral aspects of language are like pronunciation are neglected. To sum up, the main aims are to read and translate a piece of literature in a selected foreign language. Hence, the most used language while teaching is the native language in the grammar-translation method (Larsen-Freeman, 2000, pp 17-19).

According to Richards and Rodgers (2001, p. 81), the method introduced by Caleb Gattegno, silent way grounds on the fact that teachers stay silent and students are encouraged to speak as much as possible. The Native language of the students is used when required, however, students are firstly expected to perceive the meaning if possible. On the other hand, teachers may build upon students already existing knowledge in their first language (Larsen-Freeman, 2000).

Suggestopedia method paves the way for a relaxed classroom environment in which psychological barriers are meant to be decreased. This environment is prepared with subtle lighting and music. Learners pick nicknames in the target language. While music is being played in the background, dialogues are demonstrated. Students first listen to the dialogue in peace and then they perform it in the "activation" phase (Doggett, 1986). To explain the meaning, translations to the native language is benefitted. The teacher speaks the native language if it is needed, and the use of the native language becomes less and less as the course proceeds (Larsen-Freeman, 2000, p. 83).

Communicative language teaching may permit the use of students' native language in a reasonable way. On the other hand, teachers ought to use the second language in many aspects of the lesson varying from explaining and implementing communication activities to giving homework (Larsen-Freeman, 2000, p. 132).

The community language learning method regards learners as whole persons. Understanding and admitting learners' fears, teachers try to make their learners feel safe and helps them overcome negative thoughts. In other words, teachers spread positive vibes for their learning. Learners decide the theme that they desire to be able to speak about, so the curriculum is learner-generated (Doggett, 1986). Students' feelings are of great importance in community language learning. Thus, it is safe to conclude that the use of the native language in the learning environment is also a determiner factor of their feelings. Larsen-Freeman (2000) states that learners' feeling of security is initially provided by the use of the native language. The native language is seen as a path between known to unknown. Whenever it is possible to target language equivalents of the utterances in the native language is provided. This makes it easy for students to reunite words of L2 in different ways to generate new utterances. As the course continues, the use of the target language increases gradually (pp. 101-102).

### **Literature Review**

The use of native language while teaching a second language is not a "ban it or overdo it" situation. Some researchers claimed that reasonable use of the native language, when needed has a significantly positive impact on learning (Agustin & Mujiyanto, 2015; Ben Chikh Elhocin & Zerrouki, 2015; Elmetwally, 2012; Ghorbani, 2013; Hashemi & Sabet, 2013; Tang, 2002). The overuse of the native language can demotivate and dissatisfy students (Kalanzadeh, et al. 2013). On the other hand, Schweers (1999) admitted that English ought to be the main means of communication. However, he suggested that the native language should be reasonably used in its limits. His findings proved that learning a target language can take place if students are made aware of the similarities and differences between the target language, English, and their native language, which is Spanish. According to Yavuz (2012), the native language is not a thing to neglect or exaggerate. Students' native language can be a rich source for target language teaching. Furthermore, if students' native language is neglected, it would be a disrespectful act against their identity and culture. They would feel like "a newborn baby with an adult mind". Shuchi and Islam (2016) revealed that the native language via increasing

comprehensibility of the target language and the learning environment is a device to lower students' affective filter.

Administration policies are also an important factor affecting the views about the use of the native language. Qadri (2006) revealed that most students in the public schools of the United Arab Emirates had negative attitudes towards the use of the native language, while teachers showing mixed attitudes. Teachers put forward the idea that the native language of the students may be benefitted occasionally, contrary to students. It is forbidden to use the native language because of the administration policies, and teachers criticize this prohibition. However, they admit there are some benefits to this prohibition. Manara (2007) stated that students and teachers both admit that the maximum engagement in the target language is necessary because students hardly ever find a chance to interact with the target language.

Some students are unwilling to use the native language because they think it prevents the maximum exposure to the target language (Nazary, 2008). Varshney and Rollin-Ianziti (2006) revealed that some students consider the native language as both vital and hindering. They put forward the idea that the native language makes learning easier at the expense of leaving "the natural L2 context". They also accepted that speaking native language is too comfortable and it harms their learning, so they are needed to be pushed to use the target language.

Studies revealed that the significant number of students have positive attitudes towards the use of their native language in their foreign language learning environment (Tang, 2002; Dujmović, 2007; Debrelı & Oyman, 2016; Sadighi, et al. 2018; Sah, 2017; Tajgozari, 2017; Gündüz, 2012, p. 126). Students favor the use of their native language to learn new about vocabularies, grammar rules, new materials, and instructions of a task as well to feel secure (Windi Anggrahini, 2019).

According to Oflaz (2009, p. 54), students choose the native language when they fail to address a vocabulary or a statement in the target language to express themselves. According to Sadighi et al. (2018), students consider the use of the native language as positive while learning vocabulary in the target language. Students also put forward the idea that reasonable use of the native language is a learning strategy to overcome difficulties while learning a target language (Yahia & Guendouze, 2014, p. 64). Students stated that when their teachers used code-switching between their native language and the target language, English, and Nepali, they grasp the concept better (Sah, 2017).

To sum up, whether to include or exclude the native language of the students has been a long-debated issue. Students generally have a positive attitude towards this issue. Teachers learn about methodologies and theories throughout the years to start teaching. On the other hand, reality might be different in practice. Researchers reveal their answers and attitudes towards the topic. Students' attitudes are also a promising issue to study. However, what students want from their teacher as to the use of their native language is worth mentioning. In agreement with all of these, this study aims to answer the following questions:

1. What do the students expect from their language teachers regarding the use of the native language at school?

2. What do secondary school students expect from their language teachers regarding the use of the native language?
3. What do high school students expect from their language teachers regarding the use of the native language?
4. What is the relationship between secondary and high school students' expectations from their teachers' regarding the use of the native language?

## Methodology

### Design

Quantitative research was carried out to discover students' expectations of the use of the native language at school. Quantitative research may refer to "a survey design that provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population" (Creswell, 2014 p. 155). Thus, a self-administered survey was designed including 12 close-ended Likert-type items with their reverse coded ones, 24 items in total. Items were translated into Turkish, which is the participant's native language. While designing this self-administered questionnaire, Fowler's principles were benefitted. Those principles are given as follows:

- 1.A self-administered questionnaire mainly should be self-explanatory...
- 2.Self-administered questionnaires mainly should be restricted to closed answers....
- 3.The question forms in a self-administered questionnaire should be few ...
- 4.A questionnaire should be laid out in a way that seems clear and uncluttered...
- 5.Provide redundant information to respondents, by having written and visual cues that convey the same message about how to proceed...Work on making everything simple and clear (2014, p.105).

### Participants

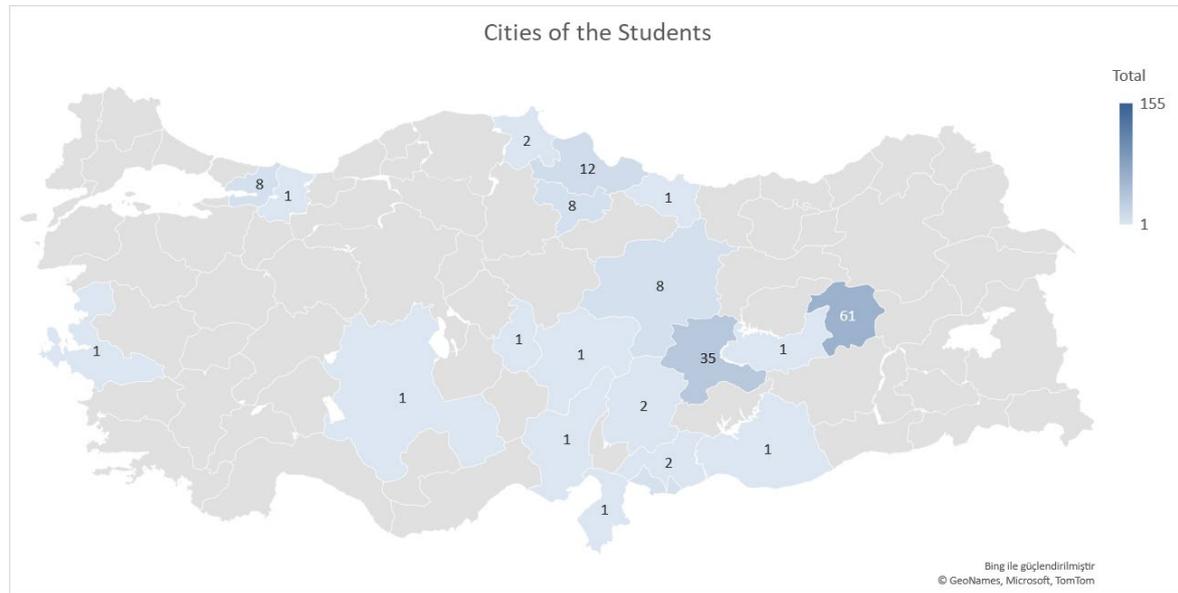
Participants are reached via stratified random sampling, because it is aimed to reach students who are from 20 different cities, and also who study at secondary and high schools in Turkey. Dörnyei (2007, p. 97) says "In 'stratified random sampling' the population is divided into groups, or 'strata', and a random sample of a proportionate size is selected from each group." Participants are 155 students of secondary and high school education from Turkey learning English as a foreign language. The students between the 5<sup>th</sup> and 8<sup>th</sup> grades are secondary school students, and between 9<sup>th</sup> and 12<sup>th</sup> grades are high school students in Turkey. They are reached out via using internet-based communication tools and asked to answer the questionnaire. Other teachers are asked to send this questionnaire to their students. In the following, the demographic information of the students as participants of the study is presented.

**Table 1.** Grades of the Students

Grades	f	%
5th Grades	12	7.7
7th Grades	3	1.9

8th Grades	66	42.6
9th Grades	5	3.2
10th Grades	26	16.8
11th Grades	30	19.4
12th Grades	13	8.4
Total	155	100.0

Table 1 shows the participants' grades with their percentages. There are 66 (42.6%) 8<sup>th</sup> grade, 30(19.4%) 11<sup>th</sup> grade, 26(16.8%) 10<sup>th</sup> grade, 13(8.4) 12<sup>th</sup> grade, 12(7.7%) 5<sup>th</sup> grade, 5(3.2%) 9<sup>th</sup> grade, 3(1.9%) 7<sup>th</sup> grade students, which sums up to 155 students. On the other hand, these students can be grouped by their school levels. There are 81 secondary school students, and 73 high school students.



**Figure 1.** Cities of the Students

Figure 1 demonstrates the cities in which students participate. Most of the participants are from Bingöl with 61 (39.4%) students and Malatya with 35(22.6%) students. Sivas, Amasya, and Kocaeli take place with 8(5.2%) participants each. There are 7(4.5%) students from Kilis. There are 2(1.3%) students from Gaziantep, Sinop, and Kahramanmaraş each. There are a total of 10 (6.5%) students from Elazığ, Sakarya, Hatay, Kayseri, Adana, Ordu, Konya, Nevşehir and Şanlıurfa, one from each.

### Data Collection

To find the expectations of the students' regarding the use of the native language, a 5-point Likert-type questionnaire is developed with the help of an expert in the field of English as a foreign language teaching. The data collection instrument was meant to be applied to students of secondary and high school to find out their specific expectations. Then the instrument has been converted to an online survey, which would be carried out via Google Forms.

Data was collected using Google Forms because of the Covid-19 outbreak. Online questionnaire lasted from April to May in 2020. The data collection process was based on

the voluntary consent of the participants and they declared that they took part in the study with their own will. Moreover, the ethical permission was taken from Amasya University, Social Sciences Ethical Commission but with late application due to the Covid-19 outbreak. Items of the questionnaire included multiple-choice questions regarding students' expectations from their teachers regarding the use of the native language. They were asked to rank the items from strongly agree to strongly disagree. Students' grades and cities are also asked for their demographic information. The collected data indicated .88 Cronbach Alpha reliability result, which confirms that this data collection instrument is applicable in terms of reliability.

### Data Analysis

The collected data is analyzed by using SPSS. Quantitative results of the self-administered online questionnaire are used to find the frequencies and percentages of the students' expectations. These results are used to compare two education levels, named as secondary and high school. Descriptive statistics are given to show students' responses. Then, the results of the Pearson Correlation are given to show whether there is a significant difference between grades and cities of the students. Afterward, independent samples t-test results for secondary and high school levels are shown to reflect the relation between these two school levels. Then, Kruskal Wallis H Tests results for grades of secondary and high school levels are demonstrated to show students' scale scores, from highest to lowest, regarding their grades.

### Findings

This section includes descriptive statistics and analytical results of the questionnaire.

**Table 2.** Answers of the Students regarding their Expectations for the Use of Foreign and Native Language

	Strongly Agree		Agree		Neither agree nor disagree		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
1. The teacher should greet the students in English upon entering the classroom.	65	41.9	71	45.8	10	6.5	6	3.9	3	1.9
2. The teacher should introduce activities in English.	33	21.3	30	19.4	31	20.0	54	34.8	7	4.5
3. Teachers should speak English while giving homework.	17	11.0	39	25.2	47	30.3	39	25.2	13	8.4
4. Teachers should tell Turkish meanings of new vocabularies.	125	80.6	22	14.2	4	2.6	3	1.9	1	.6
5. The teacher should explain my questions in English.	15	9.7	50	32.3	39	25.2	40	25.8	11	7.1

6. The teacher should speak Turkish while correcting my mistakes.	93	60.0	44	28.4	9	5.8	7	4.5	2	1.3
7. Teachers should speak English between activities.	35	22.6	72	46.5	32	20.6	14	9.0	2	1.3
8. Teachers should speak English while correcting my mistakes.	8	5.2	53	34.2	42	27.1	35	22.6	17	11.0
9. Teachers should speak English while teaching new topics.	17	11.0	36	23.2	53	34.2	39	25.2	10	6.5
10. Teachers should explain the meanings of new vocabulary in English.	28	18.1	42	27.1	36	23.2	31	20.0	18	11.6
11. The teacher should speak Turkish between activities.	33	21.3	49	31.6	46	29.7	19	12.3	8	5.2
12. Teachers should speak Turkish while teaching new topics.	46	29.7	40	25.8	40	25.8	21	13.5	8	5.2
13. The teacher should translate the texts we read into Turkish.	71	45.8	55	35.5	6	3.9	16	10.3	7	4.5
14. Teachers should write the Turkish meanings of new vocabularies on the board.	106	68.4	31	20.0	5	3.2	8	5.2	5	3.2
15. The teacher shouldn't translate the texts we read into Turkish.	44	28.4	16	10.3	12	7.7	41	26.5	42	27.1
16. The teacher should speak only English in the classroom.	8	5.2	9	5.8	45	29.0	57	36.8	36	23.2
17. Teachers shouldn't write the Turkish meanings of new vocabularies on the board.	15	9.7	38	24.5	7	4.5	40	25.8	55	35.5
18. The teacher should start the lesson by greeting the students in Turkish.	9	5.8	34	21.9	27	17.4	44	28.4	41	26.5
19. The teacher should introduce activities in Turkish.	36	23.2	65	41.9	29	18.7	12	7.7	13	8.4
20. The teacher should speak Turkish while giving homework.	34	21.9	69	44.5	26	16.8	20	12.9	6	3.9
21. The teacher should explain my questions in Turkish.	44	28.4	55	35.5	36	23.2	15	9.7	5	3.2

22. The teacher should speak sometimes English, and sometimes Turkish.	96	61.9	44	28.4	7	4.5	4	2.6	4	2.6
23. Teachers should speak with students in English outside the classroom.	13	8.4	25	16.1	32	20.6	63	40.6	22	14.2
24. Teachers should speak with students in Turkish outside the classroom.	50	32.3	56	36.1	30	19.4	13	8.4	6	3.9

Table 2 demonstrates the frequencies and percentages of responses given by all of the students who participated in this study. For the 1<sup>st</sup> item, 65 (41.9%) students strongly agree, and 71(45.8%) students agree that their teachers should greet the students in English upon entering the classroom. As for the 2<sup>nd</sup> item, 54 (34.8%) students disagree that their teachers should introduce activities in English, while 31 (20.0%) students staying neutral. For the 3<sup>rd</sup> item, 47 (30.3%) students neither agree nor disagree that their teacher should speak English while giving homework, while 39 (25.2%) students agree, 39 (25.2%) students disagree. For the 4<sup>th</sup> item, 125 (80.6%) students strongly agree that their teacher should tell Turkish meanings of new vocabularies. As for the 5<sup>th</sup> item, 50 (32.3%) students agree that their teacher should explain their questions in English, while 40 (25.8%) students disagree. For the 6<sup>th</sup> item, 93 (60.0%) students strongly agree that their teacher should speak Turkish while correcting their mistakes. For the 7<sup>th</sup> item, 72 (46.5%) students agree that their teacher should speak English between activities, and 35 (22.6%) students strongly agree. As for the 8<sup>th</sup> item, 53 (34.2%) students agree, and 42 (27.1%) students neither agree nor disagree that their teacher should speak English while correcting their mistakes. For the 9<sup>th</sup> item, 53 (34.2%) students neither agree nor disagree that their teacher should speak English while teaching new topics, while 39 (25.2%) students disagree. For the 10<sup>th</sup> item, 42 (27.1%) students agree that their teacher should explain the meanings of new vocabularies in English, while 36 (23.2%) students neither agree nor disagree. For the 11<sup>th</sup> item, 49 (31.6%) students agree, and 46 (29.7%) students neither agree nor disagree that their teacher should speak Turkish between activities. As for the 12<sup>th</sup> item, 46 (29.7%) students strongly agree, and 40 (25.8%) students agree that their teacher should speak Turkish while teaching new topics. For the 13<sup>th</sup> item, 71 (45.8%) students strongly agree, and 55 (35.5%) students agree that their teacher should translate the texts they read into Turkish. As for the 14<sup>th</sup> item, 106 (68.4%) students strongly agree that their teacher should write the Turkish meanings of new vocabularies on the board. For the 15<sup>th</sup> item, 44 (28.4%) students strongly agree that their teacher shouldn't translate the texts they read into Turkish, while 42 (27.1%) strongly disagree. For the 16<sup>th</sup> item, 57 (36.8%) students disagree that their teacher should speak only English in the classroom, while 45 (29.0%) students neither agree nor disagree. For the 17<sup>th</sup> item, 55 (35.5%) students strongly disagree that their teacher shouldn't write the Turkish meanings of new vocabularies on the board, while 38 (24.5%) students agree. As for the 18<sup>th</sup> item, 44 (28.4%) students disagree, and 41(26.5%) students strongly disagree that their teacher should start the lesson by greeting the students in Turkish. As for the 19<sup>th</sup> item, 65 (41.9%) students agree, and 36 (23.2%) students strongly agree that their teacher should introduce the activities in Turkish.

For the 20<sup>th</sup> item, 69 (44.5%) students agree, and 34 (21.9%) students strongly agree that their teacher should speak Turkish while giving homework. As for the 21<sup>st</sup> item, 55 (35.5%) students agree, and 44 (28.4%) students strongly agree that their teacher should explain their questions in Turkish. For the 22<sup>nd</sup> item, 96 (61.9%) students strongly agree that their teacher should speak sometimes English, and sometimes Turkish. As for the 23<sup>rd</sup> item, 63 (40.6%) students disagree that their teacher should speak with students in English outside the classroom, while 25 (16.1) students agree. As for the 24<sup>th</sup> item, 56 (36.1%) students agree, and 50 (32.3%) students strongly agree that their teacher should speak with students in Turkish outside the classroom.

**Table 3.** Answers of the Secondary Students regarding their Expectations for the Use of Foreign and Native Language

	Strongly Agree		Agree		Neither agree nor disagree		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
1. The teacher should greet the students in English upon entering the classroom.	33	40.7	40	49.4	5	6.2	1	1.2	2	2.5
2. The teacher should introduce activities in English.	15	18.5	10	12.3	16	19.8	34	42.0	6	7.4
3. Teachers should speak English while giving homework.	8	9.9	14	17.3	31	38.3	19	23.5	9	11.1
4. Teachers should tell Turkish meanings of new vocabularies.	71	87.7	9	11.1	0	0.0	0	0.0	1	1.2
5. The teacher should explain my questions in English.	8	9.9	31	38.3	20	24.7	15	18.5	7	8.6
6. The teacher should speak Turkish while correcting my mistakes.	56	69.1	17	21.0	5	6.2	2	2.5	1	1.2
7. Teachers should speak English between activities.	15	18.5	46	56.8	13	16.0	6	7.4	1	1.2
8. Teachers should speak English while correcting my mistakes.	4	4.9	36	44.4	15	18.5	18	22.2	8	9.9
9. Teachers should speak English while teaching new topics.	8	9.9	19	23.5	32	39.5	16	19.8	6	7.4
10. Teachers should explain the meanings of new vocabulary in English.	13	16.0	18	22.2	25	30.9	13	16.0	12	14.8
11. The teacher should speak Turkish between activities.	21	25.9	26	32.1	28	34.6	3	3.7	3	3.7
12. Teachers should speak Turkish while teaching new topics.	20	24.7	19	23.5	29	35.8	8	9.9	5	6.2

13. The teacher should translate the texts we read into Turkish.	42	51.9	33	40.7	2	2.5	3	3.7	1	1.2
14. Teachers should write the Turkish meanings of new vocabularies on the board.	66	81.5	9	11.1	2	2.5	3	3.7	1	1.2
15. The teacher shouldn't translate the texts we read into Turkish.	33	40.7	5	6.2	3	3.7	17	21.0	23	28.4
16. The teacher should speak only English in the classroom.	4	4.9	3	3.7	29	35.8	25	30.9	20	24.7
17. Teachers shouldn't write the Turkish meanings of new vocabularies on the board.	6	7.4	26	32.1	4	4.9	15	18.5	30	37.0
18. The teacher should start the lesson by greeting the students in Turkish.	6	7.4	29	35.8	11	13.6	18	22.2	17	21.0
19. The teacher should introduce activities in Turkish.	23	28.4	44	54.3	10	12.3	2	2.5	2	2.5
20. The teacher should speak Turkish while giving homework.	21	25.9	45	55.6	8	9.9	6	7.4	1	1.2
21. The teacher should explain my questions in Turkish.	27	33.3	22	27.2	29	35.8	3	3.7	0	0.0
22. The teacher should speak sometimes English, and sometimes Turkish.	54	66.7	21	25.9	3	3.7	2	2.5	1	1.2
23. Teachers should speak with students in English outside the classroom.	6	7.4	8	9.9	17	21.0	40	49.4	10	12.3
24. Teachers should speak with students in Turkish outside the classroom.	34	42.0	29	35.8	13	16.0	3	3.7	2	2.5

Table 3 demonstrates the frequencies and percentages of responses given by secondary school students. For the 1<sup>st</sup> item, 40 (49.4%) students agree, and 33 (40.7%) students strongly agree that their teacher should greet the students in English upon entering the classroom. As for the 2<sup>nd</sup> item, 34 (42.0%) students disagree that their teacher should introduce activities in English, while 16 (19.8%) students neither agree nor disagree. For the 3<sup>rd</sup> item, 31 (38.3%) students neither agree nor disagree that their teacher should speak English while giving homework, while 19 (23.5%) students disagree. For the 4<sup>th</sup> item, 71 (87.7%) students strongly agree that their teacher should tell Turkish meanings of new vocabularies. For the 5<sup>th</sup> item, 31 (38.3%) students agree that their teacher should explain their questions in English, while 20 (24.7%) students neither agree nor disagree. As for the 6<sup>th</sup> item, 56 (69.1%) students strongly agree, and 17 (21.0%) students agree that their teacher should speak Turkish while correcting their mistakes. For the 7<sup>th</sup> item, 46 (56.8%)

students agree, and 15 (18.5%) students strongly agree that their teacher should speak English between activities. For the 8<sup>th</sup> item, 36 (44.4%) students agree that their teacher should speak English while correcting their mistakes, while 18 (22.2%) students disagree. For the 9<sup>th</sup> question, 32 (39.5%) students neither agree nor disagree that their teacher should speak English while teaching new topics, while 19 (23.5%) students agree. As for the 10<sup>th</sup> item, 25 (30.9%) students neither agree nor disagree that their teacher should explain the meanings of new vocabularies in English, while 13 (16.0%) students strongly agree, and 13 (16.0%) students disagree. For the 11<sup>th</sup> item, 26 (32.1%) students agree, and 21 (25.9 %) students strongly agree that their teacher should speak Turkish between activities. As for the 12<sup>th</sup> item, 29 (35.8%) students neither agree nor disagree that their teacher should speak Turkish while teaching new topics, while 20 (24.7%) students strongly agree. For the 13<sup>th</sup> item, 42 (51.9%) students strongly agree, and 33 (40.7%) students agree that their teacher should translate the texts they read into Turkish. As for the 14<sup>th</sup> item, 66 (81.5%) students strongly agree that their teacher should write the Turkish meanings of new vocabularies on the board. For the 15<sup>th</sup> item, 33 (40.7%) students strongly agree that teachers shouldn't translate the texts they read into Turkish, while 23 (28.4) students strongly disagree. For the 16<sup>th</sup> item, 29 (35.8%) students neither agree nor disagree that their teacher should speak only English in the classroom, while 25 (30.9%) students disagree. As for the 17<sup>th</sup> item, 30 (37.0%) students strongly disagree that their teacher shouldn't write the Turkish meanings of new vocabularies on the board, while 26 (32.2%) students agree. For the 18<sup>th</sup> item, 29 (35.8%) students agree that their teacher should start the lesson by greeting the students in Turkish, while 18 (22.2%) students disagree. As for the 19<sup>th</sup> item, 44 (54.3%) students agree, and 23 (28.4%) students strongly agree that their teacher should introduce activities in Turkish. For the 20<sup>th</sup> item, 45 (55.6%) students agree, and 21 (n=25.9%) students strongly agree that their teacher should speak Turkish while giving homework. As for the 21<sup>st</sup> item, 29 (35.8%) students neither agree nor disagree that their teacher should explain their questions in Turkish, while 27 (33.3%) students strongly agree. For the 22<sup>nd</sup> item, 54 (66.7%) students strongly agree, and 21 (25.9%) students agree that their teacher should speak sometimes English, and sometimes Turkish. For the 23<sup>rd</sup> item, 40 (49.4%) students disagree that their teacher should speak English outside the classroom, while 17 (21.0%) students neither agree nor disagree. As for the 24<sup>th</sup> item, 34 (42.0%) students strongly agree, and 29(35.8%) students agree that the teacher should speak with students in Turkish outside the classroom.

**Table 4.** Answers of the High School Students regarding their Expectations for the Use of Foreign and Native Language

	Strongly Agree		Agree		Neither agree or disagree		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
1. The teacher should greet the students in English upon entering the classroom.	32	43.2	31	41.9	5	6.8	5	6.8	1	1.4

2. The teacher should introduce activities in English.	18	24.3	20	27.0	15	20.3	20	27.0	1	1.4
3. Teachers should speak English while giving homework.	9	12.2	25	33.8	16	21.6	20	27.0	4	5.4
4. Teachers should tell Turkish meanings of new vocabularies.	54	73.0	13	17.6	4	5.4	3	4.1	0	0.0
5. The teacher should explain my questions in English.	7	9.5	19	25.7	19	25.7	25	33.8	4	5.4
6. The teacher should speak Turkish while correcting my mistakes.	37	50.0	27	36.5	4	5.4	5	6.8	1	1.4
7. Teachers should speak English between activities.	20	27.0	26	35.1	19	25.7	8	10.8	1	1.4
8. Teachers should speak English while correcting my mistakes.	4	5.4	17	23.0	27	36.5	17	23.0	9	12.2
9. Teachers should speak English while teaching new topics.	9	12.2	17	23.0	21	28.4	23	31.1	4	5.4
10. Teachers should explain the meanings of new vocabulary in English.	15	20.3	24	32.4	11	14.9	18	24.3	6	8.1
11. The teacher should speak Turkish between activities.	12	16.2	23	31.1	18	24.3	16	21.6	5	6.8
12. Teachers should speak Turkish while teaching new topics.	26	35.1	21	28.4	11	14.9	13	17.6	3	4.1
13. The teacher should translate the texts we read into Turkish.	29	39.2	22	29.7	4	5.4	13	17.6	6	8.1
14. Teachers should write the Turkish meanings of new vocabularies on the board.	40	54.1	22	29.7	3	4.1	5	6.8	4	5.4
15. The teacher shouldn't translate the texts we read into Turkish.	11	14.9	11	14.9	9	12.2	24	32.4	19	25.7
16. The teacher should speak only English in the classroom.	4	5.4	6	8.1	16	21.6	32	43.2	16	21.6
17. Teachers shouldn't write the Turkish meanings of new vocabularies on the board.	9	12.2	12	16.2	3	4.1	25	33.8	25	33.8
18. The teacher should start the lesson by greeting the students in Turkish.	3	4.1	5	6.8	16	21.6	26	35.1	24	32.4
19. The teacher should introduce activities in Turkish.	13	17.6	21	28.4	19	25.7	10	13.5	11	14.9

20. The teacher should speak Turkish while giving homework.	13	17.6	24	32.4	18	24.3	14	18.9	5	6.8
21. The teacher should explain my questions in Turkish.	17	23.0	33	44.6	7	9.5	12	16.2	5	6.8
22. The teacher should speak sometimes English, and sometimes Turkish.	42	56.8	23	31.1	4	5.4	2	2.7	3	4.1
23. Teachers should speak with students in English outside the classroom.	7	9.5	17	23.0	15	20.3	23	31.1	12	16.2
24. Teachers should speak with students in Turkish outside the classroom.	16	21.6	27	36.5	17	23.0	10	13.5	4	5.4

Table 4 demonstrates the frequencies and percentages of responses given by high school students. For the 1<sup>st</sup> item, 32 (43.2%) students strongly agree, and 31 (41.9%) students agree that their teacher should greet the students in English upon entering the classroom. As for the 2<sup>nd</sup> item, 20 (27.0%) students agree, and 20 (27.0%) students disagree that their teacher should introduce activities in English. For the 3<sup>rd</sup> item, 25 (33.8%) students agree that their teacher should speak English while giving homework, while 20 (27.0%) students disagree. As for the 4<sup>th</sup> item, 54 (73.0%) students strongly agree that their teacher should tell Turkish meanings of new vocabularies. For the 5<sup>th</sup> item, 25 (33.8%) students disagree that their teacher should explain their questions in English, while 19 (25.7%) students agree, and 19 (25.7%) students neither agree nor disagree. For the 6<sup>th</sup> item, 37 (50.0%) students strongly agree, and 27 (36.5%) students agree that their teacher should speak Turkish while correcting their mistakes. For the 7<sup>th</sup> item, 26 (35.5%) students agree, and 20 (27.0%) students strongly agree that their teacher should speak English between activities. As for the 8<sup>th</sup> item, 27 (36.5%) students neither agree nor disagree that their teacher should speak English while correcting their mistakes, while 17 (23.0%) students agree, and 17 (23.0%) students disagree. For the 9<sup>th</sup> item, 23 (31.1%) students disagree that their teacher should speak English while teaching new topics, whereas 21 (28.4%) students neither agree nor disagree. As for the 10<sup>th</sup> item, 24 (32.4%) students agree that their teacher should explain the meanings of new vocabularies in English, while 18 (24.3%) students disagree. For the 11<sup>th</sup> item, 23 (31.1%) students agree that their teacher should speak Turkish between activities, whereas 18 (24.3%) students neither agree nor disagree. For the 12<sup>th</sup> item, 26 (35.1%) students strongly agree, and 21 (28.4%) students agree that their teacher should speak Turkish while teaching new topics. As for the 13<sup>th</sup> item, 29 (39.2%) students strongly agree, and 22 (39.7%) students agree that their teacher should translate the texts they read into Turkish. For the 14<sup>th</sup> item, 40 (54.1%) students strongly agree, and 22 (29.7%) students agree that their teacher should write the Turkish meanings of new vocabularies on the board. For the 15<sup>th</sup> item, 24 (32.4%) students disagree, and 19 (25.7%) students strongly disagree that their teacher shouldn't translate the texts they read into Turkish. As for the 16<sup>th</sup> item, 32 (43.2%) students disagree, and 16 (21.6%) students strongly disagree that their teachers should speak only English in the

classroom. For the 17<sup>th</sup> item, 25 (33.8%) students disagree, and 25 (33.8%) students strongly disagree that their teacher shouldn't write the Turkish meanings of new vocabularies on the board. For the 18<sup>th</sup> item, 26 (35.1%) students disagree, and 24 (32.4%) students strongly disagree that their teacher should start the lesson by greeting the students in Turkish. As for the 19<sup>th</sup> item, 21 (28.4%) students agree that their teacher should introduce the activities in Turkish, while 19 (25.7%) students neither agree nor disagree. For the 20<sup>th</sup> item, 24 (32.4%) students agree that their teacher should speak Turkish while giving homework, whereas 18 (24.3%) students neither agree nor disagree. As for the 21<sup>st</sup> item, 33 (44.6%) students agree, and 17 (23.3%) students strongly agree that their teacher should explain their questions in Turkish. For the 22<sup>nd</sup> item, 42 (56.6%) students strongly agree, and 23 (31.1%) students agree that their teacher should speak sometimes English, and sometimes Turkish. As for the 23<sup>rd</sup> item, 23 (31.1%) students disagree that their teacher should speak with students in English outside the classroom, whereas 17 (23.0%) students agree. For the 24<sup>th</sup> item, 27 (36.5%) students agree that their teacher should speak with students in Turkish outside the classroom, whereas 17 (23.0%) students neither agree nor disagree.

**Table 5.** Correlation of Grade, City and Scale Scores of Participants

Variables	Grade	City	Scale Scores
Grade			
City	.79**		
Scale Scores	.35**	.27**	
Mean	9.03	7.00	60.37
Sd	1.86	6.74	8.36

\*\*  $p < 0.01$ .

The results of the Pearson Correlation procedure are demonstrated in Table 5. It is clear that correlation is highly significant at the 0.01 level (2-tailed). The mean score regarding the grades is 9.03, and regarding the cities is 7.00. On the other hand, Sd values for grades and cities are respectively 1.86 and 6.74. It is demonstrated that there is a positive relationship between the grades of students and their expectations from their teachers regarding the use of native language at school. It is also demonstrated that there is a positive relationship between the cities of students and their expectations from their teachers regarding the use of native language at school.

**Table 6.** Independent Samples T-Test Results for Secondary and High School Levels

School Levels	N	$\bar{X}$	S	SD	t	p
Secondary Schools	81	57.96	9.02	154	3.92	.000
High Schools	74	63.01	6.69			

Table 6 includes the t-test results for secondary and high school levels. There is a highly significant difference between school levels regarding students' expectations from their teachers regarding the use of native language at school,  $t(154) = 3.92$ ,  $p < .01$ . This difference is also confirmed by mean scores for secondary school level ( $\bar{X} = 57.96$ ), and high school level ( $\bar{X} = 63.01$ ).

**Table 7.** Kruskal Wallis H Test Results for Grades of Secondary and High School Levels

Stages	N	Mean Rank	Sd	X <sup>2</sup>	p	Significant Difference
5 <sup>th</sup>	12	30.17	6	24.41	.000	12 <sup>th</sup> -11 <sup>th</sup> ,
7 <sup>th</sup>	3	81.00				12 <sup>th</sup> -10 <sup>th</sup> ,
8 <sup>th</sup>	66	70.73				12 <sup>th</sup> -9 <sup>th</sup> ,
9 <sup>th</sup>	5	79.40				12 <sup>th</sup> -8 <sup>th</sup> ,
10 <sup>th</sup>	26	98.73				12 <sup>th</sup> -7 <sup>th</sup> ,
11 <sup>th</sup>	30	86.45				12 <sup>th</sup> -5 <sup>th</sup> ,
12 <sup>th</sup>	13	96.88				11 <sup>th</sup> 10 <sup>th</sup> ,
						11 <sup>th</sup> -9 <sup>th</sup> ,
						11 <sup>th</sup> -8 <sup>th</sup> ,
						11 <sup>th</sup> -7 <sup>th</sup> ,
						11 <sup>th</sup> -5 <sup>th</sup> ,
						10 <sup>th</sup> -9 <sup>th</sup> ,
						10 <sup>th</sup> -8 <sup>th</sup> ,
						10 <sup>th</sup> -7 <sup>th</sup> ,
						10 <sup>th</sup> -5 <sup>th</sup> ,
						9 <sup>th</sup> -8 <sup>th</sup> ,
						9 <sup>th</sup> -7 <sup>th</sup> ,
						9 <sup>th</sup> -5 <sup>th</sup> ,
						8 <sup>th</sup> -7 <sup>th</sup> ,
						8 <sup>th</sup> -5 <sup>th</sup> ,
						7 <sup>th</sup> -5 <sup>th</sup>

Table 7 includes the results of the Kruskal Wallis H Test results. It is illustrated that scale scores for students' grades are differed significantly,  $X^2(Sd=6, n=12, n=3, n=66, n=5, n=26, n=30, n=13) = 24.41$ ,  $p < .05$ . The highest test scores by students, considering the group order, belong respectively to 10<sup>th</sup>, 12<sup>th</sup>, 11<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup>, 8<sup>th</sup>, and 5<sup>th</sup> grades.

### Discussion

This section includes interpretations of the findings of the research. Descriptive statistics in Table 2 show us students expect to be greeted in English upon starting the lesson. When 1<sup>st</sup> and 18<sup>th</sup> items are considered, the majority of students either agree or strongly agree that their teacher should greet the students in English upon entering the classroom. When the 2<sup>nd</sup> and 19<sup>th</sup> items are considered, it can be concluded that most of the students expect their teacher to introduce the activities in Turkish. However, responses favoring English use are not negligible. When 3<sup>rd</sup> and 20<sup>th</sup> items are considered, most of

the students expect their teacher to speak Turkish while giving homework, but some of them are staying neutral. When 4<sup>th</sup> and 10<sup>th</sup> items are considered, most of the students expect their teacher to tell the Turkish meanings of new vocabularies. When the 5<sup>th</sup> and 21<sup>st</sup> items are reviewed, it may be concluded that there is a balance between the responses by students regarding their expectations from their teacher in explaining their questions in Turkish or English. When 6<sup>th</sup> and 8<sup>th</sup> items are considered, some of the students are staying neutral while most of them are agreeing that their teacher should speak Turkish while correcting their mistakes. When 7<sup>th</sup> and 11<sup>th</sup> items are considered, it can be concluded that some of the students are expecting their teacher to speak Turkish between activities, while others expect vice versa, thereby constituting a balance. When 9<sup>th</sup> and 12<sup>th</sup> items are considered, it can be inferred that their Teacher should speak Turkish, while some of them are staying neutral, when teaching new topics. When the 13<sup>th</sup> and 15<sup>th</sup> items are considered, it can be concluded that most of the students expect their teacher to translate the texts they read into Turkish. When 14<sup>th</sup> and 17<sup>th</sup> items are reviewed, it can be uttered that there is a strong agreement among students that their teacher should write the Turkish meanings of new vocabularies on the board. When 16<sup>th</sup> and 22<sup>nd</sup> items are reviewed, it can be said that most of the students expect their teacher to speak Turkish occasionally. When 23<sup>rd</sup> and 24<sup>th</sup> items are considered, the majority of students expect their teacher to speak Turkish outside the classroom.

Based on the findings, it can be concluded that students expect their teacher to use their native language, Turkish in this case, occasionally. They do not expect their native language to be neglected totally. This expectations by the majority of the students can be said to be in line with students' positive attitudes towards the use of native language in the learning environment by others' findings (Tang, 2002; Dujmović, 2007; Debrelı and Oyman, 2016; Sadighi, et al. 2018; Sah, 2017; Tajgozari, 2017; Gündüz, 2012, p. 126). Some researchers (Tang, 2002; Elmetwally, 2012, pp. 52-53; Ghorbani, 2013; Hashemi and Sabet, 2013; Agustin and Mujiyanto, 2015; Ben Chikh Elhocin and Zerrouki, 2015, p. 73) claimed that reasonable use of the native language, when it is necessary, has significant amounts of positive impact on learning. Thus, it can be said that students' expectations from their teacher regarding the use of native language at school are in line with the "reasonable" or "judicious" use of the native language.

Moreover, there is a positive relationship between grades of students and their expectations from their teachers regarding the use of native language at school, when the results of Pearson Correlation is considered. On the other hand, it can also be concluded that there is a positive relationship between the cities of students and their expectations from their teachers regarding the use of native language at school. This relationship may be because of socioeconomic differences between the cities. Cuartas Alvares (2014) mentions an all-girl public high school in Medellin, Colombia whose students are of low and middle-low socioeconomic status. He also states that students of the school are constantly using their native language and had negative attitudes towards using the target language. However, further research is needed to confirm these differences among cities or different students from different socioeconomic status in Turkey. When Table 6 is considered, it can be concluded that there is a highly significant difference between school levels. High

school students ( $\bar{X}$  = 63.01), expect more use of the native language from their teacher when compared to secondary school students ( $\bar{X}$  = 57.96). These differences may be because of the new implementation of the English Language Preparatory Program (MoNE, 2017), which is placed in 5<sup>th</sup> grades on some selected schools. When Table 7 is considered, it is concluded that scale scores for students' grades are differed, going highest to lowest as 10<sup>th</sup>, 12<sup>th</sup>, 11<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup>, 8<sup>th</sup>, and 5<sup>th</sup> grades. Thus, it could be concluded that as students' ages go up their expectations towards foreign language use from their teachers decrease, whereas students of lower grades are more inclined to the use of foreign language.

Generally, teachers' use of native language and target language affects students in many ways while teaching a language. Teachers should use the target language according to the level of students. Banning the target language totally in earlier grades can put stress on students. On the other hand, relying on the native language more than needed can also harm the students learning process. It is important to use the target language as a main channel of communication, while not banning the student's native language. Thus, teachers can make the learning and teaching environment best for their students in terms of motivating them, let them develop positive attitudes towards the foreign language class by reducing anxiety, and improve their learning that enhances the context of instruction.

Keeping students motivated through the learning process is vital. Baños (2009) states that the native language of young learners can be benefitted to overcome motivation issues in a second language class. Thus, being aware of student's expectations from their teacher's language selection in the learning environment can also be vital for keeping students motivated and encourage them to speak it as their levels go up. Dörnyei (2008, p. 2) states that almost all learners who are motivated enough can at least learn a language in some way or other, no matter how much they are inclined to learn a language.

Students developing positive attitudes towards the target language is definitely of great importance. It is hard to enable students to commit themselves to use the target language if they get anxious when they have the turn to speak. Mak (2011) states that one of the factors that lead to anxiety while students are to speak is not letting them use the first language. However, Gardner, Smythe, and Bruner (1977) reported that after five weeks of the intensive second language course, which is French, students are more motivated to gain proficiency and less anxious to learn it or use it. All that being said, it is fair to say that the target language should be encouraged to be spoken most of the time, but there are occasions to refer to students' first language. Moreover, it will be beneficial to gauge student's expectations on language choice in foreign language classes, which will enable teachers to reach best of the both worlds, using the target language most of the time and not demotivating students at the same time.

Teacher's selection of language in the classroom environment is also important during the learning process. Alshammari (2011) states that teacher's use of the first language, which is Arabic, does not necessarily reduce student's exposure to the target language, and is helpful for the learning process. They also state that it may improve the student's comprehension. However, they suggest teachers use students' native language only when there is no other way to explain difficult grammar rules and lexical items. Moreover, the roles of the student's native language in a classroom are varied. "The most

frequently used function of L1 was found to be giving instruction, followed by a translation of unknown words, classroom management, checking to understand, eliciting, drawing attention, giving feedback, grammar instruction, and translation of sentences, respectively.” (Tasçi & Aksu Ataç, 2020). Lastly, it is fair to say that neglecting student’s native language, which is a vital component of the learning and teaching process as mentioned above, will not be the best choice while teaching a target language.

### **Conclusion**

The use of the native language while teaching a foreign language is a topic of much debate in the education community. As time goes on, the general idea about the use of the native language has changed. In some approaches and methods, for example, the direct method, it is strictly banned. However, some approaches allow it to some degree. This allowance is judicious of course. Researchers and teachers had a range of ideas about the issue. Some studies included students’ attitudes towards the issue. In this study, it is aimed to find students’ expectations from their teachers regarding the use of the native language at school. It is concluded that students expect their teachers to use their native language, Turkish in this case, on occasions. It is also concluded that students’ grades and cities affect their expectations. High school students expect their teacher to use their native language more than their friends at secondary school levels. This difference between the two educational levels is interesting. This difference may be the result of “the younger the better” thought in foreign language teaching as the learners grow up, understanding and communication in foreign and second language will be inhibited if they are not facilitated enough from the process of language learning and acquisition at the early ages of their lives.

These findings are beneficial for foreign language teachers, illuminating them about their students’ expectations about the use of native language in the learning environment. By this way, it is likely that teachers have different points of views focusing on the use of native language and the target language by integrating them or separating from each other while preparing their lesson plans. If students’ expectations are met, it is fair to say their attention span may last longer and the motivation level of the learners’ may increase as well.

As for the limitations and suggestions, participants are not distributed evenly. More students from different cities and grades would give more reliable results. Lack of a follow-up interview may be counted as another limitation. An interview carried out after the questionnaire would give us more detail about students’ expectations. The impact of the English Language Preparatory Program on students’ expectations from their teacher regarding the use of native language at school can be considered a good topic to investigate in the future. Searching for the relation between the students’ genders and their expectations about the use of native language could be another suggestion for further research.

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