

THE PLACE OF L1 AND NON-NATIVE LANGUAGE TEACHERS IN THE ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSROOMS

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Abstract

This study includes teachers' and students' perspectives about L1 use and native/non-native teachers entering the EFL classes besides investigating the correlation of students' Turkish and English lesson scores. 120 students were given a questionnaire (including five point-likert scale) while 4 teachers were interviewed. The data was examined via Statistical Packages for Social Sciences (SPSS 20). To compare two variables, T-test; more than two variables One-Way Analysis of Variance (ANOVA); for the correlation of the language scores, Pearson Correlation Coefficient were employed. The results revealed a positive correlation between the students' Turkish and English language scores. For the use of mother tongue, learners and educators do not have negative attitudes when used judiciously and to a reasonable extent. Most of the teachers in this study prefer native speakers with the knowledge of students' L1 and local teaching adaptation while students have no dominant preference about their teachers being native or non-native.

Key words: Native/non-native teachers, L1 use, language scores, positive correlation

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