# Reasons of using native tongue by future English teachers in English classes

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**Abstract**

This study primarily focuses on examining English Language Teaching students’ attitudes towards the reasons for using Turkish in English classes and differences between genders. To measure students’ attitudes towards using the target language and the native tongue in the classroom, a five-point Likert type scale which was taken by the research conducted by Gürbüz Ocak, Nurcay Kuru and Hande Özçalışan (2010). It consists of 22 questions and it was administered on chosen 20 students (14 female, 6 male). The scale, then, was analyzed via factor analysis, t-test and ANOVA (one-way analysis of variance) for the data distribution.

The differences between genders and ages were analyzed via independent t-test and statistical calculations. Frequency, percentage, means, and standard deviations were calculated and demonstrated in the research. After data collection and evaluation it was found out that the factor of ‘fear’ and the anxiety about the possibility of mispronouncing English words are the most effective factors. It was also found out that females are effected the feeling of ‘fear’ more than males.

Keywords: Reasons for using native tongue, using native tongue

1. **Introduction**

Language has been a device which enables to communicate with other people since the beginning of the life of human beings. Human beings have been able to communicate and share their feelings and thoughts among themselves via the ability of learning and using languages which is the major characteristic of human beings. ‘Communicating’ and ‘being understood’ are primary features of human beings. Sharing their feelings and thoughts human beings have also developed their languages and adapted different languages into their own languages. Not only human beings developed and adapted their languages but also they created original languages. Different communities and societies use their own language and, by this way, language families were occurred. In parallel with the advances in industry, technology and communication devices, we faced ‘industrial age’ and a new term was broken out to define the new world. ‘Globalization’ has become a key word since ‘the Industrial Revolution’. Via the developments in fields of technology and commerce humankind had a chance to communicate with other nations. For obviously every country communicating and being in contact with other countries became crucially important in the process of ‘globalization’. Commercial, military and educational relationships among countries also provoke the need of learning a foreign language. This change and necessity was not looked over in most countries and leads to changes in curriculums regarding foreign language teaching.

Gürbüz Ocak, Nurcay Kuru and Hande Özçalışan (2010) stated about this matter

This necessity, recently, has turned out to be an obligation due to the increase in mass media, rapidly advancing technology and science, development of transportation and the fact that collaboration among the countries. (p. 661)

Although all these investments have been made sufficient success levels among students have not been reached. There are obviously a lot of factors affecting this failure directly in foreign language teaching. This is the issue of scientific research and has been investigated regarding with approaches and techniques used to teach a foreign language. It is generally associated with teaching methods and approaches, teacher and student motivation regarding with the teaching and learning foreign language.

Ayhan(1999:19) who conducted a research focusing primarily on reasons of failure in foreign language teaching at high school to university education stated and proposed that in order to success to be achieved in foreign language teaching the purposes and methods and techniques to be used should be well determined. Techniques and methods used to teach a foreign language have some basic features or characteristics and these features or characteristics should be well planned and designed according to learners’ needs.

Richards and Rogers (1991:14) also proposed that activities planned throughout teaching or learning process cannot contradict these methods. Activities and techniques which teachers use in classes keep in balance between method and learners’ needs. Besides all these findings and proposals Tarcan (2004:3) mentioned about an interesting fact on his research that in Turkey an average university graduate receives 700-800 hours of foreign language learning throughout his/her education but the result is well below what is desired. From this statistic and our observations it is revealed that the choice of method and techniques is responsible for this failure in foreign language teaching and learning. Several methods and techniques which are benefited while teaching a foreign language can be used such as the grammar-translation method, the direct method, the audio-lingual method and community language learning. According to Cook (1991.4) the choice of method and technique is an important and indispensible factor that takes place before education process and that has a determining role in the efficiency of teaching according to current opportunities.

Besides the choice of method and technique, students’ motivation and learning behaviors towards the foreign language can also be a factor affecting the process of acquisition of second language. Gülmez (1982:27) stated that unless transfer and perception skills of the student are improved s/he finds it difficult to cope with these problems. Students’ attitudes towards learning a foreign language and their attitudes towards the country and culture in which the foreign language is spoken can affect their success. While the choice of method and techniques affect the process of second language learning, students’ learning behavior and attitudes towards a foreign language can affect the process equally.

Recent research and observations have revealed that mother tongue may also affect learners’ success in learning a foreign language. It can affect both positively and negatively. The relationship between mother tongue and foreign language should be studied for this case.

This study investigates reasons of using mother tongue in English classes by future English teacher. Research questions of this study are

1. Why do ‘Future English Teachers’ prefer their native tongue in class interactions? Do fear, readiness, motivation, and self-esteem influence on this preference?

2- Is there a difference from the aspect of reasons of using native tongue in terms of gender among ‘Future English Teachers’?

It was predicted that 22 items in questionnaire were understood by each student and they gave sincere responses. The research was applied on 20 students at Yıldız Technical University, Department Of Foreign Language Teaching.

**2. Method**

*2.1. Subjects and Participants*

The universe of the research was comprised of students at Yıldız Technical University, Department of Foreign Language Teaching during 2010-2011 spring term. Sampling was comprised of randomly chosen 20 students, 14 of whom were female and 6 of whom were male. All students are sophomore in English Language Teaching in Department of Foreign Language Teaching. Students chose the option reflecting their feelings.

*2.2. Instrument and Data Collection*

In attempts to determine reasons of using native tongue in English classes the questionnaire taken from another research (G. Ocak, 2010) was used as data collection tool. (Appendix 1) Researchers who conducted the research at Afyon Kocatepe University asked, firstly, students to write essays about reasons of using mother tongue and they noted down samples which came up during teaching to develop an attitude scale and thus scale statements were formed. After evaluating and eliminating some items final form of the scale was reached. Final scale had Likert type 5 scales with 24 items. The questionnaire’s K.M.O. values and factor analysis was carried out to determine the reliability and validity of data collection tool by the same researcher. Each item was specifically focus on a factor affecting using mother tongue. In this research two questions of these items were excluded in the questionnaire handed out students at Yıldız Technical University because of contents of the questions.

Options were ‘I totally agree’, ‘I agree’, ‘neither agree nor disagree’, ‘I don’t agree’ and ‘I totally disagree’. Students attending the research were asked to choose the best option reflecting their emotions and opinions. It was assumed that all students chose the option which s/he thinks it is the best option. The questionnaire was designed specifically not only to determine students’ attitudes towards using native tongue in English but also to determine which factor is the most effective factor among reasons of using native tongue. First factor ‘’fear’’ (6 items), second factor ‘’the lack of motivation’’ (8 items), third factor ‘’lack of self-esteem (6 items) and fourth factor ‘’readiness’’ (2 factors) were named (Appendix 2). Data gathered from the questionnaire was evaluated via statistical calculations. Evaluation was carried out on 20 questionnaires in total. To calculate the data students’ answers were graded. Items were given grades of 5 for ‘I totally agree’, 4 for ‘I agree’, 3 for ‘Neither agree nor disagree’, 2 for ‘I don’t agree’, and 1 for ‘I totally disagree’. In statistical calculation SPSS programme was used.

*2.3. The Application of Data Collection Tool*

The questionnaire were handed out to students and collected after students had completed the questionnaire.

*2.4. Analysis*

So as to determine reasons of using native tongue in English classes several statistical tools were used. On the questionnaire each option was graded as 5, 4, 3, 2, and 1. Grade ranges of students’ agreements of the scale was determined as: ‘I totally agree’ 4.21-5.00, ‘I agree’ 3.41-4.20, ‘Neither agree nor disagree’ 2.61-3.40, ‘I don’t agree’ 1.81-2.60 and ‘I totally disagree’ 1.00-1.80.

Data frequency (f) and percentage (%) techniques were used to demonstrate personal characteristics. Independent group t tests were also used to demonstrate relationship between genders.

**3. Results (Findings)**

In this section of the research personal details of the students who took part in the research are demonstrated with descriptive values.

| ***TABLE 1: Item statements, means, standard deviation, and results*** | | | | | |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Item Statements** | **N** | **Minimum** | **Maximum** | **Mean** | **Std. Deviation** | **Result** |
| *1. I believe that course books don’t assist us to improve speaking.* | *20* | *1,00* | *5,00* | *3,60* | *1,18766* | ***A*** |
| *2. I believe that my English knowledge is adequate for listening but not for speaking* | *20* | *1,00* | *5,00* | *3,10* | *1,16529* | ***NA/DA*** |
| *3. I believe that English is a skill that I can only use at school.* | *20* | *1,00* | *5,00* | *1,85* | *1,13671* | ***DA*** |
| *4. I am anxious about being ridiculed as I speak.* | *20* | *1,00* | *5,00* | *3,30* | *1,12858* | ***NA/DA*** |
| *5. I am offended by the teacher correction as I speak.* | *20* | *1,00* | *5,00* | *3,15* | *1,30888* | ***NA/DA*** |
| *6. I am anxious about the possibility of mispronouncing English words.* | *20* | *2,00* | *5,00* | ***3,95*** | *,75915* | ***A*** |
| *7. By the time I finish preparatory program, I will start my department where the medium of instruction is Turkish.* | *20* | *1,00* | *5,00* | *2,90* | *1,11921* | ***NA/DA*** |
| *8. When I start my program, I can the must courses in English as a passive listener.* | *20* | *2,00* | *4,00* | *3,25* | *,78640* | ***NA/DA*** |
| *9. I think, in English I will not be able to express what I want to.* | *20* | *1,00* | *4,00* | *2,80* | *1,19649* | ***NA/DA*** |
| *10. I believe, my previous negative experience has built up prejudices against English.* | *20* | *1,00* | *5,00* | *2,70* | *1,30182* | ***NA/DA*** |
| *11. I want to speak English in the class but as my friends are not enthusiastic, I give up.* | *20* | *1,00* | *5,00* | *3,20* | *1,19649* | ***NA/DA*** |
| *12. My motivation in speaking English decreases because of absenteeism.* | *20* | *1,00* | *5,00* | *3,45* | *1,19097* | ***A*** |
| *13. I believe that the best medium is the native tongue.* | *20* | *1,00* | *5,00* | *3,35* | *1,03999* | ***NA/DA*** |
| *14. I believe that I have learned English but I am not ready to speak.* | *20* | *1,00* | *5,00* | *3,65* | *1,08942* | ***A*** |
| *15. I abstain from the teacher’s reaction if I make a mistake.* | *20* | *1,00* | *5,00* | *3,40* | *1,27321* | ***NA/DA*** |
| *16. I cannot build English sentences.* | *20* | *1,00* | *5,00* | *1,70* | *1,08094* | ***DA*** |
| *17. I think that a level of success to pass the proficiency test is enough.* | *20* | *1,00* | *4,00* | *2,85* | *1,08942* | ***NA/DA*** |
| *18. My vocabulary knowledge is not adequate for speaking.* | *20* | *1,00* | *5,00* | *2,45* | *1,19097* | ***DA*** |
| *19. I do not think that my English will improve by speaking with classmates.* | *20* | *1,00* | *5,00* | *3,05* | *1,27630* | ***NA/DA*** |
| *20. It takes a longer time to express in English.* | *20* | *1,00* | *5,00* | *3,10* | *1,16529* | ***NA/DA*** |
| *21. As the lessons are entertaining, I get more disposed to speak English.* | *20* | *1,00* | *4,00* | *2,90* | *1,02084* | ***NA/DA*** |
| *22. If I fulfill my assignments in time, I speak English more in the class.* | *20* | *1,00* | *5,00* | *3,50* | *1,05131* | ***A*** |

*A: Agree DA: Disagree NA.DA: Neither agree nor disagree SA: Strongly agree*

Table 1 shows Future English Teachers’ choices and thoughts about using native tongue in English classes. While Table 1 was being prepared, descriptive values were, firstly, calculated and via these statistical calculations grades of means and standard deviation were obtained and demonstrated in Table 1. After these grades had been obtained, results were evaluated. A, DA, NA. /DA, and SA were used to define agree, disagree, neither agree nor disagree, and strongly agree, respectively. According to these results, it was obtained students generally agree with five statements. First statement is related with the factor ‘lack of self-esteem’ and its mean is ***3.60***. The statement’s frequency data analysis is

| ***TABLE 2: FREQUENCY DATA ANALYSIS OF FIRST STATEMENT*** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | **Valid** | **Frequency** | **Percent** | **Valid Percent** | **C.Percent** | |
|  | *1.00-1.80* | *1* | *5,0* | *5,0* | *5,0* | |
| *1.81-2.60* | *3* | *15,0* | *15,0* | *20,0* | |
| *2.61-3.40* | *4* | *20,0* | *20,0* | *40,0* | |
| ***3.41-4.20*** | ***7*** | ***35,0*** | ***35,0*** | ***75,0*** | |
| ***4.21-5.00*** | ***5*** | ***25,0*** | ***25,0*** | ***100,0*** | |

According to Table 2 % 60 percentages of the students who took part in the research agree that course books don’t assist them to improve speaking.

The other statement with which students generally agree is sixth statement. The most important feature of this statement is to have the highest mean among statements. This statement’s data frequency analysis is

| ***TABLE 3: FREQUENCY DATA ANALYSIS OF SIXTH STATEMENT*** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | **Valid** | **Frequency** | **Percent** | **Valid Percent** | **C. Percent** |
|  | *1.81-2.60* | *1* | *5,0* | *5,0* | *5,0* |
| *2.61-3.40* | *3* | *15,0* | *15,0* | *20,0* |
| ***3.41-4.20*** | ***12*** | ***60,0*** | ***60,0*** | ***80,0*** |
| ***4.21-5.00*** | ***4*** | ***20,0*** | ***20,0*** | ***100,0*** |

The statement is related with the ‘fear’ factor and has the highest mean and frequency among the other statements. 16 students out of 20 students (these ratio equal % 80 percentages of students) generally agree with the statement and because of the anxiety about the possibility of mispronouncing they feel ‘fear.

Another statement students agree is twelfth statement. The statement was added purposely to focus on the factor ‘lack of motivation’

| ***TABLE 4: FREQUENCY DATA ANALYSIS OF TWELFTH STATEMENT*** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Val.** |  | **Frequency** | **Percent** | **Valid Percent** | **C. Percent** |
|  | *1.00-1.80* | *1* | *5,0* | *5,0* | *5,0* |
| *1.81-2.60* | *4* | *20,0* | *20,0* | *25,0* |
| *2.61-3.40* | *4* | *20,0* | *20,0* | *45,0* |
| ***3.41-4.20*** | ***7*** | ***35,0*** | ***35,0*** | ***80,0*** |
| *4.21-5.00* | *4* | *20,0* | *20,0* | *100,0* |

According to table 4, it is revealed that 7 students out of 20 students agree with the statement. The percentage of the choice of ‘I agree’ is %35. Although students statistically agree with the statement it is seen that a balance is available among the choices of ‘I don’t agree’, ‘Neither agree nor disagree’, and ‘I strongly agree’. In parallel with all these statististics it can be assumed that the factor ‘lack of motivation’ do not affect the students more than the factors ‘fear’ and ‘lack of self-esteem’.

Fourteenth statement and last statement are statements which students statistically agree with. These statements are related with the factor of ‘readiness’ and in the questionnaire there are only two questions focusing on this factor.

| ***TABLE 5: FREQUNCY DATA ANALYSIS OF FOURTEENTH STATEMENT*** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | **Valid** | **Frequency** | **Percent** | **Valid Percent** | **C. Percent** |
|  | *1.00-1.80* | *1* | *5,0* | *5,0* | *5,0* |
| *1.81-2.60* | *2* | *10,0* | *10,0* | *15,0* |
| *2.61-3.40* | *4* | *20,0* | *20,0* | *35,0* |
| ***3.41-4.20*** | ***9*** | ***45,0*** | ***45,0*** | ***80,0*** |
| *4.21-5.00* | *4* | *20,0* | *20,0* | *100,0* |

| ***TABLE 6: FREQUENCY DATA ANALYSIS OF LAST STATEMENT*** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | **Valid** | **Frequency** | **Percent** | **Valid Percent** | **C. Percent** |
|  | *1.00-1.80* | *1* | *5,0* | *5,0* | *5,0* |
| *1.81-2.60* | *3* | *15,0* | *15,0* | *20,0* |
| *2.61-3.40* | *3* | *15,0* | *15,0* | *35,0* |
| ***3.41-4.20*** | ***11*** | ***55,0*** | ***55,0*** | ***90,0*** |
| *4.21-5.00* | *2* | *10,0* | *10,0* | *100,0* |

From the students’ answers to the questionnaire it can be said that among twenty statements focusing reasons of using native tongue in English classes students agree with five statements. These statements are related with four factors (lack of self-esteem, lack of motivation, fear, and readiness) and these factors can also be seen in these five statements.

First statement is related with the factor of ‘lack of self-esteem’ and have ***3, 60*** mean in analyzing of descriptive values. Apart from this statement 5 statements investigate the issue from the respect of self-esteem. These are second statement, ninth, eleventh, sixteenth, and eighteenth statements. Among all these statements students only agree with first statement.

The factor ‘lack of motivation’ is located in 8 statements. These are third, seventh, eighth, twelfth, thirteenth, seventeenth, nineteenth, twentieth, and twentieth one statement. Students agree with only one statement like ‘lack of self-esteem. It deals with ‘absenteeism’ and its mean is ***3, 45***.

Two statements are designed specifically to determine whether the factor of readiness affect using native tongue or not. These statements are fourteenth and last statement. Students agree with both statements according to frequency data analysis. Their means are ***3, 65*** and ***3, 50***, respectively. In both statements 13 students agree or strongly agree with the statements. In parallel with these findings and evaluations it can be said that readiness is one of the major factors affecting using native tongue in English classes.

The factor ‘fear’ is investigated in 6 statements. Among all these statements sixth statement is the only one which students agree with. It has also highest mean ***(3, 95)*** among statements and shows that it is the most important reason of using native tongue. Students are anxious about the possibility of mispronouncing English words.

In the research not only reasons of using native tongue were investigated but also differences between genders were also evaluated. In order to demonstrate these differences independent t-test was used. Differences between females and males were demonstrated regarding four factors.

| ***TABLE 7: DIFFERENCES BETWEEN GENDERS REGARDING ‘LACK OF SELF-ESTEEM’*** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | ***Participants' sex*** | ***N*** | ***Mean*** | ***Std. Deviation*** | ***Std. Error Mean*** |
| I believe that course books don’t assist us to improve speaking. | ***Female*** | *14* | ***3,42*** | *1,15* | *,309* |
| ***Male*** | *6* | ***4,00*** | *1,26* | *,516* |
| I believe that my English knowledge is adequate for listening but not for speaking. | ***Female*** | *14* | ***3,21*** | *1,18* | *,317* |
| ***Male*** | *6* | ***2,83*** | *1,16* | *,477* |
| I think, in English I will not be able to express what I want to. | ***Female*** | *14* | ***3,14*** | *1,02* | *,274* |
| ***Male*** | *6* | ***2,00*** | *1,26* | *,516* |
| I want to speak English in the class but as my friends are not enthusiastic, I give up. | ***Female*** | *14* | ***3,14*** | *1,02* | *,274* |
| ***Male*** | *6* | ***3,33*** | *1,63* | *,666* |
| I cannot build English sentences. | ***Female*** | *14* | ***1,42*** | *,51* | *,137* |
| ***Male*** | *6* | ***2,33*** | *1,75* | *,714* |
| My vocabulary knowledge is not adequate for speaking. | ***Female*** | *14* | ***2,21*** | *1,05* | *,280* |
| ***Male*** | *6* | ***3,00*** | *1,41* | *,577* |

***Items related with the factor of ‘lack of self-esteem***

Table 7 includes statements related with the factor of ‘self-esteem’. From the table it reveals that first statement has the highest mean for both males and females. Both genders think that course books do not assist them to improve speaking. Overall means of both genders regarding this factor is ***2, 77*** for females and ***2, 92*** for males. Means of females and males are nearly equal

| ***TABLE 8: DIFFERENCES BETWEEN GENDERS REGARDING ‘LACK OF MOTIVATION’*** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | ***Participants' sex*** | ***N*** | ***Mean*** | ***Std. Deviation*** | ***Std. Error Mean*** |
| I believe that English is a skill that I can only use at school. | ***Female*** | 14 | ***1,71*** | ,913 | ,244 |
| ***Male*** | 6 | ***2,16*** | 1,60 | ,654 |
| By the time I finish preparatory program, I will start my department where the medium of instruction is Turkish. | ***Female*** | 14 | ***3,00*** | 1,03 | ,277 |
| ***Male*** | 6 | ***2,66*** | 1,36 | ,557 |
| When I start my program, I can the must courses in English as a passive listener. | ***Female*** | 14 | ***3,14*** | ,864 | ,231 |
| ***Male*** | 6 | ***3,50*** | ,547 | ,223 |
| My motivation in speaking English decreases because of absenteeism. | ***Female*** | 14 | ***3,35*** | 1,21 | ,324 |
| ***Male*** | 6 | ***3,66*** | 1,21 | ,494 |
| I believe that the best medium is the native tongue. | ***Female*** | 14 | ***3,35*** | 1,00 | ,269 |
| ***Male*** | 6 | ***3,33*** | 1,21 | ,494 |
| I think that a level of success to pass the proficiency test is enough. | ***Female*** | 14 | ***3,07*** | 1,07 | ,286 |
| ***Male*** | 6 | ***2,33*** | 1,03 | ,421 |
| I do not think that my English will improve by speaking with classmates. | ***Female*** | 14 | ***2,92*** | 1,14 | ,304 |
| ***Male*** | 6 | ***3,33*** | 1,63 | ,666 |
| As the lessons are entertaining, I get more disposed to speak English. | ***Female*** | 14 | ***3,00*** | ,960 | ,256 |
| ***Male*** | 6 | ***2,66*** | 1,21 | ,494 |

***Items related with the factor of ‘lack of self-esteem***

Table 8 shows statements focusing on the factor of ‘lack of motivation’ and females’ and males’ means were calculated. In parallel with these findings it can be assumed that there is no clear difference between females and males. While overall mean of females is ***2, 94*** mean of males is ***2, 95***.

| ***TABLE 9: DIFFERENCES BETWEEN GENDERS REGARDING ‘FEAR’*** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | ***Participants' sex*** | ***N*** | ***Mean*** | ***Std. Deviation*** | ***Std. Error Mean*** |
| I am anxious about being ridiculed as I speak. | ***Female*** | 14 | ***3,28*** | 1,20 | ,321 |
| ***Male*** | 6 | ***3,33*** | 1,03 | ,421 |
| I am offended by the teacher correction as I speak. | ***Female*** | 14 | ***3,35*** | 1,39 | ,372 |
| ***Male*** | 6 | ***2,66*** | 1,03 | ,421 |
| I am anxious about the possibility of mispronouncing English words. | ***Female*** | 14 | ***4,14*** | ,662 | ,177 |
| ***Male*** | 6 | ***3,50*** | ,836 | ,341 |
| I believe my previous negative experience has built up prejudices against English. | ***Female*** | 14 | ***2,78*** | 1,36 | ,365 |
| ***Male*** | 6 | ***2,50*** | 1,22 | ,500 |
| I abstain from the teacher’s reaction if I make a mistake. | ***Female*** | 14 | ***3,35*** | 1,15 | ,307 |
| ***Male*** | 6 | ***3,50*** | 1,64 | ,670 |
| It takes a longer time to express in English. | ***Female*** | 14 | ***3,42*** | 1,08 | ,291 |
| ***Male*** | 6 | ***2,33*** | 1,03 | ,421 |

***Items related with the factor of ‘lack of self-esteem***

Table 9 was demonstrated to show differences between genders. According to these results the factor ‘fear’ affects females more heavily than males. While mean of males is 2, 97 overall mean of females is 3, 38.

After all these attempts to determine the reasons of using native tongue regarding four factors( lack of self-esteem, lack of motivation, fear, readiness) and differences between genders it was obtained that factors ‘fear’ and ‘readiness’ affect more heavily than the other two factors. The most influencing statement is ‘I am anxious about the possibility of mispronouncing English words’ with the mean of 3, 95. According to independent t-test used to demonstrate differences between genders females are more influenced than males.

**4. Conclusion and Recommendation**

In this study the students who study in the Department of Foreign Language Teaching at Yıldız Technical University were asked to respond to the statements concerning the use of native tongue in English classes. It was found out that anxiety about the possibility of mispronouncing English words has the highest mean among 22 statements. Not only anxiety affects using of mother tongue but also the factor ‘readiness’ affects this process.

Another important finding of this study is related with the differences between genders. Evaluating data frequencies and independent t-tests it was found out that females are more effected by the factor ‘fear’ compared to males.

In order to maintain a permanent learning in foreign language, the target language should be used effectively. So as to maintain a permanent learning in foreign language teaching four language skills were highlighted by teachers and new words, structures, strategies should be used effectively. One of the most important findings of this study is that students feel anxious about the possibility of mispronouncing English words. Activities, exercises, and even methods should be changed in order to reduce the anxiety students feel. Lesson plans, activities and exercises should be designed according to the principles of approaches which focus on reducing anxiety levels of students like Suggestopedia and Desuggestopedia. ‘Readiness’ is another factor affecting using of native tongue in English classes. In order to promote speaking English in classes, homework and discussion drills requiring preparation about a topic should be used by teachers. If students prepares well about the topic, they can speak English well.

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