The Case of Insructors Usıng Mother Tongue in Englısh Prep Classes

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Abstract
The purpose of this study is to investigate the case of insructors using mother tongue in English Prep classes. This study is a descriptive research and in this study, qualitative research methods were used. Study group was decided by "*purposeful sampling method*". In the spring and fall terms of 2015-2016 school year, the study was carried out with 4 instructors using a coursebook in their prep classes of the School of Foreign Languages, Kocaeli University. Observation and interview were data collection instruments in this study. Observations were carried out in 4 classes; 2 from Elementary and Starter levels, 2 from Morning and Evening classes. For observations, structured observation forms were used and for the analysis of observation data, content analysis method was used. 4 instructors teaching in the classes observed by the researcher attended to the interviews and for interviews, semi-structured interview forms were used. Each interview was recorded to be examined another time. After those records were transcribed they were analysed by content analysis method. According the results of observation and interview analysis, it was found that instructors used L1 much more to "*check understanding, give instructions, build rapport among students, give feedback, talk about administrative information and explain grammar rules"*. Moreover, it was found out that there was no difference in the cases of insructors' using mother tongue in different levels but when different types of educatio (morning- Evening classes) were thought, it was observed that mother tongue was used in different cases. On the basis of these results, it was observed that intructors' using mother tongue in teaching foreign language had an important place. Some recommendations especially related to the practices in different levels and types of education were given.
Keywords: Foreign language teaching; Use of mother tongue; Instructors
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1.   Introduction

Language is the main source of communication between people and cultures. Language is crucial not only for communication but also for information transfer and acquisition. A person gains access to knowledge of his or her own culture and values through the main language while accessing other cultures and their knowledge through different languages. For this reason, the person has a tendency to learn different languages, and learning a new language, mastering that language, and all activities on this field are evaluated in the field of foreign language teaching and learning. When referring to foreign language teaching, the first language that comes to mind is English language. It was no coincidence that English was called "Lingua Franca", that is to say, language - common language. In communities where many different languages are spoken around the world, common agreement has been adopted in English as a language.

Approaches and Methods Used in Foreign Language Teaching
In the majority of the last century, in the target language education, the idea that the second languages are best learned and taught themselves has been suppressed. The mother tongue was seen as a negative effect and according to theorists and methodologists, the target language was the most appropriate language for the class with the recommendation of teachers not to use the mother tongue, or to reduce the most. The monolingual approach to foreign language teaching is based on the Reform Movements towards the end of the nineteenth century. Since the 1980s the English-only approach has been used in English as a Second Language (ESL) and it is considered ordinary. Although there have always been arguments and debates about the subject, this approach has also had a worldwide impact on the English as a Foreign Language (EFL). Recently; but researchers have begun questioning the validity of this situation (as cited in: Song, 2009).

The two main approaches that determine the extent to which the mother tongue should be used in foreign language classes are: monolingual approach and bilingual approach. As the terms imply, only the target language should be used in the monolingual approach. On the other hand, in bilingual approach, mother tongue can be used in certain places (Şevik, 2007).

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The main reason that is against to the mother tongue comes from the monolingual approach philosophy. One of the advocates of the monolingual approach, Krashen (1981) argues that foreign language learners have passed through the same process as the mother tongue acquisition process, so that the mother tongue must be kept at the bottom of the foreign language learning stage. Krashen also pointed out that students should be exposed to as many target languages as possible while emphasizing that learners need to learn the second language as their native languages.

Many linguists oppose the use of mother tongue in foreign language classes because of the obstruction of the mother tongue in target language. Advocates of this approach (Krashen, 1981, Krashen and Terrell, 1983) state that the mother tongue should not be used in the foreign language classes as:

- Using the mother tongue can be a habit to resort to when a difficulty arises.
- Moreover, mother tongue may mislead because of differences between two languages.
- When the mother tongue is used, errors may occur due to the negative mother tongue transfer. For example; Arabic and English have different sentence structures. In Arabic there is a sort of "v-s-o" that means "verb-subject-object" whereas in English there is usually a sort of "s-v-o" that means "subject-verb-object". This situation can also create difficulties for Arab students (Jadallah and Hasan, 2010).

Cinar (2013), likewise, described the disadvantages of educators' using the mother tongue in the foreign language classes as follows.

- Returning to the mother tongue at every difficulty means that students are less exposed to the target language so there is less input and as a result they learn less.
- Translation from the mother tongue to the target language often does not work. It is absurd and funny to translate not only because of syntax differences but also from pragmatic differences.

The philosophy of bilingual approaches lies at the basis of the methods that adopt the use of mother tongue, even if it is a certain measure. In recent years, the focus has shifted to using the mother tongue in language classes. Studies (Tang, 2002, Simsek, 2010, Imani and Farahian, 2016) show that both teachers and students have a positive attitude towards the use of mother language while learning a foreign language.So,monolingual approach is criticized by researchers, teachers and students who believe that it would be useful to use the mother tongue in foreign language classes. In other words, it is thought that using the mother tongue is a natural situation in foreign language teaching and if it is used reasonably, the mother language will contribute positively to the learning process (Jadallah and Hasan, 2010).

Some advocates of bilingual approach such as Atkinson (1993); Macaro (2001); Deller and Rinvolucri (2002); Widdowson (2003); Aurbuch (1998) and Harbord (1992); state that the mother tongue represents a powerful source that can be used to improve foreign language learning, but it must be used in a principled way. Macaro (2001), one of the advocates of this approach, argues that excluding the mother tongue from class is not only impractical but also deprives students of an important tool to help them learn the language.

Situations In Which The Mother Tongue Is Used In Foreign Language Teaching
Some of the proposals of different researchers on situations where the mother tongue is used in foreign language classes can be summarized as follows:

Atkinson (1987) stated that the mother tongue is used in "making meaning on the target level (at all levels),reading comprehension (at all levels),giving instruction (at beginner levels), providing cooperation between students, discussion of classroom method (at beginner levels) ,presentation of target language and reinforcement (especially at beginner levels), logic control and exams." On the other hand, Piasecka (1988) summarizes the situations to use mother tongue in "discussion of the course and program, recording, classroom management, preparation of background, language analysis, presentation of rules on grammar, phonetics, morphology and writing, discussing intercultural issues, providing instructions or prompts, explaining the mistakes and evaluating clarity."

Auerbuch (1993: 23) organizes the areas where mother tongue can be used in foreign language classes under eight main headings like "understanding the meaning of the words, controlling the level of comprehension of learners (after reading and listening), when informing about complex issues, when working in group ,while giving information about course methods at the basic level, using the translation method to check the newly taught language, when the students establish meaningless sentences on the target language, testing (as cited in: Şevik, 2007)."

In the literature, it is possible to find suggestions about the place of using the mother tongue, but there is not enough work if it is related to where the mother tongue is used and why it is used in these situations. Harbord (1992: 352), for example, cited "facilitating teacher-student communication, teacher-student relationship and learning" as reasons for teachers to use their mother tongue in foreign language classes." Besides, Deller and Rinvolucri (2002: 117) clearly define the places where the mother tongue can be used in foreign language classes, and recommend the use of the mother tongue in only certain situations, like "comparing the target language rules with the mother tongue rules can have a very positive effect on some students and translation exercises may be

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best practice if there are linguistic rules that cause problems for students (as cited in: Şevik, 2007).''

In Morahan's (2007) study of students' use of mother tongue, they rank teachers' reasons for using the mother tongue as "giving instructions, explaining the meaning of the words and complex ideas - grammatical issues." Also, Cook (2001) thinks that mother tongue can be used intentionally and systematically in classrooms from two different perspectives: teachers and learners. Teachers use the mother tongue "to give and control the meaning of words and phrases, to explain grammatical issues, in class organization and providing discipline, for individual communication with students, during exams."

Copland and Neokleous (2011) describe three uses of the mother tongue in Cypriot context like" translation, question and answer (for reading comprehension), grammar explanations and repetitions." On the other hand, Polio and Duff (1994) have identified eight categories to use mother tongue in "words related to classroom management, grammar instructions, classroom management, epathy and solidarity, practicing English, unknown word / translation, interaction effect."

Macaro (2005) lists the situations in which teachers use the mother tongue with similar headings seen in previous research. These are "making personal connections with learners, giving instructions, checking student behavior, translating and explaining the process to speed up, teaching the grammar directly (page 69)." According to Macaro (2005), language levels of learners are another factor for mother tongue usage. Teachers are more inclined to use mother tongue for lower level students because they have difficulty to understand and can easily become stressed. These students feel bad when they can not understand the full meaning of words and patterns.

All of these studies investigating the use of the mother tongue in foreign language teaching indicate where the mother tongue can be used, as well as the level at which the mother tongue can be used and why we should use the mother tongue. Most of the research; as stated in the examples, has been done on the cases where the mother tongue is used. Generally, these studies have been done with interviews; however, in this study both long-hour observations and interviews have been conducted. So, the purpose of this study is to determine the use of the mother tongue of instructors in English preparatory classes.

In this context, the answers to the following questions are sought:
1. In which situations do the instructors use the mother tongue in English preparatory classes?
2. When the use of mother tongue in English preparatory classes of instructors is examined according to different variables:
 • Do the situations where the mother tongue is used vary according to the class levels?
 • Do the situations where the mother tongue is used vary according to the different type of education?

2.   Methodology
2.1.Participants
This study was carried out in the spring and fall terms of 2015-2016 school year, in Kocaeli University the School of Foreign Languages English Preparation classes. The study group was identified by the method of "purpose sampling (maximum diversity sampling)". The purpose of this sampling method is to create a relatively small sample and to reflect the diversity of the individuals who may be involved in the probing work in this sample to the maximum extent. The sample of the study constitutes 4 instructors who use the main course book (coursebook) in English Preparation classes and four classes from both levels (Starter / Elementary) and one from each of the two classes (Morning / Evening). Below is a table showing these classes, their levels and types of educations.

Table 2. 1. Classes, Levels And Types Of Education

Classes	Levels
A and D	Starter
B and E	Elementary
Classes	*Types of education*
A and B	Morning
D and E	Evening

2.2.Data Collection
Observation
The first data collection technique used in this study is "observation". The "structured field study" was used as the observation technique. Such studies can serve as a result of testing in natural settings the results obtained through unstructured field studies.The observations were completed in five weeks during the fall semester of the 2015-2016 academic year. Observations; one from each of the two levels (Starter/ Elementary), and one from each of the two education types (Morning / Evening) were performed in four classes. Only classes that use the coursebook have been observed in these classes. In this way, it is possible to observe what level and in which situations the mother tongue is used by students and instructors in every studied skill. The observation periods

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and other information of the classes are given in Table 2.2.

Table 2. 2. Observed Classes, Observation Periods and Number of Students

Class	Level	Type of education	Observation period	Student number in the classes
A	Starter	Morning class	566 min. 53 sec.	32
B	Elementary	Morning class	477 min. 51 sec.	26
D	Starter	Evening class	550 min. 13 sec.	29
E	Elementary	Evening class	542 min. 36 sec.	29
			2137 min. 27 sec. (35 hr. 37 min. 27 sec.)	116

The study was conducted by video recording method in four classes. It is possible to watch the video records repeatedly and describe the events and processes in detail. Observation form (checklist) was prepared by reviewing theses and articles in the literature (eg Cook, 2001, Polio & Duff, 1994; Karaağaç, 2014). Since it was not possible to observe everything in a qualitative research, the items were chosen only with focus on the situations in which mother tongue is used .Table 2.3 contains the themes and sub-themes in the observation form.

Table 2.3. Themes Used in Observations / Sub Themes

to explain what I aim to tell my students
to explain grammar rules.
to explain the meaning of new words
to give feedback
to give instructions
to explain class rules
to talk about the exams
to maintain discipline
to make my students comfortable
to elicit English words or sentences
to catch the students' attention
to give assignments.
to talk about administrative information (course policies, announcements, deadlines, etc.).
to communicate with students outside the class
to explain difficult concepts or ideas
to check comprehension
to discuss the techniques or procedures used in class
for rapport building purposes. (Making jokes, showing concern to the students, showing empathy, etc).
because of time limitation. (I have to cover too much material in a short time).

Interview

The other data collection technique used in the study is "interviewing". The aim of the interview is to learn what we can not directly observe. It is important that the observed data are not more valid, desired or meaningful than individual data; as everything can not be observed. Feelings, thoughts, intentions can not be observed. Also, behavior that occurs at a certain time, nor are obstacles due to the observer's presence can not be observed. At the same time, people's point of view of the world can not be observed. For this reason, questions about these issues must be asked (Patton, 2002: 340-341). Interview questions were prepared by referring to the relevant experts' opinions at the same time by searching the literature (eg Kayaoğlu, 2012; Taşkın, 2011; Nazary, 2008; Karaağaç, 2014, Şavlı and Kalafat, 2014). Interview questions were transformed into an interview form by taking advantage of the interview forms of Yurdakul, 2004 and Kasapoğlu 2011. These interview forms were prepared by the 'semi-structured interview' method. The interviews were held in the spring semester of 2015-2016 academic year. To the interviews, 4 instructors participated and each interview was performed by voice recording for reviewing again.

2.3.Data Analysis

Analysis of the observational data was carried out by content analysis.

The data are divided into meaningful parts when the content is analyzed. This is called 'coding'. In this study, "coding based on previously defined concepts" was used. According to Stratus and Corbin, 1990; It is possible to make a code list before the data is collected, in cases where there is a theory or conceptual framework underlying the research. In such cases, it is easier to encode the collected data. That is because a structure has already been formed for the analysis of the data. The items on the observation form used in this study (Table 2.3) constitute pre-determined code lists. Thus, during the observations, the list of the positions in which the

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instructors used the mother tongue was marked. Every word or sentence the lecturer uses is associated with the codes in the list.The obtained data are calculated in the Excel file and the frequency values are reached. Thus, the data obtained by the content analysis gained numerical values and are ready for interpretation.

In the analysis of the interview data, "content analysis" was used. However, the coding technique used in this section has been slightly modified and "coding in a general framework" has been used.

3.   Results And Discussion
Results Regarding the First Research Question
Situations where instructors use mother tongue in English Prep classes

Observations were evaluated under the themes in the structured observation form as well as the notes taken during the observation and in which situations the mother tongue was used by the instructors as a result of analyzes carried out by another expert following the records obtained at the end of the observations. In Table3.1, the most frequently used situations of mother tongue are given by frequency and percentage values.

Table 3.1. Situations In Which Mother Tongue Is Used More In Observed Classes

Number	Situations In Which Mother Tongue Is Used More In Observed Classes	Observation Item(OI)	Frequency(f)	Percentage(%)
1	To maintain and check comprehension	16	355	19,77
2	To give instructions	5	257	14,31
3	For rapport building purposes; making jokes,showing concern and empathy	18	244	13,59
4	To give feedback	4	210	11,69
5	To talk about administrative information (course policies, announcements, deadlines, etc.).	13	132	7,35

In Table 3.1 it is seen that the instructors used the mother tongue to "maintain and check comprehension" (OI 16). It was observed that the instructors "gave examples in mother tongue, did extra explanation" for this purpose. It was also observed that they also refer to the mother tongue when explaining the subjects that the students do not understand or have difficulty in understanding. Secondly, "giving instructions" is the most common situation (OI 5). The instructors give instructions in mother tongue when instructions on the target language are not understood or if the students can not do the activities. Again, in the classrooms, one of the most used situations of mother tongue is "rapport building purposes; making jokes, showing concern and empathy ". (OI 18). It has been observed that the instructors use themother tongue more often at the beginning and end of the course for conversation purposes. "Giving feedback" is in the 4th order in the list (OI 4). While the instructors tried to give feedback in target language, it was observed that the questions from the students were generally asked in mother tongue. Finally, "to talk about administrative information (course policies, announcements, deadlines, etc.), mother tongue was used in the observed classes."(OI 13). In particular, the students' attendance to the courses, passing and failing topics were talked in mother tongue.

Results Regarding the Second Research Question
• Situations in which mother tongue is used according to the class levels

In Table 3.2, situations in which mother tongue is used according to the class levels (Starter- Elementary) are given.

Table 3.2. Situations In Which The Mother Tongue Is Used At Starter And Elementary Level Classes

No	Situations In Which Mother Tongue Is Used More In *Starter Level* Classes	Observ. Item	F
1	To maintain and check comprehension	16	233
2	For rapport building purposes	18	185
3	To give instructions	5	171
4	To give feedback	4	151
5	To explain the meaning of new words	3	75

No	Situations In Which Mother Tongue Is Used More In *Elementary Level* Classes	Observ. Item	F
1	To maintain and check comprehension	16	122
2	To give instructions	5	86
3	To talk about administrative information (course policies, announcements, deadlines, etc.).	13	76
4	For rapport building purposes	18	59
5	To give feedback	4	59

As indicated in Table 3.2, the mother tongue is the most frequently used at Starter Level classes; (OI 16, 18, 5, 4 and 3) "to maintain and check comprehension, to rapport building, to give instruction, to give feedback, and to explain the meaning of new words". Likewise at Elemenatry Level classes, the mother tongue is used in the same situations, and also "to talk about administrative information " instead of explaining the meaning of the new words. As seen at the Table, there were no differences between the situations in which the mother tongue was used in two levels, but the order of the situations were changing.

In the interviews conducted with the instructors related to the subject; the findings in Tables 3.3 and 3.4 were obtained.

Table 3.3. Views About The Situations In Which Mother Tongue Is Used At *Starter Level* Classes

Views About The Situations In Which Mother Tongue Is Used At *Starter Level* Classes	Observ. Item
To explain grammar rules (while teaching grammar)	2
To make students comfortable (for maotivation)	9
To maintain and check comprehension	16

The instructors stated that they used the mother tongue more in order to explain grammar rules (while teaching grammar) and to make students comfortable (for maotivation) to maintain and check comprehension at Starter Level classes as shown in Table 3.3. It can be said that these views of the instructors are not parallel to the findings obtained from the observations (as indicated in Table 3.2) (OI 16, 18, 5, 4 and 3). In this case, the instructors use the mother tongue as a reason; they have stated that the use of mother tongue in terms of the concept of the subject in the teaching of language knowledge may be effective. The opinion of an instructor is as follows:

IA: "I think the grammatical sentence is more effective in order to repeat the sentence, but according to it, it is only imperative, but it is not very alienated in the first place in order to solve the logic of a rude event."

Table 3.4. **Views About The Situations In Which Mother Tongue Is Used At *Elementary Level* Classes**

Views About The Situations In Which Mother Tongue Is Used At *Elementary Level* Classes	Observ. Item
To explain grammar rules(while teaching grammar)	2
To explain the meaning of new words	3
To give instructions	5
To make students comfortable(for motivation)	9
To maintain and check comprehension	16
For rapport building purposes	18

The instructors stated that they used mother tongue more "to explain the rules of grammar, to explain the meaning of the new words, to give instructions, to make students comfortable (for motivation), maintain and check comprehension and to rapport building "at Elemeantary Level classes, as seen in Table 3.4. The opinions of the instructors can be said to be partially parallel to the findings from the observations (as indicated in Table 3.2) (OI 16, 5, 13, 18 and 4). Instructors stated that they used mother tongue to make lesson interesting and they thought that jokes became memorable when told in mother tongue. Some instructors'views are as follows:

IB: "Sometimes motivation is less in a low-level class. If the interest in the lecture has diminished a little, it could attract interest. "

IE: "... in my own personal teaching experience I can tell other students the funny anecdotes I've had in early years. At that time, for example, it can be in Turkish because it is a joke, so they can not understand it target

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language ... maybe it's because of that joke."

• Situations in which the mother tongue is used according to the education types
In Table 3.5, situations in which mother tongue is used according to education types (Morning- Evening) are given.

Table 3.5. Situations In Which Mother Tongue Is Used More In *Morning and Evening Classes*

No	Situations In Which Mother Tongue Is Used More In *Morning Classes*	Observ. Item	F
1	To maintain and check comprehension	16	213
2	To give instructions	5	146
3	For rapport building purposes	18	122
4	To give feedback	4	93
5	To talk about administrative information (course policies, announcements, deadlines, etc.).	13	81
No	**Situations In Which Mother Tongue Is Used More In *Evening Classes***	**Observ. Item**	**F**
1	To maintain and check comprehension	16	142
2	For rapport building purposes	18	122
3	To give feedback	4	117
4	To give instructions	5	111
5	To talk about administrative information (course policies, announcements, deadlines, etc.).	13	51

As it is stated in Table 3.5, the mother tongue is used in the morning classes more; "to maintain and check comprehension, to give instruction, to rapport building, to give feedback and to give administrative information "(OI 16, 5, 18, 4 and 13). Similarly, in the evening classes, the mother tongue is seen to be used more in the same situations. As seen in the table; it can be said that there is not much difference between the situations where the mother tongue is used according to the education type.

In the interviews conducted with the instructors related to the subject; the findings in Tables 3.6 and 3.7 were obtained.

Table 3.6. Views About The Situations In Which Mother Tongue Is Used In *Morning Classes*

Views About The Situations In Which Mother Tongue Is Used In The *Morning Classes*	Observ.I.
To explain grammar rules (while teaching grammar)	2
To explain the meaning of new words	3
To maintain discipline	8
To make students comfortable (for motivation)	9
To maintain and check comprehension	16

The instructors stated that they used the mother tongue more in order to explain the rules of grammar, to explain the meaning of the new words, to maintain class discipline, to comfort students and to maintain and check comprehension, as seen in Table 3.6 in Morning Classes. It can be said that these views of the instructors are not parallel to the findings obtained from the observations (as indicated in Table 3.5) (OI 16, 5, 18, 4 and 13). The reason why instructors use mother tongue in these cases is that they do not believe that it is more effective to build seriousness in the target language. Some instructors' opinions are as follows:

IA: "When I was angry ... it's about discipline because it is very likely that they do not understand even if I say in English. I can not express seriousness. I may not be natural because I am not native. I prefer more about discipline. "
IB: "To correct a misunderstanding. Well, maybe a student misunderstood the topic or the meaning of a word. I notice him and sometimes l can solve it. "

Table 3.7. Views About The Situations In Which Mother Tongue Is Used In *Evening Classes*

Views About The Situations In Which Mother Tongue Is Used In The *Evening Classes*	Observ. Item
To explain grammar rules (while teaching grammar)	2
To give instructions	5
To make students comfortable (for motivation)	9
To maintain and check comprehension	16

Instructors, as indicated in Table 3.7 in the Evening classes, used the mother tongue more "to explain the rules of grammar, to give instruction, to make students comfortable and to maintain and check comprehension ". It can be said that these views of the instructors are not parallel to the findings obtained from the observations (as indicated in Table 3.5) (OI 16, 18, 4, 5 and 13). The reason why instructors use mother tongue in these cases is

that they believe that it is better for the student to be motivated in mother tongue, giving instructions in the Mother tongue when the purpose is to complete an activity. The views of some instructors are as follows:

ID: "If you motivate in their own language, if you explain the importance of language, I think; it will be better for students. Generally, our students lose their motivation in a very short time. You provide motivation in a lesson,but the next lesson,they forget everything ... "

IE: "I am describing the activities or tasks with a simplified statement. If still they do not understood, then in that case the mother tongue can be used ... are you measuring if the child understands the instaruction? Or Do you measure whether they can carry out the task? At first we should answer these questions.. "

4. Conclusion

In this research conducted at Kocaeli University the School of Foreign Languages English Preparation classes during the fall semester of the 2015-2016 academic year, the following results were obtained.

As a result of observations in 4 classes; the situations in which the instructors use the mother tongue (from most frequently used to least) can be listed as follows:

1. To maintain and check comprehension
2. To give instructions
3. For rapport building purposes; joking, showing interest to students, empathy
4. To give feedback
5. To provide administrative information; lesson plans, announcements, deadlines etc.

Obtained findings can also be supported by studies of the researchers' in which situations mother tongue is used. The statements about the researchers who obtained similar results related to the subject and the situations where the mother tongue is used are as follows:

Atkinson (1987), "giving instructions"; Piasecka (1988), "providing instructions or guidance, while evaluating clarity"; Auerbuch (1993), "controlling the level of comprehension of learners"; Polio and Duff (1994), "in grammar instructions, empathy and solidarity"; Cook (2001), "to give and control the meaning of words and phrases"; Macaro (2005) stated that the mother tongue could be used for " instructions containing mixed processes to perform an activity".

A similar study on the subject was conducted by Güneş (2015), with 240 students who were at the seventh and eighth grades of Tarsus Sadık Eliyeşil Secondary School, and 5 English teachers working in the same school. In the study, Güneş (2015) also investigates the views of Turkish students and teachers who learn English as a foreign language in the English language classes, as well as the reasons and attitudes related to the use of the mother tongue. In the results of the research; almost all of the teachers stated that they used the mother tongue up to a level in their class and they returned to the mother tongue in places where they really needed to. They added that they used mother tongue when explaining an unknown word or phrase while explaining difficult subjects.

Tang (2002) conducted observations in three different classes in his study of student and teacher attitudes towards the use of mother tongue (Chinese) in classes taught English as a foreign language. He also made interviews with the 3 teachers he observed in his classrooms. As a result of the research; it turns out that the Chinese language plays only an auxiliary role, and still the basic language is English. It has been seen in the interviews made with the students that it is only appropriate to use the mother tongue in 10% of the class. On the other hand, it was found in observations that mother tongue was used to explain the meaning of the words, to explain difficult or complex language issues. These findings overlap with the finding of "using the mother tongue to maintain and check comprehension and give instruction" in this study.

When the results of the observations according to class levels (stareter-elementary) are examined; instructors has used mother tongue more in similar situations in both levels. For example; "to maintain and check comprehension, to give instructions and to give feedback". In interviews with the instructors, the instructors stated that they used mother tongue more "to explain the rules of grammar, to comfort the students and to maintain comprehension ". It can be said that these views of the instructors are not completely parallel to the results of the observation obtained.

When the results of the observations are examined according to types of education (morning- evening) in both groups the instructors has used the mother tongue more in similar situations. For example; "to maintain and check comprehension, to give instruction, to rapport building and to give feedback".

In interviews conducted with the instructors, the instructors stated that the mother tongue is used more often in situations such as "explaining the rules of grammar, comforting students and maintaining comprehension ". It can be said that these views of the instructors are not completely parallel to the results of the observation obtained.

It can be said that instructors' use of the mother tongue will not lead to negative results, especially at starter level classes, where it is necessary, for example "giving instructions, giving feedback, grammar information".As the student progresses, it may be advisable for instructors to reduce the situations in which the mother tongue is used and not to use it if it is unnecessarily. It can be said that it is appropriate for instructors to return to the

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mother tongue when students do not understand what they should do in the class, because the mother tongue is used more for "clarity". This can be done, especially when the purpose of the course is to complete the activity not to understand the instruction.

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Notes

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