TEACHERS' PERCEPTIONS ON USING FIRST LANGUAGE IN NORTHERN CYPRUS EFL CLASSROOMS

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Abstract

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

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

1. Introduction

In this first section, detailed information about the problem statement, the purpose of the study, the significance of the study, limitations will be provided.

2. Problem Statement

Throughout decades of language teaching, the use of the first language (L1) has been one of the controversial issues in the field of English Language Teaching (ELT). There have been various opinions of researchers and English as a Foreign Language (EFL) teachers about using L1 in EFL classrooms because of different factors. The primary purpose of the foreign language teachers should be enhancing students' skills in the target language. In this case, teachers should apply the most appropriate methods and approaches while teaching a foreign language. Therefore, different approaches and teaching methods have been used by the teachers according to their perceptions. While some teachers support using L1 in EFL classes

which is called the bilingual approach, others support using the only target language (TL) in EFL classes; i.e. the monolingual approach.

3. Purpose of the Study

The present study aimed to investigate the perceptions of the EFL teachers at state secondary schools in northern Cyprus about using L1 (Turkish) to teach the target language (English). In other words, it aimed to reveal whether the teachers preferred to use the bilingual teaching method which includes either using both L1 and L2 or the monolingual method which supports the "English only" policy. In this respect, the current study aimed to answer the following research questions:

• What are the perceptions of EFL teachers in northern Cyprus about using L1 in English language classes at the secondary level?

• Are there any significant differences between the participants' perceptions based on:

o age?

o gender?

o first language?

o level of education?

o place of education?

o faculty of education?

o years of teaching experience?

o and the grades they teach?

3.1. Significance of the Study

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

3.2. Limitations of the Study

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

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

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

3.3. Literature Review

Utilization of the L1has been one of the main arguments in the field of Teaching English as a Foreign Language (TEFL). There are different perceptions about using L1 in the EFL classes, and several studies have been carried out on this issue until now. According to the previous studies (Çelik & Aydın, 2018; Erkan, 2019; Kayaoğlu, 2012; Kaymakamoğlu & Yıltanlılar, 2019; Mahmutoğlu & Kıcır, 2013; Sali, 2014; Tang, 2002), the majority of the EFL teachers do not reject the use of L1 which is called bilingual approach, especially in lower-level English language classes. They mostly prefer to apply the teaching methods which support using the mother tongue as a facilitator in the EFL classes which is monolingual approach. However, some teachers who reject using L1 support the idea that learners should be exposed to the TL to enhance it effectively (Krashen, 1981; Littlewood, 2011; Nazary, 2008; Philipson, 1992). There are several reasons for teachers for accepting or rejecting the idea of using L1 in the EFL classes, and in this part of the study, these reasons will be discussed in relation to the previous studies. In this section the perceptions about monolingual approach and bilingual approach in EFL classrooms will be investigated and then teachers' perceptions about using L1 will be discussed.

3.4. Perceptions about Using the Bilingual Approach

There have been several studies about using L1 in L2 classes to identify whether it is effective for the teaching and learning process or not. The bilingual approach is one of the approaches that are used by the teachers in EFL classroom settings (Afzal, 2013; Kayaoğlu, 2012; Mahmutoğlu & Kıcır, 2013; Paker & Karaağaç, 2015). Vygotsky (1962), Cook (2001), Freeman (2011), Nation (2003), Atkinson (1987), and Tang (2002) are the main supporters of the bilingual approach. Vygotsky (1962) who is one of the earliest supporters of the bilingual

approach claimed that "success in learning a foreign language is contingent on a certain degree of maturity in the native language" (p. 110). Teachers who support the bilingual approach, believe that using L1 is important to provide scaffolding for the students' learning process. Brown (2000) states that L1 should be used in English classrooms.

There are some cases where teachers prefer to use L1 in their classes. One of these cases is teaching complex grammar points. Comparing English grammar with the grammar of the students' mother tongue can be very effective for students (Kaymakamoğlu & Yıltanlılar, 2019). It can be a more practical and easier way to teach complex grammar items without confusing the students (Arifin, 2015). For example, while teaching the tenses, students can feel confused because in English there are sixteen tenses and in Turkish, they do not exist. Therefore, it is argued that it will be easier for the students if the teacher explains the new tenses in Turkish (L1). Cook (2001) also supports the bilingual approach because he claims that students can learn grammar and vocabulary superior and faster by using L1.

In addition to grammatical and vocabulary issues, the bilingual approach is used for instructional purposes. Using L1 improves the metalinguistic awareness of the students, and in certain cases, it supports students' comprehension abilities and language skills (Kaymakamoğlu & Yıltanlılar, 2019; Sali, 2014; Sarıçoban, 2010; Tang, 2002). Especially the lower-levels who have little or no knowledge of TL can identify the differences between their mother tongue and the TL and they can identify the similar utterances with L1 (Cole, 1998). The bilingual approach provides the gaining of linguistic knowledge and conceptional development that are related to each other. According to Cook (2001), learning a second language has a similar process with enhancing L1. Therefore, it is vital to make students be exposed to TL to acquire it effectively.

According to a recent study, teachers prefer to use L1 for classroom management purposes (Sali, 2014). For example, when the teacher wants to get students' attention to the lesson and to make the students quiet, L1 works better than using L2 (Sali, 2014). Findings indicate that under certain circumstances, using L1 provides autonomy to the teacher to get students' attention and manage the class effectively. It is also very effective for classroom management to get over the managerial problems in the classroom (Sali, 2014).

3.5. Perceptions about Using the Monolingual Approach (English Only Policy)

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

1993; Brown, 2001). In L2, it is important to get the input to be able to produce output as well.

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

a. English is taught best monolingually.

b. The ideal teacher of English is a native speaker.

c. The earlier English is taught the better result.

d. The more English is taught, the better the result.

e. If the other languages are used too much, standards of English will drop (p.185).

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

3.6. EFL Teachers' Perceptions about Using L1

EFL teachers are expected to help students to improve their English language skills and increase their proficiency levels in English. Using the mother tongue of the students is one of the arguments that differ from teacher to teacher. As mentioned earlier, various studies were conducted to investigate EFL teachers' perceptions about using L1 (e.g. Bensen & Çavuşoğlu, 2013; Çelik & Aydın, 2018; Debreli, 2016; Kayaoğlu, 2012; Kaymakamoğlu & Yıltanlılar, 2019; Mahmutoğlu & Kıcır, 2013; Sali, 2014; Şahin & Şahin, 2019; Yenice, 2018). According to these studies, teachers who preferred to use L1 stated several reasons why they preferred to do so in their classes. Teachers have different perceptions about when, for what purposes and to what extent they prefer to use L1. Although there are many teachers support using L1 in their classes, some others believe that it should be used when it is necessary. For example, Mahmutoğlu and Kıcır (2013) conducted a study at the University of Lefke, English Preparatory School with the EFL teachers and intermediate and upper-intermediate students to reveal their perceptions about using L1 (Turkish) in the class. on the EFL. In the study, the teacher participants underlined that L1 should be the last option to use and it should be used when it is necessary (Mahmutoğlu & Kıcır, 2013). Çelik and Aydın's (2018) study also revealed that overusing L1 limits the input that is required for students because they need to have input in TL to enhance it. It is important to use L1 when it is required to prevent misunderstanding. There are three main functions of L1 in EFL classes according to the teachers which are academic, managerial, and social/cultural functions.

First, teachers prefer to use L1 for academic purposes. For example, they use L1 for explaining the aspects of L2, translating words and sentences to make the meaning clear and

checking comprehension (Sali, 2014). The majority of the teachers stated that it is important to use L1 while teaching complex grammar structures and new vocabulary items because it is very practical and time-saving. In this study, the teachers' primary reason for using L1 is to provide better learner comprehension and to help them to be able to complete the given tasks successfully. Bensen and Çavuşoğlu (2013) conducted a study on four English teachers two of whom were bilinguals of English and Cypriot Turkish to reveal their acts about code-switching. The researchers revealed that participants including the native speakers of English code-switched during teaching because it was the shortest and easiest way to teach a topic. They code-switched to move from one topic to another, to clarify the meaning for the students while teaching grammar points, to clarify the meaning by repeating exact words, to clarify students' misunderstanding by using code-switching (Bensen & Çavuşoğlu, 2013). Şahin and Şahin (2019) also conducted a study on thirty-four English teachers from both state and private primary and secondary schools in Malatya. Most of the teachers in this study had positive attitudes towards using L1 in necessary situations. They preferred to use L1 to teach complex grammar points and to help students when they had difficulties. Therefore, comparing English grammar with the mother tongue's grammar can be very effective for the students' learning process. However, they claimed that it was very important to use TL during speaking and listening activities.

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

Second, teachers use L1 for managerial issues such as; giving instructions, managing discipline and drawing the students' attention to the lesson. For instance, when there is serious misbehavior in the classroom, the use of L1 by the teacher. L1 is also a tool to get students' attention when they seem out of the task. Another example can be given for drawing attention with Sali's (2014) study on secondary school teachers in the Turkish context, and according to the results of the study, teachers use Turkish which is the familiar linguistic and social code for the students to get their attention easily. Kaymakamoglu and Yıltanlılar (2019) conducted a study on five non-native English preparatory school teachers at Lefke European University to investigate their perceptions about using L1. The results investigated that they did not reject using L1 except one of them, and they mostly preferred to use L1 to make instructions clearer and more understandable. Erkan's (2019) study revealed that teachers use L1 for giving complex instructions and feedback. Yenice (2018) researched on elementary school students and EFL teachers from different public schools and different parts of Turkey. In this study, teachers used Turkish to some extent in their English classes. It was seen that L1 mostly used for instructional reasons to make the meaning clear by doing a translation.

Finally, EFL teachers use L1 for social and cultural functions. For example, teachers use shared cultural expressions such as idioms and jokes for rapport construction and to praise their students (Sali, 2014). The results of Paker and Karaağaç's (2015) study revealed that teachers mostly use L1 for making jokes, showing concern to the students, showing empathy, explaining difficult concepts, and grammar rules. Teachers prefer to use L1 to bring fun to the classroom. For example, in Erkan's (2019) study, it is revealed that teachers use L1 when they want to make jokes because using L1 increases students' self-confidence. Students may enjoy a joke told in their mother tongue more, so this will create a less stressed learning environment. All of the participants but one in Erkan's (2019) study shared the same idea about the indispensability of the use of L1. In Kayaoğlu's (2012) study, 59% of the teacher participants stated that they use L1 to increase students' motivation. Some teachers in this study also claimed that students feel more comfortable and their anxiety levels decrease when the teachers use L1. They believed that it is important to use L1 for creating a more relaxing learning environment for the students. In Sali's (2014) study, it is revealed that teachers use L1 in some situations where they would like to praise their students to create a more motivational and less threatening classroom atmosphere. The common thought of the teacher participants in this study is all of the teachers use L1 when there is a need.

4. Method

4.1. Research Design

The present study was carried out using a quantitative approach; it aimed to observe the perceptions of teachers about using Turkish (L1) in EFL classes. The research was designed as a survey that encompassed the use of a scientific sampling method with a designed questionnaire to measure a given population's perceptions and beliefs about the main argument of the study through the use of statistical methods (Sukamolson, 2007).

4.2. Participants and Setting

The participants in this study were 170 voluntary EFL teachers who were actively working at the secondary schools in the 2019-2020 academic year. The study was conducted at the state secondary schools, including colleges and vocational schools, in northern Cyprus. Only state secondary schools were selected as the setting of the current study because the researchers had observed the EFL teachers at a state secondary school and their preliminary observations revealed several disadvantages of teachers' L1 use in the EFL classes. In addition, although code-switching in adult EFL classrooms have been investigated (Bensen & Çavuşoğlu, 2013) in this context, the secondary school state school setting has not been researched. Table 1 shows the distribution of the participants' demographic information.

Table 1. Demographic Information of the Participants

Demographic Variable		*Frequency*	*Percent*
Age	Younger teachers	24	14.1
	Middle-Aged Teachers	131	77.1
	Older Teachers	15	8.8
Gender	Male	61	35.9
	Female	109	64.1
First language	Turkish	160	94.1
	English	10	5.9

Level of education	BA	109	64.1
	MA	61	35.9
Place of graduation	Cyprus	65	38.2
	Turkey	64	37.6
	Other	41	24.1
Faculty of graduation	Faculty of education	128	75.3
	Faculty of Arts and Sciences	27	15.9
	Other	15	8.8
Years of teaching experience	1-10	28	16.5
	11-15	94	55.3
	16 or more	48	28.2
Grade taught	Younger students	53	31.2
	Older students	76	44.7
	All groups	41	24.1

4.3. Data Collection Instrument

For this study, a researcher-made questionnaire was used as a data collection instrument. The teachers were provided with the questionnaire to evaluate their perceptions about using L1 in English language classes. The first version of the questionnaire included two parts. There were eight demographic questions in Part 1, and the statements were first pooled into 30 items in Part 2. The questionnaire was developed by the researcher. The prepared questionnaire was sent to three instructors from Near East University (NEU) English Language Teaching (ELT) department to get feedback about the content and the construct validity of the questionnaire.

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

4.4. Data Collection Procedures

First of all, the first version of the questionnaire was piloted with a small group of teachers to check if there were any ambiguous and unclear statements and to check the questionnaire in terms of validity and reliability. Comments on the design and length of the questionnaire were also required. All of the participants gave positive feedback on the items and the length of the questionnaire. Therefore, no changes were required in the questionnaire after the pilot study. The reliability of the piloted version was calculated using Cronbach Alpha, which showed that the alpha score was 0.953. Then, ethical clearance was sought through the Ethical Committee of Near East University and the Ministry of Education separately. After the clearance were granted, the questionnaires were distributed to the participants by visiting the schools. A total of 130 copies of the questionnaires were distributed by hand to the EFL

teachers in 14 secondary schools but only 85 were filled and returned. Then, due to the Severe Acute Respiratory Syndrome-Related Coronavirus (SARS-CoV2) pandemic, which broke out during the time of the data collection, the same questionnaire was prepared as an online survey by using Free Online Surveys (FOS) website and this was shared with the EFL teachers via several social media sites. Each participant was also asked to share it with their colleagues from their schools. In total 85 teachers filled the online survey. Therefore, the total number of questionnaires filled in by the participants was 170 at the end of the data collection. Finally, the gathered data were put onto the Statistical Package for Social Sciences (SPSS) to analyze and get the result of the study.

4.5. Reliability and Validity

Table 2. Reliability Statistics for the Questionnaire

Cronbach's Alpha	N of Items
,975	55

4.6. Data Analysis

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

5. Findings

5.1. Perceptions of EFL Teachers in North Cyprus about Using L1

The analysis of the data has shown that most of the EFL teachers in state secondary schools had negative perceptions of using L1 in the classroom. The majority of the teachers disagreed with using L1 more than English in the classroom. There were no mean scores for any of the items above 3.5 which means that the teachers did not agree or strongly agree with the given items, showing that they do not have a positive attitude towards using L1 in the classroom. The highest mean score was 3.47 which means that they were sort of neutral about using L1 in most of the statements (see Table 3). On average, they were not sure whether using L1 is time-saving, practical, and a facilitator for them in the classroom or not. This means that they do not agree using L1 in the classroom but when there is a necessary situation, they may use it. In Sarıçoban's study (2010), most of the teachers did not prefer to use L1 more than L2 in the classroom, and they preferred to use L1 in necessary situations, especially, while teaching a complex grammar structure. This shows that they do not support using a bilingual approach during the whole lesson, but they use it when students do not have enough vocabulary knowledge and high proficiency level in TL to get the meaning.

Table 3. EFL Teachers' Perceptions of Using L1

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

5.2. Differences Among Groups Based on Variables

The analysis showed that there are no differences in perceptions of middle-aged teachers and older teachers. However, in the majority of the items younger teachers are found to have more positive views than older teachers towards using Turkish (see Table 4). The results show that the younger teachers tend to use Turkish during the lesson because they believe that students can learn better when they make connections between the two languages (F $(2,167) = 4.95$, p = .008). They think that it is more practical to teach new vocabulary (F $(2,167) = 2.24$, p = .11), it is time-saving to use Turkish in the classroom (F $(2,167) = 2.40$, p = .93). They think that Turkish provides scaffolding for them when students have problems

(F (2,167) = 2.54, p = .082). Younger teachers also prefer to use L1 more than older teachers to make the meaning more comprehensible for the students. They give instructions in Turkish to make the meaning more comprehensible for the students (F (2,167) = 7.07, p = .001), they explain the gist of a listening passage to make it more comprehensible (F (2,167) = 4.09, p = .018), they support using L1 during the lesson more than older teachers to make their students understand each detail of the lesson (F (2,167) = 5.9, p = .003), and they also use L1 to make their students understand their mistakes (F (2,167) = 7.38, p = .001).

Table 4. Differences based on Age (ANOVA)

Dependent Variable	(I) Age	(J) Age	Mean Difference (I-J)	Sig.
It is important to translate a reading passage into Turkish to make students understand each detail.	Younger Teachers	Middle-aged Teachers	,751*	,001
	Middle-aged Teachers	Younger Teachers	-,751*	,001
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	Younger Teachers	Middle-aged Teachers	,594*	,006
		Older Teachers	,700*	,030
	Middle-aged Teachers	Younger Teachers	-,594*	,006
	Older Teachers	Younger Teachers	-,700*	,030
		Older Teachers	,683*	,030
	Older Teachers	Younger Teachers	-,683*	,030
		Older Teachers	,658*	,037
	Older Teachers	Younger Teachers	-,658*	,037
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	Younger Teachers	Middle-aged Teachers	,405*	,049
		Older Teachers	,775*	,011
	Middle-aged Teachers	Younger Teachers	-,405*	,049
	Older Teachers	Younger Teachers	-,775*	,011
It is important to use Turkish to get the students' attention when they get bored.	Younger Teachers	Middle-aged Teachers	,842*	,000
		Older Teachers	,733*	,015
	Middle-aged Teachers	Younger Teachers	-,842*	,000
	Older Teachers	Younger Teachers	-,733*	,015
I think talking about daily life in Turkish makes students relaxed.	Younger Teachers	Middle-aged Teachers	,636*	,001
		Older Teachers	,666*	,017
	Middle-aged Teachers	Younger Teachers	-,636*	,001

	Older Teachers	Younger Teachers	-,666*	,017
		Older Teachers	,608*	,047
	Older Teachers	Younger Teachers	-,608*	,047
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	Younger Teachers	Middle-aged Teachers	,744*	,001
		Older Teachers	,750*	,022
	Middle-aged Teachers	Younger Teachers	-,744*	,001
	Older Teachers	Younger Teachers	-,750*	,022
Turkish should be used in the classroom so that students can make connections between two languages.	Younger Teachers	Middle-aged Teachers	,495*	,006
		Older Teachers	,741*	,006
	Middle-aged Teachers	Younger Teachers	-,495*	,006
	Older Teachers	Younger Teachers	-,741*	,006
I support using Turkish more than English in the classroom.	Younger Teachers	Middle-aged Teachers	,553*	,002
	Middle-aged Teachers	Younger Teachers	-,553*	,002
		Older Teachers	,583*	,026
	Older Teachers	Younger Teachers	-,583*	,026
I think that using Turkish in English language classrooms can help students to do better in the exams.	Younger Teachers	Middle-aged Teachers	,558*	,008
		Older Teachers	,758*	,016
	Middle-aged Teachers	Younger Teachers	-,558*	,008
	Older Teachers	Younger Teachers	-,758*	,016
I think making jokes in Turkish creates a friendly environment in the class.	Younger Teachers	Middle-aged Teachers	,665*	,000
		Older Teachers	1,03*	,000
	Middle-aged Teachers	Younger Teachers	-,665*	,000
	Older Teachers	Younger Teachers	-1,03*	,000
I prefer using Turkish because my students find me strict if I always speak in English.	Younger Teachers	Middle-aged Teachers	,489*	,020
	Middle-aged Teachers	Younger Teachers	-,489*	,020
It is important to use Turkish in order to form closer relationships with the students.	Younger Teachers	Middle-aged Teachers	,458*	,026
	Middle-aged Teachers	Younger Teachers	-,458*	,026
I think using Turkish makes students feel comfortable to ask me whenever they have questions.	Younger Teachers	Middle-aged Teachers	,555*	,005
	Middle-aged Teachers	Younger Teachers	-,555*	,005

I prefer using Turkish because my students do not listen to me when I use English all the time.	Younger Teachers	Middle-aged Teachers	,571*	,008
		Older Teachers	,750*	,019
	Middle-aged Teachers	Younger Teachers	-,571*	,008
	Older Teachers	Younger Teachers	-,750*	,019
I think that using bilingual education is better than using only the target language (English) while teaching.	Younger Teachers	Middle-aged Teachers	,670*	,001
		Older Teachers	,641*	,028
	Middle-aged Teachers	Younger Teachers	-,670*	,001
	Older Teachers	Younger Teachers	-,641*	,028
It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.	Younger Teachers	Middle-aged Teachers	,566*	,001
		Older Teachers	,833*	,001
	Middle-aged Teachers	Younger Teachers	-,566*	,001
	Older Teachers	Younger Teachers	-,833*	,001
It is important to give instructions in Turkish to make sure that students are clear about the instructions.	Younger Teachers	Middle-aged Teachers	,792*	,000
		Older Teachers	,908*	,005
	Middle-aged Teachers	Younger Teachers	-,792*	,000
	Older Teachers	Younger Teachers	-,908*	,005

They prefer to use the bilingual approach more than the monolingual approach (F (2,167) = 5.96, p = .003). It can be stated that younger teachers mostly prefer to use the bilingual approach in their classes because it is easier to do translation rather than spending time and trying to make the meaning comprehensible by using TL. Younger teachers prefer to use translation maybe because of not having enough teaching experience. They want to make their students understand each detail, so they support their learning process with their mother tongue. They use L1 to decrease students' anxiety levels and make them motivated for being active in the classroom. Younger teachers prefer to use Turkish to get the students' attention when they get bored (F (2,167) = 10.3, p = .0) and they talk about daily life by using L1 to make students feel relaxed (F (2,167) = 6.01, p = .003). They also support using L1 to makes jokes in their L1 to create a friendly environment (F (2,167) = 9.1, p = .0). They may think that students feel less nervous when they hear a joke and a motivational speech in their L1. Kaymakamoğlu and Yıltanlılar (2019) revealed that older teachers tend to minimize the use of L1 more in their classrooms and this is also consistent with the findings related to the years of teaching experience. In contrast to the middle-aged teachers, younger teachers and older teachers want to form closer relationships with students and they prefer to use L1 to do it (F (2,167) = 2.53, p = .08). Therefore, it is revealed that younger teachers and older teachers have more positive attitudes towards using L1 for motivating students and establishing rapport with the students than middle-aged teachers. This is similar to Erkan's (2019) study

which indicated that both pre-service teachers and older teachers prefer to use L1 to increase students' motivation and create close relationships with the students.

The descriptive statistics based on gender show that there are no statistically significant differences between males and females in terms of their perceptions towards using Turkish (see Table 5). The mean scores of both groups are roughly the same for each item, which means that they have mostly the same perceptions about using L1 in EFL classrooms. This reveals that the perceptions about using L1 do not show differences according to gender. They mostly have a neutral approach to using L1 while teaching grammar and vocabulary. They do not have positive items about using L1 because the highest mean scores of male and female teachers are not above 3.4. The results indicate that gender does not affect the use of L1 because there are not any significantly different perceptions, the results are almost the same. Şahin and Şahin (2019) revealed the same result that there were not significantly different perceptions between male and female teachers in their study. Bensen and Çavuşoğlu's study (2013) revealed that both male and female participants code-switched nearly the same amount of time, and they preferred to use L1 to teach vocabulary, grammar and to clarify the meaning for the students when they feel the need of using it.

Table 5. Mean Scores for Items Based on Gender

	Gender	N	Mean
It is important to greet students in Turkish to make them feel comfortable before starting the lesson.	Male	61	1.72
	Female	109	1.77
It is important to translate a reading passage into Turkish to make students understand each detail.	Male	61	2.39
	Female	109	2.44
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	Male	61	2.54
	Female	109	2.70
I think using Turkish is time-saving in the classroom.	Male	61	3.19
	Female	109	3.16
I think using Turkish is practical while teaching grammar.	Male	61	3.36
	Female	109	3.33
I think using Turkish is more practical while teaching new vocabulary.	Male	61	3.16
	Female	109	3.18
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	Male	61	3.06
	Female	109	2.95
It is important to use Turkish to get the students' attention when they get bored.	Male	61	3.13
	Female	109	2.85
I think talking about daily life in Turkish makes students relaxed.	Male	61	3.14
	Female	109	3.10
I think using Turkish reduces barriers to language learning.	Male	61	3.00
	Female	109	2.99
I prefer using Turkish to warn students because they take it more seriously when I use Turkish.	Male	61	3.14
	Female	109	3.23
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	Male	61	2.77
	Female	109	2.77
Turkish should be used in the classroom so that students can make connections between two languages.	Male	61	3.06
	Female	109	3.11
I support using Turkish more than English in the classroom.	Male	61	2.03
	Female	109	2.04
I think Turkish should be used as a facilitator when teaching English.	Male	61	3.26
	Female	109	3.14
I think Turkish provides scaffolding for me to help the students when they have problems.	Male	61	3.27
	Female	109	3.38
I think that using Turkish in English language classrooms can help students to do better	Male	61	2.81

in the exams.	Female	109	2.77
I think making jokes in Turkish creates a friendly environment in the class.	Male	61	3.24
	Female	109	3.22
I prefer using Turkish because my students find me strict if I always speak in English.	Male	61	2.44
	Female	109	2.58
It is important to use Turkish in order to form closer relationships with the students.	Male	61	2.55
	Female	109	2.64
I think using Turkish makes students feel comfortable to ask me whenever they have questions.	Male	61	3.21
	Female	109	3.37
I prefer using Turkish because my students do not listen to me when I use English all the time.	Male	61	2.57
	Female	109	2.57
I think that using bilingual education is better than using only the target language (English) while teaching.	Male	61	3.09
	Female	109	3.15
It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.	Male	61	3.32
	Female	109	3.32
It is important to give instructions in Turkish to make sure that students are clear about the instructions.	Male	61	3.16
	Female	109	2.93

There are significantly different perceptions about using L1 between the teachers whose L1 is Turkish and the teachers whose L1 is English (see Table 6). Those teachers whose L1 is Turkish are more positive towards using Turkish, and they support using L1 rather than L2 more than other teachers (M = 2.07, SD = .79, t (168) = 2.24, p < .05). They believe that bilingual education is better than using only English (M = 3.19, SD = .87, t (168) = 3.48, p < .05) because L1 reduces barriers to language learning (M = 3.03, SD = .86, t (168) = 2.19, p < .05), and it helps students to make connections between the two languages (M = 2.4, SD = .84, t (168) = 2.8, p < .05). They also think that it is practical for teaching grammar (M = 3.38, SD = .92, t (168) = 2.21, p < .05), teaching vocabulary (M = 3.23, SD = .92, t(168) = 3.05, p < .05), it is time-saving (M = 3.23, SD = .91, t (168) = 3.43, p < .05), and it is a facilitator (M = 3.24, SD = .76, t (168) = 3.76, p < .05). Teachers whose L1 is Turkish also have more positive attitudes than other teachers towards using Turkish to clarify the meaning to make it easier and more comprehensible for the students (see Table 6).

Table 6. Differences Based on First Language

	First language	N	Standard Deviation	Mean
I think using Turkish is time-saving in the classroom.	Turkish	160	.914	3,23
	English	10	1.13	2,20
I think using Turkish is practical while teaching grammar.	Turkish	160	.924	3,38
	English	10	1.33	2,70
I think using Turkish is more practical while teaching new vocabulary.	Turkish	160	.926	3,23
	English	10	1.05	2,30
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	Turkish	160	.896	3,03
	English	10	1.25	2,30
It is important to use Turkish to get the students' attention when they get bored.	Turkish	160	.875	2,98
	English	10	.875	2,10
I think talking about daily life in Turkish makes students relaxed.	Turkish	160	.850	3,15
	English	10	.849	2,50
I think using Turkish reduces barriers to language learning.	Turkish	160	.864	3,03
	English	10	1.17	2,40
I prefer using Turkish to warn students because they take it more seriously when I use Turkish.	Turkish	160	.891	3,25
	English	10	1.17	2,40
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	Turkish	160	1.00	2,82
	English	10	.942	2,00

Turkish should be used in the classroom so that students can make connections between two languages.	Turkish	160	.804	3,13
	English	10	.843	2,40
I support using Turkish more than English in the classroom.	Turkish	160	.797	2,07
	English	10	.527	1,50
I think Turkish should be used as a facilitator when teaching English.	Turkish	160	.766	3,24
	English	10	.823	2,30
I think making jokes in Turkish creates a friendly environment in the class.	Turkish	160	.822	3,26
	English	10	1.07	2,60
I prefer using Turkish because my students find me strict if I always speak in English.	Turkish	160	.954	2,58
	English	10	.632	1,80
It is important to use Turkish in order to form closer relationships with the students.	Turkish	160	.912	2,65
	English	10	.942	2,00
I prefer using Turkish because my students do not listen to me when I use English all the time.	Turkish	160	.977	2,61
	English	10	.816	2,00
I think that using bilingual education is better than using only the target language (English) while teaching.	Turkish	160	.872	3,19
	English	10	.918	2,20
It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.	Turkish	160	.749	3,36
	English	10	.843	2,60
It is important to give instructions in Turkish to make sure that students are clear about the instructions.	Turkish	160	.997	3,06
	English	10	.918	2,20

Therefore, they use Turkish to summarize the lesson (M = 3.03, SD = .89, t (168) = 2.46, p < .05), to explain the meaning when students do not understand anything (M = 2.82, SD = 1, t (168) = 2.53, p < .05), to make the given instructions clear (M = 3.06, SD = .99, t (168) = 2.68, p < .05), to make students understand their mistakes (M = 3.36, SD = .74, t (168) = 3.12, p < .05). It is also seen that teachers whose L1 is Turkish prefer to use Turkish more than other teachers for humor to form closer relationships with students and to motivate their students. They use Turkish to get students' attention when they get bored (M = 2.98, SD = .87, t (168) = 3.1, p < .05), they use Turkish to talk about daily life because talking about daily life in their mother tongue makes students relaxed (M = 3.15, SD = .85, t (168) = 2.36, p < .05) and they use Turkish to tell jokes to create a friendly environment (M = 3.26, SD = .82, t (168) = 2.45, p < .05). Students' L1 is Turkish and they may understand the jokes in Turkish better than English. The teachers who like joking in the classroom think that students may enjoy a joke told in Turkish. This will create a less-stressed learning environment, and so they help their students learn better. Erkan (2019) stated that the majority of the teachers whose L1 is Turkish like to use Turkish in their classes to make jokes because they believe that the mother tongue increases students' self-confidence. This result is also consistent with Levine (2003) who found that students who can use their L1 were less anxious about learning TL. It can be seen that they use their L1 to build a good rapport with their students (M = 2.65, SD = .91, t (168) = 2.18, p < .05). Students may feel free to talk about their problems by using Turkish. Some students are shy and afraid of speaking in English, so Turkish provides scaffolding for the teachers whose L1 is Turkish to help those students. Therefore, teachers whose L1 is Turkish prefer to use L1 in order not to be a strict teacher according to the students (M = 2.58, SD = .95, t (168) = 2.54, p < .05), and they prefer to use L1 to make students feel relax and listen to the lesson (M = 2,61, SD = .97, t (168) = 1.93, p < .05). They also prefer to use more Turkish than other teachers to warn their students to make students understand and pay more attention to the issue emphasized (M = 3.25, SD = .89, t (168) = 2.88, p < .05).

On the other hand, native English language teachers do not prefer to use L1 as much as others. The reason for not preferring to use L1 maybe they are not native speakers of Turkish

and they are afraid of confusing students by do not use Turkish correctly. This is consistent with the study of Bensen and Çavuşoğlu (2013) which stated that the teacher who was a native-speaker of English had a lower frequency level of code-switching in the class than the others because she had lower proficiency in Turkish.

The teachers who have only BA degree have more positive attitudes towards using L1(see Table 7). Those teachers who have only BA degree like to use Turkish in their classes more than the ones who did their MA degree, and they mostly prefer to use L1 because it is time-saving (M = 3.28, SD = .91, t (168) = 1.98, p < .05), and also they think that it reduces barriers to language learning (M = 3.1, SD = .88, t (168) = 2.10, p < .05). Teachers with only a BA degree also prefer to use L1 more than others to make the meaning clearer and more comprehensible. They use L1; to summarize the lesson to make it more comprehensible (M = 3.14, SD = .85, t (168) = 2.91, p < .05), to make the meaning clear when students do not understand anything in the target language (M = 2.89, SD = 1,02, t (168) = 2.13, p < .05), to translate reading passages (M = 2.57, SD = 1.01, t (168) = 2.70 , p < .05), and to give a listening gist in Turkish to make the meaning comprehensible for the students (M = 2.76, SD = .97 , t (168) = 2.03, p < .05). They believe that it is better for the students to make connections between the two languages (M = 3.19, SD = .79, t (168) = 2.10, p < .05). Teachers who do not have an MA degree also tend to use L1 for humor more than the others with an MA degree to form a closer relationship with the students. Therefore, they use L1; to greet their students (M = 1.84, SD = .70, t (168) = 2.34, p < .05), to create a friendly environment by telling jokes in Turkish (M = 3.3, SD = .74, t (168) = 2.08, p < .05), and to get students' attention when they get bored (M = 3.05, SD = .84, t (168) = 2.35, p < .05). They also use L1 to help students do better in the exams (M = 2.49, SD = .94, t (168) = 3.15, p < .05). On the other hand, teachers with MA degrees are more careful about using L1, and they do not prefer to use L1 more than TL in the class.

Table 7. BA Level Teachers and MA Level Teachers

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

I think making jokes in Turkish creates a friendly environment in the class.	BA	109	3,33	,746
	MA	61	3,04	,990
I think that using bilingual education is better than using only the target language (English) while teaching.	BA	109	3,27	,869
	MA	61	2,88	,914

It can be argued that teachers with MA degrees have more awareness regarding research and theory about the use of L1 in the classroom. This is consistent with Mansor (2017) who stated that teachers' level of education has an impact on their perceptions towards L1 use in EFL classrooms. Teachers who use L2 exclusively might be influenced more by the monolingual perspective during their training and education process. Since the recent literature in this regard favors a more monolingual approach in general, they may be influenced by this and may be knowledgeable and aware of the impact of using L1 or not using it in a particular classroom. They want to use TL effectively in the class, so they minimize the use of L1. However, teachers with only BA degree support using Turkish more than English in the classroom (M = 2.16, SD = .82, t (168) = 2.24, p < .05)and they believe that using bilingual approach is better than the monolingual approach (M = 3.27, SD = .86, t (168) = 3.48, p < .05).

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

The teachers who had graduated from other countries have significantly different views (see Table 8). They support using monolingual approach and minimizing the use of L1 in their classes. This finding is significant because it shows that the place of education is very important in shaping the attitudes and practices of in-service teachers. It also indicates that teacher education programs in Cyprus and Turkey tend to be more positive about allowing L1 use in the classroom while those in other countries have more strict rules and perceptions towards using L1 and they are closer to the monolingual approach while teaching a foreign language.

Table 8. Statistics Based on Place of Graduation

Dependent Variable	(I) Place of graduation	(J) Place of graduation	Mean Difference (I-J)	Sig.
It is important to greet students in Turkish to make them feel comfortable before starting the lesson.	Cyprus	Other	,355*	,009
It is important to translate a reading passage into Turkish to make students understand each detail.	Cyprus	Other	,419*	,037
	Turkey	Other	,504*	,012
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	Cyprus	Other	,633*	,001
	Turkey	Other	,427*	,028
	Turkey	Other	,552*	,004
I think using Turkish is practical while teaching grammar.	Cyprus	Other	,616*	,001
	Turkey	Other	,748*	,000
I think using Turkish is more practical while teaching new vocabulary.	Cyprus	Other	,529*	,005
	Turkey	Other	,643*	,001
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	Cyprus	Other	,809*	,000
	Turkey	Other	,781*	,000
It is important to use Turkish to get the students' attention when they get bored.	Cyprus	Other	,549*	,002
	Turkey	Other	,565*	,001
I think talking about daily life in Turkish makes students relaxed.	Cyprus	Other	,410*	,016
	Turkey	Other	,413*	,016
I think using Turkish reduces barriers to language learning.	Cyprus	Other	,564*	,001
	Turkey	Other	,706*	,000
I prefer using Turkish to warn students because they take it more seriously when I use Turkish.	Cyprus	Other	,548*	,003
	Turkey	Other	,507*	,006
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	Cyprus	Other	,464*	,020
	Turkey	Other	,618*	,002
Turkish should be used in the classroom so that students can make connections between two languages.	Cyprus	Other	,492*	,002
	Turkey	Other	,527*	,001
I support using Turkish more than English in the classroom.	Cyprus	Other	,433*	,005
	Turkey	Other	,575*	,000
	Turkey	Other	,385*	,016
I think Turkish provides scaffolding for me to help the students when they have problems.	Turkey	Other	,426*	,007
	Cyprus	Other	,581*	,002
I think that using Turkish in English language classrooms can help students to do better in the exams.	Turkey	Other	,611*	,001
	Turkey	Other	,475*	,005
I think making jokes in Turkish creates a friendly environment in the class.	Turkey	Other	,450*	,007
	Turkey	Cyprus	-,475*	,005
	Other	Turkey	-,450*	,007
I prefer using Turkish because my students find me strict if I always speak in English.	Turkey	Other	,403*	,035
	Cyprus	Other	,613*	,001
It is important to use Turkish in order to form closer relationships with the students.	Turkey	Other	,548*	,003

| | | | Turkey | Other | ,572[*] | ,003 |
| | | | Cyprus | Other | ,357[*] | ,020 |

It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.

In the majority of the items teachers who are graduated from the faculty of education have significantly different perceptions than those who graduated from the faculty of arts and sciences and other faculties. Those who are graduated from the faculty of education have more positive perceptions towards using L1 for humor. They think making jokes in Turkish creates a friendly environment (F $(22,167) = 7.7$, p = .001), they also use L1 to build good relationships with the students (F $(2,167) = 5.5$, p = .005).

Table 9. Differences based on Faculty of Graduation

Dependent Variable	(I) Faculty of graduation	(J) Faculty of graduation	Mean Difference (I-J)	Sig.
It is important to greet students in Turkish to make them feel comfortable before starting the lesson.	Faculty of Arts and Sciences	Other	,381[*]	,042
It is important to translate a reading passage into Turkish to make students understand each detail.	Faculty of Education	Faculty of Arts and Sciences	,459[*]	,029
		Other	,836[*]	,002
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	Faculty of Education	Other	,973[*]	,000
	Faculty of Arts and Sciences	Other	,718[*]	,020
I think using Turkish is time-saving in the classroom. Bb	Faculty of Education	Other	,740[*]	,004
I think using Turkish is practical while teaching grammar.		Other	,943[*]	,000
	Faculty of Arts and Sciences Other	Other	,651[*]	,031
I think using Turkish is more practical while teaching new vocabulary.	Faculty of Education Faculty of Arts and Sciences	Other	,755[*]	,004
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.		Other	,611[*]	,016

		Faculty of Arts and Sciences		
It is important to use Turkish to get the students' attention when they get bored.	Faculty of Education	Faculty of Arts and Sciences Other	,425[*]	,033
I think talking about daily life in Turkish makes students relaxed.	Faculty of Education	Faculty of Arts and Sciences	,448[*]	,013
I think using Turkish reduces barriers to language learning.	Faculty of Education	Faculty of Arts and Sciences	,442[*]	,018
I prefer using Turkish to warn students because they take it more seriously when I use Turkish.	Faculty of Education	Faculty of Arts and Sciences	,447[*]	,021
		Other	,669[*]	,007
I think making jokes in Turkish creates a friendly environment in the class.	Faculty of Education	Faculty of Arts and Sciences	,478[*]	,006
		Other	,700[*]	,002
I prefer using Turkish because my students find me strict if I always speak in English.	Faculty of Education	Faculty of Arts and Sciences	,687[*]	,001
It is important to use Turkish in order to form closer relationships with the students.	Faculty of Education	Faculty of Arts and Sciences	,482[*]	,012
		Other	,608[*]	,014
I prefer using Turkish because my students do not listen to me when I use English all the time.	Faculty of Education	Faculty of Arts and Sciences	,480[*]	,019
I think that using bilingual education is better than using only the target language (English) while teaching.	Faculty of Education	Other	,501[*]	,041
It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.	Faculty of Education	Other	,516[*]	,014

They also use Turkish to make students listen to the whole lesson ($F_{(2,167)} = 4.5$, $p = .012$). Teachers who graduated from faculties of education and arts and sciences both believe that using L1 is time-saving ($F_{(2,167)} = 4.3$, $p = .014$) and it is practical while teaching grammar ($F_{(2,167)} = 7.4$, $p = .001$), teaching new vocabulary ($F_{(2,167)} = 1.9$, $p = .008$). They also use L1 for summarizing the lesson to make the meaning more comprehensible for the students ($F_{(2,167)} = 3.1$, $p = .045$). As it is seen, teachers who have graduated from other

faculties have negative perceptions towards using L1 more than L2 in the class (see Table 9). They do not support bilingual approach in the class (F (2,167) = 3.35, p = .037). They mostly prefer to use English and minimize Turkish while teaching English. It is possible to state that those who have graduated from other faculties are not aware of the possible ways of using L1 in the classroom effectively. Therefore, it can be said that teachers who are from different faculties have different views toward L1 use.

In the majority of the items, teachers who had 1-10 years of experience had significantly different perceptions than those who had 11-15, and 16 or more years of teaching experience. However, more experienced groups of teachers, namely those who had 11-16 and 16 or more years of experience did not have differences between their perceptions towards using L1 (see Table 10). Teachers with 1-10 years of teaching experience have more positive attitudes towards using Turkish. They feel the need for L1 use to create better relationships with students to make them more motivated (F (2,167) = 4.2, p = .016). They also support using L1 more than others who are more experienced to teach grammar, teach vocabulary and to give instructions to make the meaning clear (F (2,167) = 6.9, p = .001). This reveals that more experienced teachers manage to use English in their classes better than others. Those who have less than 11 years of experience support the bilingual approach more than others (F (2,167) = 8.8, p = .0). They like to use L1 as a facilitator (F (2,167) = 3.5, p = .03), time-saving tool (F (2,167) = 2.4, p = .09). It is also a practical to teach grammar (F (2,167) = 1.5, p = .2) and vocabulary (F (2,167) = 2.5, p = .07). These results are consistent with the significance between the ages of teachers in this study. It can be stated as; the more experienced teachers, the less need of L1. The study of Cudi et al.'s (2014) can be given as a consistent example of this study. It conducted on both EFL teachers and ELT department students to reveal their perceptions towards using L1. The results showed that students stated that TL should be used in EFL classrooms while EFL teachers stated that L1 should be used when it is necessary. Moreover, Kaymakamoğlu and Yıltanlılar's (2019) study revealed that the teachers who had more years of teaching experience than others tried to minimize the use of L1 and maximize the use of L2. They can manage to use TL by trying several techniques rather than using L1 all the time. However, less experienced teachers may have a fear of making students confused, so they may prefer the easiest and the most practical way to teach a foreign language.

Table 10. Differences Based on Years of Teaching Experience

Dependent Variable	(J) Years of teaching experience	Mean Difference (I-J)	Sig.
It is important to translate a reading passage into Turkish to make students understand each detail.	11-16	,602*	,005
	16 or more	,735*	,002
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	11-16	,411*	,050
	16 or more	,696*	,003
I think using Turkish is time-saving in the classroom.	16 or more	,455*	,045
I think using Turkish is more practical while teaching new vocabulary.	16 or more	,505*	,026

I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	16 or more	,726*	,001
	16 or more	,375*	,021
It is important to use Turkish to get the students' attention when they get bored.	11-16	,734*	,000
	16 or more	,940*	,000
I think talking about daily life in Turkish makes students relaxed.	11-16	,557*	,002
	16 or more	,767*	,000
I prefer using Turkish to warn students because they take it more seriously when I use Turkish.	16 or more	,547*	,013
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	11-16	,626*	,003
	16 or more	,955*	,000
	11-16	-,328	,058
Turkish should be used in the classroom so that students can make connections between two languages.	11-16	,414*	,017
	16 or more	,625*	,001
	1-10	-,625*	,001
	11-16	-,210	,142
I support using Turkish more than English in the classroom.	11-16	,392*	,021
	16 or more	,476*	,011
	1-10	-,392*	,021
I think Turkish should be used as a facilitator when teaching English.			
	16 or more	,470*	,013
I think Turkish provides scaffolding for me to help the students when they have problems.	16 or more	,425*	,024
I think that using Turkish in English language classrooms can help students to do better in the exams.	11-16	,420*	,037
	16 or more	,791*	,000
	16 or more	,371*	,026
I think making jokes in Turkish creates a friendly environment in the class.	11-16	,629*	,000
	16 or more	,863*	,000
	16 or more	,639*	,004
It is important to use Turkish in order to form closer relationships with the students.	11-16	,450*	,022
	16 or more	,619*	,005
	16 or more	,168	,297
I think using Turkish makes students feel comfortable to ask me whenever they have questions.	11-16	,484*	,011
	16 or more	,583*	,006
I prefer using Turkish because my students do not listen to me when I use English all the time.	11-16	,575*	,006
	16 or more	,752*	,001
I think that using bilingual education is better than using only the target language (English) while teaching.	11-16	,607*	,001
	16 or more	,860*	,000
It is important to make students understand their mistakes, so I use	11-16	,544*	,001

Turkish to explain them their mistakes.				

Teachers who teach younger and older students have differences in their perceptions towards using Turkish, and those who teach younger and all groups have differences as well. In the majority of the items, there was no difference between those who teach older students and those who teach all groups (see Table 11). It can be stated that teachers like to use Turkish for humor in the classroom and this is for teachers with a younger group of students. Those teachers who teach younger groups may feel the need to connect with their students and motivate them by using humor in the class. For example, they greet their students in Turkish to make them feel comfortable before the lesson (F $(2,167)$ = 3.6, p = .02). The young students do not understand jokes in English, so teachers prefer Turkish in that case (F $(2,167)$ = .9, p = .3). They also use Turkish to form closer relationships with the younger students (F $(2,167)$ = 4.03, p = .1). It shows that most of the teachers have positive attitudes towards using L1 while teaching younger students whose proficiency level is lower than others. They support using L1 more than L2 during the lesson (F $(2,167)$ = 8.4, p = .0) and they support using the bilingual approach (F $(2,167)$ = 7.9, p = .001).

Table 11. Differences Based on Grade Level Taught

Dependent Variable	(I) Which grades do you teach?	(J) Which grades do you teach?	Mean Difference (I-J)	Sig.
It is important to greet students in Turkish to make them feel comfortable before starting the lesson.	Younger students	Older students	,272*	,028
		All groups	,353*	,010
It is important to translate a reading passage into Turkish to make students understand each detail.	Younger students	Older students	,482*	,008
		All groups	,618*	,002
By explaining the gist of a listening passage into Turkish, students can easily understand what it is about.	Younger students	Older students	,657*	,000
		All groups	,846*	,000
I think using Turkish is time-saving in the classroom.	Younger students	Older students	,425*	,011
		All groups	,783*	,000
	Older students	All groups	,358*	,040
I think using Turkish is practical while teaching grammar.	Younger students	Older students	,571*	,001
		All groups	,833*	,000
I think using Turkish is more practical while teaching new vocabulary.	Younger students	Older students	,650*	,000
		All groups	,644*	,001
I think using Turkish to summarize the lesson is better to make it more comprehensible for the students.	Younger students	Older students	,659*	,000
		All groups	,816*	,000

It is important to use Turkish to get the students' attention when they get bored.	Younger students	All groups	,698*	,000
	Older students	All groups	,406*	,020
I think talking about daily life in Turkish makes students relaxed.	Younger students	All groups	,584*	,001
	Older students	All groups	,522*	,001
I think using Turkish reduces barriers to language learning.	Younger students	Older students	,325*	,041
		All groups	,565*	,002
I prefer using Turkish to warn students because they take it more seriously when I use Turkish.	Younger students	Older students	,533*	,001
		All groups	,856*	,000
Students do not understand anything in English, so I think it is better to speak in Turkish while teaching.	Younger students	Older students	,371*	,038
		All groups	,740*	,000
	Older students	All groups	,369*	,048
Turkish should be used in the classroom so that students can make connections between two languages.	Younger students	Older students	,419*	,004
		All groups	,607*	,000
I support using Turkish more than English in the classroom.	Younger students	Older students	,363*	,009
		All groups	,681*	,000
	Older students	All groups	,318*	,027
I think Turkish should be used as a facilitator when teaching English.	Younger students	Older students	,368*	,009
		All groups	,618*	,000
I think Turkish provides scaffolding for me to help the students when they have problems.	Younger students	Older students	,340*	,018
I think that using Turkish in English language classrooms can help students to do better in the exams.	Younger students	Older students	,343*	,036
		All groups	,927*	,000
	Older students	All groups	,584*	,001
I prefer using Turkish because my students find me strict if I always speak in English.	Younger students	All groups	,621*	,001
		All groups	,453*	,011
It is important to use Turkish in order to form closer relationships with the students.	Younger students	Older students	,356*	,032
		All groups	,536*	,004
I prefer using Turkish because my students do not listen to me when I use English all the time.	Younger students	All groups	,691*	,000
	Older students	All groups	,395*	,029
		All groups	,395*	,029

35

I think that using bilingual education is better than using only the target language (English) while teaching.	Younger students	Older students	,486*	,002
		All groups	,702*	,000
It is important to make students understand their mistakes, so I use Turkish to explain them their mistakes.	Younger students	Older students	,359*	,010
		All groups	,410*	,008
It is important to give instructions in Turkish to make sure that students are clear about the instructions.	Younger students	Older students	,391*	,029
		All groups	,725*	,000

They may not be able to understand given instructions, grammatical structures, and new vocabulary items, so it is better to use the first language to make the meaning clear and more understandable for them. They use L1 to translate a reading passage (F (2,167) = 5.3, p = .005), to explain the gist of a listening passage (F (2,167) = 11.3, p = .0), to summarize the lesson (F (2,167) = 12.3, p = .0), to give instructions to make the meaning clearer and more comprehensible (F (2,167) = 5.2, p = .006). However, less L1 should be used for the higher proficiency-level students. In Kayaoğlu's study (2012), all of the teachers asserted that they use L1 in their grammar courses, especially for beginner levels. Deller and Rinvolucri (2002) indicated that comparing English grammar with the mother tongue's grammar can be very positive for some learners, especially for the younger learners who have lower level of proficiency in L2. Their learning progress may be quicker and more effective when their L1 is allowed. Translation exercises may also be an effective practice for the younger students when there is a complex grammar point. This is also consistent with the study of Kaymakamoğlu and Yıltanlılar (2019) which stated that teachers' perceptions show differences according to the students' level. For example, they prefer to use L1 at beginner level because learners have difficulties in understanding what is going on in the classroom but they prefer to use TL more than L1 while teaching intermediate levels. Similarly, Miles (2004) highlighted the need for L1 use with lower level students to teach grammar to avoid misunderstanding.

5. Discussion, Conclusions and Suggestions

5.1. Summary of the Main Results

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

The analysis of the data provided answers to the research questions and sub-questions. The data showed that the majority of the teachers had a neutral approach towards using L1 in EFL classrooms. They undecided about whether using L1 is time-saving, practical and a facilitator for them to teach English or not – while some teachers strongly agreed with these, others

strongly disagreed. Therefore, they try to use it only when there is a necessary situation. This is similar to the previous studies (Kayaoğlu, 2012; Mahmutoğlu & Kıcır, 2013) which indicated that teachers sometimes preferred to use L1 to clarify the difficult concepts, to teach grammar and vocabulary and finally to help students comprehend difficult structures easily. They prefer to use L1 to deal with the problems that may occur in the classroom, to clarify the meaning of a word to make it more understandable for the students, especially while giving instructions, complex grammar structures and new vocabulary items. On the other hand, the majority of the teachers did not support using L1 to translate reading passages and the gist of listening passages. This means that most of them believe that students should be exposed to the input of the target language (TL). Therefore, while doing listening and reading exercises, according to the participants, it is important to provide students with TL as much as possible rather than using L1. Although the majority of the teachers supported using L2 more than L1, they did not agree on giving minus to their students as a punishment when they use L1. This can be interpreted that as teachers not wanting to scare their students by applying punishment. This also shows that they care about their students' needs including the psychological needs as well because when there is a comfortable learning environment for the students, their anxiety levels will decrease and language learning will be facilitated. In this respect, they have similar views with Auerbach (1993), who stated that using L1 reduces anxiety level and creates an effective learning environment for the students.

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

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

5.2. Pedagogical Implications for Teachers

The findings related to L1 use in English language education reveals that despite the rejection of L1 use in some contexts by EFL teachers, it can be used in certain cases for helping teachers to make the teaching and learning process more effective. Taking the findings into account, it is suggested that teachers should be aware of the importance of using TL more than L1 in the EFL classrooms. Since younger and less experienced teachers had more positive perceptions of L1 use, it is recommended that there should be in-service trainings and education programs for those teachers who tend to use L1 more than TL in the classroom. These programs can focus on helping teachers reduce the use of L1 in cases where they feel the need to use L1. They should also focus on equipping teachers with techniques and strategies that would allow them to use English

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

5.3. Recommendations for Further Studies

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

With regard to the findings of teacher training and factors that are relevant, i.e. level of education, place of graduation and faculty of graduation, further studies focusing on the content of teacher education programs and approaches of specific departments and lecturers, especially in the context of Cyprus and Turkey, can be conducted. Their approaches to the

issue appear to be crucial in shaping the attitudes and perceptions of future teachers regarding L1 use in the EFL classroom. In further research, the specific information related to the 'other' option for place of graduation and faculty of graduation can be investigated as this was a significant factor in differences in the perceptions towards the use of L1.

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

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