

AMERICAN UNIVERSITY OF ARMENIA

Department of English Programs

THE USE OF L1 IN THE ENGLISH LANGUAGE CLASSROOM IN THE ARMENIAN
SETTING

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Master of Arts in Teaching English as a Foreign Language

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DEDICATION

To my mother

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ABSTRACT

THE USE OF L1 IN THE L2 CLASSROOM IN THE ARMENIAN SETTING

Views on the use of the first language (L1) in the second language (L2) classroom differ from one another. Some say the use of L1 in the L2 classroom is helpful in that it helps facilitate communication between learners and teachers, while others say the use of L1 in the L2 classroom is a waste of time and doesn't help establish rapport and communication between learners and teachers. One of the factors that contributes to the difference of views on the use of L1 in the L2 classroom is the setting in which the L2 is taught, and it depends on the country, its demography and the citizens' level of knowledge of the second or foreign language. Researchers have conducted various studies supporting and opposing the use of L1 in the L2 classroom, and the results vary from one study to the next. The studies have been conducted in different settings and have examined the beliefs and attitudes of different students and teachers. Taking this into consideration, the objective of this study is to discuss the approaches to the use of L1, the advantages and disadvantages, the differing views and the studies on the use of L1 and L2 in order to determine to what extent the L1 should be used in the L2 classroom, or if it should be used at all, particularly in the Armenian setting.

CHAPTER ONE: INTRODUCTION

The use of the L1 in the second or foreign language classroom, or L2, has always been a matter of debate in the field of teaching English as a foreign language, and one of the main questions concerning experts in the field is to what extent the L1 should be used in the second or foreign language classroom. Some believe the use of the L1 in teaching English as a second or foreign language is helpful, if it is used properly and seriously, while others believe too much use of the L1 is a waste of time.

There are different occasions for the use of the L1 in the L2 classroom. According to Auerbach (1993), some possible occasions for the use of the L1 in the L2 classroom include “negotiation of the syllabus and the lesson; record keeping; classroom management; scene setting; language analysis; presentation of rules governing grammar, phonology, morphology, and spelling; discussion of cross-cultural issues; instructions or prompts; explanation of errors; and assessment of comprehension.”

In addition to the above mentioned is the role of the first language in foreign language teaching. According to Nation (2001), research has shown that the first language plays a small, but important role in teaching a foreign language and that role is important in all four strands of a course, including **meaning focused input**, **meaning focused output**, **language focused learning** and **fluency development**. In the first case, that is, **meaning focused input**, learners learn through listening and reading. In **meaning focused output**, the emphasis is on speaking and writing. The learners communicate with each other in the L2 with minimum use of the L1. The process of **language focused learning** implies learning through deliberate attention to language features; in other words, teachers place importance on linguistic elements in teaching the foreign language such as vocabulary, grammar and more. And finally, **fluency development**

deals with learning through working with known material across the four skills at a higher than usual level of performance. This means that the learners become more aware of the language and its particularities through enhanced learning.

Although the use of the L1 is important in foreign language teaching, it is also important for the teacher to increase the use of the L2 in the English language classroom. One way of doing this is through classroom management, which means telling the students what to do, controlling behavior and explaining activities. The level of efficacy of classroom management in the L2 classroom depends on how the teacher structures the lesson and how he or she uses grammar to teach the language. Some of the tasks included in the list of tasks that should be completed in the L2 include conversation activities, discussion of intensive reading, etc. The use of the L1 will be appropriate for the completion of these tasks because it is more natural for those sharing the same L1 and it helps facilitate communication between the learners.

The setting of foreign language teaching is an important factor for the use of the L1 in the foreign language classroom. The setting for foreign language teaching depends on the country, its demography and the citizens' level of knowledge of the second or foreign language. The use of the L1 in the foreign language classroom differs in different settings and it depends on how much the learners need the L1 to become more communicative in the L2 and how the teachers look toward the use of the L1.

1.1 Purpose of the Study

The purpose of this study is to focus on the use of L1 in the English language classroom where the L1 is primarily the Armenian language and the L2 is the English language. The study will be

aimed at discussing the reported practices concerning the use of the L1 in the L2 classroom, as well as the beliefs and attitudes of teachers and students.

1.2 Significance of the Study

Different researchers have conducted different studies supporting and opposing the use of the L1 in the L2 classroom. However, there is a need to understand to what extent the L1 can be used in the L2 classroom based on teachers' and students' beliefs and attitudes. There are students that prefer more use of the L2 in order to have more exposure to the foreign language, and there are others that prefer a balance of the L1 and the L2. This study is aimed at viewing the reported practices and discussing the beliefs and attitudes of teachers and students through a survey consisting of various questions related to the use of L1 and L2. The results of this study might shed light on the extent to which the L1 can be used and may also help suggest new ways and methods of applying the L1 in the L2 classroom in order to facilitate communication between learners and teachers.

1.3 Research Questions:

1. What are reported practices concerning the use of the L1 in the L2 classroom in Armenia?
2. What are teachers' and students' beliefs and attitudes concerning the use of L1 in the L2 classroom in Armenia?

1.4 The Structure of the Thesis

The thesis comprises five chapters:

Chapter 1 introduces the topic, present research questions and the significance of this study. *Chapter 2* presents the literature review related to this study. *Chapter 3* describes the methodology that was used for this thesis, including research design, the setting and participants of the study, instrumentation, as well as data collection procedures. *Chapter 4* presents statistical analysis of the data. *Chapter 5* includes a discussion on the results, limitations of this thesis, offers pedagogical implications, recommendations for future research and a conclusion of the study.

CHAPTER TWO: LITERATURE REVIEW

The use of the first language of the learner, or the L1, has always been a matter of debate in the field of English language teaching. This debate entails different approaches to the use of L1, the extent to which it may be used, as well as the beliefs and attitudes of students and teachers toward this issue.

This chapter of the thesis begins with a brief description of one of the approaches to language teaching and leads to the discussion on the use of the L1 and the L2, the different views and beliefs and the studies on the use of L1 and L2.

As already mentioned, there are different approaches to language teaching, and one of them is called the Monolingual Approach.

2.1 The Monolingual Approach

The Monolingual Approach is an approach to language teaching that holds the view that the teaching of English as a foreign and a second language should be entirely through the medium of the target language (Philipson 1992). This means that the only language allowed in the classroom is English. According to Cook (2001, p.412), there are three claims for supporting

the Monolingual Approach. First, the learning of an L2 should model the learning of an L1. Secondly, successful learning involves the separation and distinction of L1 and L2. Finally, students should be shown the importance of the L2 through its continual use.

These three claims may lead to the discussion on the use of the L1 and the L2 in the classroom, the extent to which each can be used and the different views on their use.

2.2. The use of the L2

The use of L2 is encouraged with the belief that in order for students to acquire a L2, they require intense amounts of L2 input (Duff & Polio, 1990; Ellis, 2005; Hendrickson, 1991; Krashen & Terrell, 1983; Turnbull, 2001). It is logical that students need much exposure to the L2, and since they can't be exposed to that outside the L2 classroom, teachers offer the only L2 input students can freely access (Duff & Polio, 1990). The use of L2 helps improve the learners' L2 proficiency and raise the level of their confidence in using it. Turnbull (2001) asserts that the more students are exposed to the L2, the more they will learn, and Ellis (2005) reaffirms that the more exposure students receive in the L2, "the more and the faster they will learn" (p.8). Furthermore, L2 exposure is believed to promote spontaneous communication in the L2.

As already mentioned, one's L2 may be acquired through ongoing exposure to the L2. Based on research, students must continuously hear the L2, see the L2, write in the L2, read in the L2 and speak in the L2 (Jespersen, 1956). The reality is that students of second and foreign languages have access to another language to use and refer to it in the course of their studies. What teachers need to ask themselves in the teaching process is to what extent they must use the L2 as a useful tool and whether that will encourage the students to use it or not.

In addition to the use of the L2 is the use of the L1 in the classroom and the extent to which it can be used. The next section of this chapter helps determine why the students choose the L1 and why teachers use or allow the use of L1.

2.3 The advantages of the use of L1

Why do learners use the mother tongue? According to Harmer (2001), one of the main reasons why learners use the mother tongue in class is due to the learners' inability to use the vocabulary of the L2 in completing a chosen task. Using the L1 is necessary in that it helps learners develop by code-switching, and the amount of L1 use may have something to do with varying learner styles and abilities. Different learners have different abilities and strategies for learning the foreign language. Some might use the L1 to a great extent, while others might not use the L1 too much. The extent to which the L1 should be used in the classroom also depends on teachers and their views on the use of L1. In a review of previous studies on teachers' beliefs concerning L2 and L1 use, Macaro (2001) concluded that none of the studies found a majority of teachers in favor of banning the L1 completely, while in all studies teachers expected the majority of interaction to be in the L2. Teachers mainly used the L1 for giving instructions for complex activities, relationship building, control and management, teaching grammar explicitly, and providing brief L1-L2 equivalents. Major factors determining the amount of L1 use were level of proficiency and time pressures. Many teachers said they would like to use 100% L2, but that external factors were getting in the way. Many teachers also reported feeling guilty when they used the L1. Rather than aiming for L2 exclusivity, Macaro (2005) suggests that at least 85-90% of teacher talk should be in the L2, while Atkinson (1987) argues that about 95% L2 use may be most beneficial. One of the primary justifications often given for maximizing teacher L2

use is to encourage student L2 use. However, Macaro's (2001) study with pre-service teachers found no correlation between teacher use of L1 and the use of L1 by beginner and lower-intermediate learners. Furthermore, no significant increase in student L2 use was found when the teacher used the L2 exclusively or almost exclusively.

As far as the extent to which teachers use the L1 in the L2 classroom is concerned, it depends on how the teacher manages to convey the message and when there is a need to clarify certain instructions. Some researchers propose the benefits of the use of L1 in the EFL classroom.

Atkinson, 1987 (cited in Bouangeune, 2009:186) states three reasons why the L1 might be useful. First, learners prefer translation to help them express their feelings. Secondly, the use of L1 helps them avoid negative transfer through translation and finally, the use of L1 serves as a valuable technique for using class time.

According to Butzkamm (2003), the advantages and principles of using the L1 are the following: - L1 helps learners feel secure and at ease; L1 serves as the best way of teaching people the foreign language; the selective use of the L1 is the best way of creating a friendly atmosphere for learning the foreign language; the use of the L1 allows learners to learn the L2 without any feeling of frustration and L1 techniques allow teachers to provide their learners with richer texts and ensure comprehensible input, which in turn leads to faster acquisition.

Sharma (2006) suggests some guidelines for teachers' beneficial use of L1, including the use of L1 in translating new language, chatting with learners, giving instructions, as well as providing feedback and error correction.

The use of the L1 is also advantageous in terms of classroom management and efficiency.

2.3.1 Classroom management

Another advantage of the use of the L1 in the L2 classroom is that it helps teachers save time. For instance, instead of providing a thorough explanation of the given word or expression in the L1, the teacher can simply provide learners with a translation of that in the L1 in order to facilitate understanding and increase efficiency. In addition, the learning of a target language can develop through the comparison of the mother tongue and the L2. Cultural aspects may also play a role, meaning that the cultural similarities and differences may be stressed in order to help learners accept the differences and preserve their cultural identity at the same time.

Researchers also emphasize that managing the class, giving instructions for teaching and testing activities, conveying meaning by providing L1 equivalents, explaining grammar and correcting errors are also other uses and advantages of L1.

2.3.2 Efficiency

According to Cole, 1998; Harbord, 1992 and Meiring & Norman, 2002 (cited in Çelik, 2008), selective use of the mother tongue in teaching English to learners with lower proficiency levels is time-efficient and can help check the learners' understanding and to avoid any misunderstanding. In this sense, according to Krajka, 2004 (cited in Çelik, 2008), translation not only helps the learners have a better understanding of the new information, but also encourages them not to feel discouraged if they don't know particular words and expressions. In any case, they will understand that there might be words and expressions that they don't know and that that shouldn't create obstacles for them to communicate successfully. According to Auerbach, 1993 (cited in Çelik, 2008), "starting with the L1 provides a sense of security and validates the learners' lived experiences, allowing them to express themselves".

In addition to classroom management and efficiency, there are also social/emotional factors that can be referred to as affective concerns. The latter, in their turn, include psychological advantages.

2.3.3 Affective concerns

Other advantages to using the first language in the foreign language classroom can be referred to as social/emotional (affective) factors. Since the L1 plays a decisive role in establishing the students' identity, the teacher must respect the learners' L1 and cultural background. If not, according to Canagarajah, 1999; Nation, 1990 (cited in Çelik, 2008), learners will feel bad and won't be able to communicate in the L2.

2.3.4 Psychological advantages

There are also psychological advantages to sharing the L1 and using it in the foreign language classroom in a purposeful way (Çelik 2008). According to Cook, 1999 (cited in Çelik, 2008), taking into consideration the fact that English and native speaker teachers are viewed as superior, learners may not feel comfortable with having a native speaker teacher whom they might see as a model of perfection and may prefer the non-native speaker teacher who can help them succeed in learning the language and communicating. In relation to the use of L1 in the L2 classroom, students might not feel comfortable with having a native speaker teacher because the latter might not be able to explain the terms and concepts in the students' L1 and make it difficult for them to understand.

Perhaps it is appropriate to sum up this section with the following words of Deller (2002:3): "The mother tongue taboo has been with us for a long time, but fortunately now things

seem to be changing. I believe that many teachers have continued to use the mother tongue because it is both necessary and effective."

2.4 Contexts of Second Language Acquisition

The context of Second Language Acquisition could be defined as the environment in which the second language is taught in the classroom, meaning whether there is more emphasis on the use of L1 or the use of L2 in the L2 classroom. According to Hendrickson (1991), the context in which the L2 is taught is important in that teachers must teach the L2 in contexts that are both culturally and linguistically appropriate.

There are different contexts in Second Language Acquisition and, and two of them are the **Formal L2 Classroom** and the **Domestic Immersion Classroom** introduced in a study by Baños (2009). The **Formal Classroom** is the type of learning context in which learning usually takes place at a home institution and the main emphasis is on the use of the mother tongue in the classroom and the use of the L2 on some occasions. This means that the teacher mainly uses the L1 of the learners to explain certain things and may use the L2, for example, to help the learners practice their speaking skills in class. In the **Domestic Immersion Classroom**, it seems as though students are learning abroad, except for the fact that the lesson takes place at a home institution. Here the emphasis is more on the use of the L2 in the classroom in order to increase students' awareness of the language through communication in the L2. The Domestic Immersion Classroom can benefit students in that they use the language more frequently since they spend most of their day in an environment in which the L2 is the main language of use.

In relation to learning the L2 through the use of L1, Van de Craats, 2003, Spada and Lightbown, 1993, and Lightbown and Spada, 2000 (cited in Vanderheijden, 2010) have

interpreted the interference of L1 in second and foreign language learning within a communicative language learning context. Van de Craats (2003) asserts that since the 1970s a more communicative approach to and focus on student learning was intended to increase the use of L2 by both teacher and student. Such an increase (especially of input) would decrease the dependence on the native language and also its interference with L2 learning.

The discussion on the use of the mother tongue in the L2 classroom, the advantages of using the L1 in the L2 classroom, as well as the positive and negative sides of using the L1 lead to the review of studies that have been conducted to determine teachers' and students' reactions to and attitudes toward using L1 in the English as a Foreign Language classroom, or the EFL classroom.

2.5 Studies on teachers' and students' reactions to and attitudes toward using L1 in the EFL classroom

There has been much research on the use of L1 in the L2 classroom, as well as teachers' and students' reactions to and attitudes toward the use of L1. This section of the literature review focuses on the studies supporting and opposing the use of L1 in the EFL classroom.

2.5.1 Studies supporting the use of L1 in the L2 classroom

In his research, Schweers (1999) designed and conducted a study on the use of Spanish in English classes at the University of Puerto Rico. The study was conducted with the participation of four participants and consisted of recording a 35-minute sample from three classes at the beginning, middle and end of the semester. The purpose of the recordings was to see how frequently and for what purposes the teachers used Spanish, that is, the L1 in the classes. The

teachers and members of the department filled out questionnaires about their attitudes toward the use of Spanish in the English classroom. Based on the results, a high percentage of students felt that Spanish should be used in their English classes, while all of the teachers said they used Spanish to a certain extent. There were also students who said they would like to see Spanish used in English class between 10 and 39 percent of the time. Overall, the study showed that students agreed with the use of Spanish in the English language classroom to some degree. They felt there were cases when the use of Spanish would help them understand the given word, phrase or expression more easily and would facilitate the learning process for them. When asked why they thought the use of Spanish in the English classroom might be more effective than using English, some teachers replied that it was more important for students to understand the concept. Some said the use of Spanish helped establish a relationship with the students, while others said students could identify better with a teacher who speaks to them in their own language. Schweers concludes the study by stating what he found as a result of the study. According to him, the study helped him realize that bringing Spanish into the English classes had made learning English appear to be less of a threat to the students' vernacular and that using Spanish had led to positive attitudes toward the process of learning English and had encouraged students to learn more English.

Based on another study conducted by Duimovic (2007), students showed a positive attitude toward the use of L1 in the L2 classroom and added that it was interesting for them. According to some, using only English makes students try to communicate with the teacher in that language and allows them to produce comprehensible input and negotiate meaning. The researcher also concludes that the results of his research prove that the right use of the L1 in the

English classroom shows that the students use the L1 as their primary language for communication and cultural expression.

The use of the L1 in the L2 also includes complexities and contradictions. In a study conducted in a Cypriot context, Copland and Neokleous (2010) found that teachers' decision making is often complex, based on either what they perceive as their students' affective needs or on their cognitive processes. In addition, teachers often give different kinds of explanations for the use of the L1 in the L2 classroom, contradicting beliefs by their actions. The construct of guilt is offered to explain these complexities and contradictions in the teachers' use of L1 in the study. The authors conclude by suggesting that teachers should be supported to finding local solutions to local teaching problems so that they better understand and exploit the resources available to them.

To clarify teachers' and students' reactions to using the L1 (Arabic language) in teaching EFL in the Department of English and Modern European languages at the University of Qatar, Aqel (2006) prepared questionnaires and found that all of the teachers who are native speakers of English and more than half of non-native speakers of English accepted the use of Arabic in EFL teaching. As for students, 42.85% of freshmen, 54.23% of sophomores, 57.64% of juniors and 61.53% of senior students favored the use of Arabic. Despite these results, the researcher recommends using Arabic in EFL teaching wisely and only in the case of teaching points that require the use of the L1 (Al-Nofaie 2001).

Through interviews with students and teachers in English courses at the University of Messina in Italy, Cianflone (2009) found that the students and teachers accepted the use of L1 to explain grammar, vocabulary terms and difficult concepts and to ensure the students' general comprehension. In conclusion, Cianflone (2009) says the students seem to prefer the use of L1

and the teachers use the L1 wisely and argues that such use of the L1 may help the teacher use his or her time efficiently and make students more motivated to learn the language.

Another study on the use of L1 in an L2 classroom is the one conducted by Sharma (2006) at Chitwan high school in Nepal. The study was based on classroom observations of four teachers and questionnaire responses of one hundred students and twenty high school English teachers. Most of the respondents said they preferred some use of the L1 in the EFL classroom to have a better understanding of difficult words in the L2, to explain grammar rules and to establish communication between teachers and learners. The study justifies that the use of L1 has to be judicious since it shows how L1 helps students learn English more effectively as they are provided with the L1 equivalents of the vocabulary and grammar of the L2.

Khurma and Hajjaj (1989) also conducted a similar study with the purpose of studying and assessing the use of the mother tongue in the foreign language classroom. The teachers, supervisors and students that participated in the field study expressed their views on the issue, stating to what extent they use the mother tongue, as well as the purposes and situations. Based on the findings, some recommendations were made for a limited, but systematized use of the mother tongue in the EFL classroom.

Another study on the use of the mother tongue is a case study conducted by Bouangeune (2009) at the National University of Laos. The study mainly focuses on the use of the mother tongue to teach vocabulary to students that have a low proficiency level of the L2. It shows how effective the use of L1 is in teaching vocabulary through translation and dictation. Based on the findings, the experimental group did better in learning both vocabulary in direct translation and vocabulary in context. In the conclusion, the researcher recommends that teachers provide simple and brief explanations of what the words mean, particularly in the learners' first language.

In his surveys on the use of L1 in English courses at the university level, Cianflone (2009) presents the percentage of favorable answers given by students and teachers. The survey is based on the studies conducted by different researchers, including Critchley (1999), Schweers (1999), Tang (2000), Burden (2000/2001), Janulevičienė & Kavaliauskienė (2002) and Kavaliauskienė & Kaminskienė (2007). Based on the results, students and teachers seem to favor the use of L1 in terms of explanation of grammar, vocabulary items, as well as difficult concepts and for general comprehension. Both students and teachers oppose the use of the mother tongue in testing, but agree with using it to help create a friendly environment in the classroom and to conduct contrastive analysis based on the errors made in the language. According to Cianflone (2010), these results may show that both teachers and students have different views on learning. Those ideas are short term for the students who only attend classes and take examinations, but are long term for teachers whose goal is to construct lessons plans that are learner-centered and take into consideration the students' needs and wants.

According to Nazary (2008), the first language of learners plays an important role in teaching the skills and the sub-skills of the L2 and in organizing activities in the classroom as well. Based on research findings, L1 use plays a decisive role in teaching and learning. In a study, Nutalli, 1996 (cited in Nazary, 2008) addresses the reading skills, attaches importance to the L1 in training reading-based skills to discuss the students' worksheets and in a reading summary test. Another researcher, Koren, 1997 (cited in Nazary, 2008) observed students listening to lectures in a foreign language while taking notes in the L1 and came to the conclusion that the use of translation while taking notes isn't a bad strategy, if the objective is to understand the material.

2.5.2 Studies opposing the use of L1 in the L2 classroom

In a study conducted by Prodromou (2002), 300 Greek participants were divided into three groups, including Elementary, Intermediate and Advanced level students. Prodromou tried to study the reaction and attitude of students at different levels to the use of L1 in their classrooms. Based on the results, the students at the advanced level don't agree with the use of L1 in their classroom, but those students who are beginning to learn the language said they accepted the use of the L1 in the L2 classroom.

Nazary (2008) designed a study to gather the views of Iranian tertiary students on the use and try to examine the relationship between learners' language proficiency level and their attitudes to and degree of awareness of the benefits of L1 use. The main goal of this study was to find evidence to support the theory that L1 can facilitate L2 acquisition and to reject the existing notion that L1 impedes the process. In his study, Nazary (2008) assumes that there should be maximum use of L2 in the classroom, but also judicious use of L1. The researcher mentions that it is worth studying this issue since very few studies have been conducted in Iran and the findings will help shed more light on the importance of L1 in L2 acquisition, particularly among Iranian learners in the foreign language context. Nazary conducted the study with the participation of 85 male and female students learning English at Tehran University as an extracurricular program to enhance their General English. The participants had different professions and this meant that they would have a variety of attitudes toward the use of L1 in the L2 classroom. The participants were selected according to their English proficiency level, which also contributed to the investigation into the relationship between the students' proficiency levels and their attitudes toward the use of L1. The researcher used questionnaires comprised of two parts, including a part that asked for demographic information such as name, family name, age

and proficiency levels, as well as a part that included 16 items on a Likert scale to define students' attitudes. The questionnaires were administered to university students from different levels of English language proficiency studying at Tehran University and selected randomly from different classes. After they were presented with a short introduction to the project, the students were asked to read the items and then decide to state whether they agreed or disagreed with the mentioned statements. Based on the overall findings, Iranian university students refrain from using their mother tongue in English language situations and prefer to be exposed to the L2 more than the L1. The data in the research show that the majority of the students from all levels didn't attach much importance to the use of L1. Finally, the findings of this study showed opposite results to all previously conducted studies, except that of Prodromou (2002). The studies conducted by Schweers (1999), Burden (2001), Tang (2002) and Dujmovic (2007) emphasize the importance of the use of L1 in four different foreign language contexts. Nazary concludes by adding that the purpose of the study was to explore the Iranian students' attitudes and level of awareness toward the use of their mother tongue (Farsi) in their English classrooms and claims that there is a need to highly appreciate the unity between the mother tongue and foreign languages.

The review of the literature on the use of L1 and L2, the advantages and disadvantages, as well as the studies supporting and opposing the use of L1 helped the researcher conduct a study on the use of L1 in the English language classroom in the Armenian setting with a methodology aimed at discovering the current practices and the beliefs and attitudes of students and teachers in and toward the use of L1. The methodology is presented in the following chapter.

CHAPTER THREE: METHODOLOGY

This chapter focuses on the methodology that was used to conduct the study. It includes restatement of the research questions and the research design.

3.1 Research Design

A survey study was selected to determine the beliefs and attitudes toward the use of L1 in the L2 classroom. The data for this survey study were gathered via questionnaires for teachers and students.

The following are the research questions for this study:

3. What are reported practices concerning the use of the L1 in the L2 classroom in Armenia?
4. What are teachers' and students' beliefs and attitudes concerning the use of L1 in the L2 classroom in Armenia?

3.2 Setting and participants

In terms of setting, the American University of Armenia was chosen as the setting for this study. The university offers language courses at different levels for those wishing to learn English, and for this study, the researcher selected the General English language extension courses with teachers and students at the Upper-Intermediate and Advanced levels. An estimated sample size of 40 students and 4 teachers were selected through a nonprobability method with volunteer subjects.

3.3 Sampling procedures

Sampling methodologies are classified under two general categories, including probability sampling and nonprobability sampling. For this study, the researcher selected the nonprobability sampling methodology. When discussing the results of a nonprobability sample, the researcher must limit his/her findings to the persons or elements sampled. The advantage of nonprobability sampling is the ease in which it can be administered. Nonprobability samples tend to be less complicated and less time consuming than probability samples. Throughout this procedure, the researcher ensured the participants' confidentiality of responses and participation by informing them that their participation in the implementation of this study was voluntary and was not part of the General English language course that they were taking at the university.

3.4 Instrumentation

This study was conducted through a questionnaire, which was selected as a data collection instrument because it often has standardized answers that make it simple to compile data. The questionnaire for this study was comprised of multiple choice questions and Likert Scale items and was based on a similar one prepared by Northumbria University and the Open University in the UK, in conjunction with the British Council. It included mainly closed-ended questions and one open-ended question at the end for further comments. The teachers and students were asked to answer the multiple choice questions regarding their country of residence, the number of years that they have been teaching or studying English, their language levels, the number of classmates and the curriculum at their institution. Both teachers and students were asked to express their views on the use of L1 in the L2 classroom by stating whether they agreed or disagreed with the statements in the Likert Scale, which determines how subjects view this or that statement on a scale with "Strongly Agree" at one end and "Strongly Disagree" on the other.

The results of the questionnaires are presented in tables in Chapter IV of this thesis for both the multiple choice questions and the Likert Scale items.

3.5 Data collection

The data were collected through the distribution and analysis of the questionnaires. The questionnaires were distributed to the teachers and students during their last week of classes, which was also the period of course evaluation. The teachers and students agreed to participate in the study and complete the questionnaires that were distributed to them in the course of the lesson. Before distribution, the questions were first written in English and then translated into Armenian. The purpose of the translation was to help those students that might have trouble understanding and answering some questions in English. After giving a short introduction to the project and identifying its advantages for classroom teachers and students, the students and teachers were asked to read the items and answer the questions determining to what extent they agree or disagree with the statements. The teachers and students were also encouraged to add any comments and share their suggestions.

3.6 Data analysis

The data for both research questions were analyzed on the basis of the teachers' and students' responses to the questions asking them to state their views on the statements, that is, the Likert Scale items. The responses to the multiple choice questions and the Likert Scale items provided the researcher with quantitative data, and the last section of the questionnaire for further comments provided qualitative data. Although few participants added further comments, the questionnaire did help identify the current practices in the use of L1 in the L2 classroom, as

well as the beliefs and attitudes of the participants toward the use of L1. The quantitative data were analyzed and presented in tables with percentages for the multiple choice questions and Likert Scale items. The questionnaires are presented in the Appendices.

3.7 Limitations

Like all studies, this study also had its limitations (internal validity) and delimitations (external validity). The limitations of a study could be defined as those characteristics of design or methodology that impacted or influenced the application or interpretation of the results. They are the constraints on generalizability and utility of findings that are the result of the ways in which the researcher chose to design the study and/or the method used to establish internal and external validity.

Acknowledgement of the limitations and delimitations provides the opportunity to make suggestions for further research. In this study, the researcher faced methodological limitations, including sample size, lack of available and/or reliable data and the measure used to collect the data. The researcher also faced limitations as the person conducting the research, including longitudinal effects (the short amount of time that was available).

The methodological limitations and the limitations of the researcher are discussed in more detail in the Discussion and Conclusion Chapter of the study.

CHAPTER FOUR: RESULTS

This chapter of the study focuses on the results obtained after administering the questionnaires for both teachers and students of the English language extension courses at the American University of Armenia. The results are presented in tables for the multiple choice questions and Likert Scale items in the questionnaires.

4.1 Multiple choice questions for teachers:

Country where you work:	Armenia 100% (4)
Which type of school/institution do you teach English most often?	Private 50% (2) State 50% (2) Other 0% (0)
Which age group do you teach most often?	0-5 0% (0) 6-11 0% (0) 12-17 0% (0) 18-23 50% (2) 24+ 50% (2)
Which is the language level of the learners you teach?	Beginner to Pre-intermediate 0% (0) Intermediate to Advanced 100% (4)
On the average, how many learners do you have in class?	1-10 50% (2) 11-20 50% (2) 21-30 0% (0) 31-50 0% (0) 51-100 0% (0) 100+ 0% (0)
How would you describe the curriculum in your institution?	Learners study only English 75% (3) Learners study English and other academic subjects 25% (1)
How do you use English in your work as an English language teacher?	I teach English 100% (4) I use English to teach other academic subjects Other
How would you describe the classes you teach?	Learners share a common own language 75% (3) Learners do not share a common own language 25% (1)
If your learners share a common language, in your opinion, what would be your level of knowledge of the English language?	Beginner 0% (0) Elementary 0% (0) Intermediate 0% (0) Upper-intermediate 0% (0) Advanced 0% (0) Expert or native speaker 50% (2) Not applicable-learners do not share a common own language 50% (2)

For how many years have you been working as an English language teacher?	0-4 50% (2) 5-9 25% (1) 10-14 25% (1) 15-19 20-24 25+
Which of the following is your highest qualification that corresponds to English Language Teaching?	Certificate 25% (1) Diploma 0% (0) University undergraduate degree 0% (0) University postgraduate degree 75% (3) Doctorate 0% (0) No relevant qualification 0% (0) Other 0% (0)
Which level corresponds to your level of knowledge of the English language?	Beginner 0% (0) Elementary 0% (0) Intermediate 0% (0) Upper-intermediate 0% (0) Advanced 0% (0) Expert or native speaker 100% (4)

4.2. Multiple Choice questions for students:

Country where you study:	Armenia 100% (40)
Which type of school/institution do you learn English most often?	Private State Other 40% (16) 60% (24) 0% (0)
Which is the age group of learners in your class?	0-5 6-11 12-17 18-23 24+ 0% (0) 0%(0) 0% (0) 50% (20) 50% (20)
Which is your language level?	Beginner to Pre-intermediate Intermediate to Advanced 50% (20) 50% (20)
On the average, how many classmates are there in your class?	1-10 11-20 21-30 31-50 51-100 100+ 90% (36) 10% (4) 0% (0) 0% (0) 0% (0) 0% (0)
How would you describe the curriculum in your institution?	Learners study only English 50% (20) Learners study English and other academic subjects 50% (20)
How would you describe the classes?	Learners share a common own language 60% (24) Learners do not share a common own language 40%

	(16)
For how many years have you been learning English?	0-4 80% (32) 5-9 15% (6) 10-14 5% (3) 15-19 0% (0) 20-24 0% (0) 25+ 0% (0)
Which level corresponds to your level of knowledge of the English language?	Elementary 13% (5) Intermediate 55% (22) Upper-intermediate 5% (3) Advanced 0% (0) Expert or native speaker 0% (0)

4.3 Likert Scale for teachers:

How do you use the learners' own language in implementing the following activities? Tick ONE box for each activity.

	Always	Often	Sometimes	Rarely	Never
<i>Explain vocabulary</i>	0% (0)	0% (0)	25% (1)	50% (2)	0% (0)
<i>Give instructions</i>	0% (0)	0% (0)	25% (1)	25% (1)	50% (2)
<i>Explain grammar</i>	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)
<i>Develop rapport and a good classroom atmosphere</i>	0% (0)	0% (0)	0% (0)	25% (1)	25% (1)
<i>Correct spoken errors</i>	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)
<i>Explain when meanings in English are unclear</i>	0% (0)	0% (0)	25% (1)	50% (2)	25% (1)

<i>Give feedback on written work</i>	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)
<i>Test and assess learners</i>	0% (0)	0% (0)	0% (0)	25% (1)	75% (3)
<i>Maintain discipline</i>	0% (0)	0% (0)	25% (1)	25% (1)	50% (2)
<i>Other (please specify):</i>					

How often do learners do the following in the classroom through the use of their own language? (Tick ONE box for each activity)

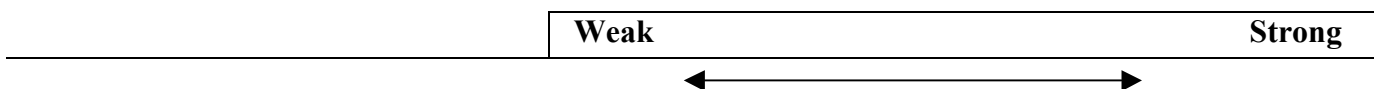
	Always	Often	Sometimes	Rarely	Never
<i>Use bilingual dictionaries or word lists</i>	0% (0)	0% (0)	50% (2)	25% (1)	0% (0)
<i>Compare English grammar to the grammar of their own language</i>	0% (0)	0% (0)	75% (3)	25% (1)	0% (0)
<i>Watch English language TV/video with own-language subtitles</i>	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)
<i>Do spoken translation activities</i>	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)
<i>Do written translation activities</i>	0% (0)	0% (0)	0% (0)	0% (0)	100% (4)
<i>Prepare for tasks and activities in their own</i>	0%	0%	0%	50%	50%

<i>language before switching to English</i>	(0)	(0)	(0)	(2)	(2)
<i>Other (please specify):</i>			Total respondents:		

In this section of the questionnaire, tick ONE box for each statement below to provide a summary of your views of own-language use in the classroom.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<i>I try to exclude own-language use</i>	50% (2)	25% (1)	0% (0)	25% (1)	0% (0)
<i>I allow own-language use only at certain points of a lesson</i>	25% (1)	75% (3)	0% (0)	0% (0)	0% (0)
<i>English should be the main language used in the classroom</i>	75% (3)	25% (1)	0% (0)	0% (0)	0% (0)
<i>I feel guilty if languages other than English are used in the classroom</i>	50% (2)	50% (2)	0% (0)	0% (0)	0% (0)
<i>Own-language use helps learners express their cultural and linguistic identity more easily</i>	0% (0)	25% (1)	50% (2)	25% (1)	0% (0)

The following is a list of possible arguments favoring the use of learners' own language in the classroom. Tick ONE box to show how strongly you view each argument for own-language use.



	argument for own-language use			argument for own-language use			
<i>Learners like to use their own language in class</i>		50% (2)		50% (2)			
<i>Conveying meaning through the learners' own language is useful because it saves time</i>		25% (1)		25% (1)		50% (2)	
<i>Own-language use helps learners work together</i>		75% (3)			25% (1)		
<i>Learners can relate new English language knowledge to their existing own-language knowledge</i>				25% (1)	25% (1)	50% (2)	
<i>Own-language use makes learners less anxious</i>	25% (1)	25% (1)		50% (2)			
<i>Translation is an effective language learning strategy for many learners</i>		25% (1)		25% (1)	25% (1)	25% (1)	
<i>Other reason(s) for own-language use:</i>							

The following is a list of possible arguments opposing the use of learners' own language in the classroom. Tick ONE box to show how strongly you are against the use of own-language in class.

	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> Weak argument against own- language use </div> <div style="text-align: center;"> </div> <div style="text-align: center;"> Strong argument against own- language use </div> </div>						
<i>Own-language use reduces the opportunities for learners to listen to and understand English</i>						50% (2)	50% (2)
<i>In multilingual classes, own-language use is impractical.</i>						25% (1)	75% (3)
<i>Own-language use reduces the opportunities for learners to speak and practice English.</i>						25% (1)	75% (3)
<i>Own-language use leads to interference ('negative transfer') from the learner's own language into English</i>			50% (2)			50% (2)	
<i>Learners prefer English-only classes</i>					50% (2)	50% (2)	
<i>Own-language use stops learners thinking in English</i>					50% (2)	50% (2)	
<i>Other reason(s) against own-language use:</i>							

How strongly do you agree or disagree with the following statements? (Tick ONE box for each statement)

	<div style="display: flex; justify-content: space-between; align-items: center;"> Strongly disagree ←—————→ Strongly agree </div>						
<i>Own-language use is more appropriate with lower level learners than higher level learners</i>	25% (1)		25% (1)		50% (1)		
<i>Own-language use is more appropriate with younger learners than with adults and teenagers</i>	50% (2)	25% (1)	25% (1)				
<i>Own-language use is more appropriate with larger classes than with smaller classes</i>		25% (1)	25% (1)	25% (1)			25% (1)
<i>The amount of own-language use depends on the extent to which the learners' own language is particularly different from English (e.g., uses a different writing system or has a very different grammar)</i>		50% (2)	25% (1)			25% (1)	
<i>Own-language use is more appropriate with classes which share an own language than classes who have a mixed language background</i>			25% (1)			50% (2)	25% (1)

In this section of the questionnaire, you are asked to express your opinion about the general attitude to own-language use in your institution. Tick ONE box for each statement.

<i>strongly agree</i>	<i>agree</i>	<i>neither agree nor</i>	<i>disagree</i>	<i>strongly disagree</i>	<i>not applicable</i>

			<i>disagree</i>			
<i>Teachers can decide for themselves the balance of English and own-language use in the classroom</i>	25% (1)	50% (2)	25% (1)	0% (0)	0% (0)	0% (0)
<i>My school/institution expects classes to be taught only in English</i>	75% (3)	25% (1)	0% (0)	0% (0)	0% (0)	0% (0)
<i>Learners expect classes to be taught only in English</i>	25% (1)	75% (3)	0% (0)	0% (0)	0% (0)	0% (0)
<i>The government/Education Ministry expects classes to be taught only in English</i>	25% (1)	0% (0)	50% (2)	0% (0)	0% (0)	25% (1)
<i>Teachers in my institution feel that classes should be taught only in English</i>	50% (1)	25% (1)	25% (1)	0% (0)	0% (0)	0% (0)

The following are statements aimed at determining how often the teaching/learning materials used in your institution include activities that can be carried out through the use of the own-language. Tick ONE box for each statement.

	<i>strongly agree</i>	<i>agree</i>	<i>neither agree nor disagree</i>	<i>disagree</i>	<i>strongly disagree</i>	<i>not applicable</i>
<i>The teaching materials used include own-language explanations of English</i>	0% (0)	0% (0)	0% (0)	0% (0)	50% (2)	50% (2)
<i>The teaching materials used encourage learners to use their own</i>	0% (0)	0% (0)	0% (0)	0% (0)	50% (2)	25% (1)

<i>language during classroom activities</i>						
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Based on your own experiences, to what extent do you think own-language use is supported or discouraged through teacher training and other forms of professional development within English Language Teaching? Tick ONE box for each statement.

	Strongly disagree					Strongly agree		
<i>My pre-service teacher training discouraged own-language use in class</i>						75%	2	
						(3)		
<i>It is common to find discussion of own-language use at professional conferences about ELT</i>						25%	5	
						(1)		(1)
<i>My in-service teacher training encouraged own-language use in class</i>	25%			25%		25%		
	(1)			(1)		(1)		(1)
<i>It is rare to find discussion of own-language use in the research and literature surrounding ELT</i>	25%				25%		2	
	(1)				(1)			(1)
<i>There is renewed debate about own-language use within the language teaching literature</i>				50%		25%	2	
				(2)		(1)		
<i>Further comments:</i>								

4. 4 Likert Scale for Students:

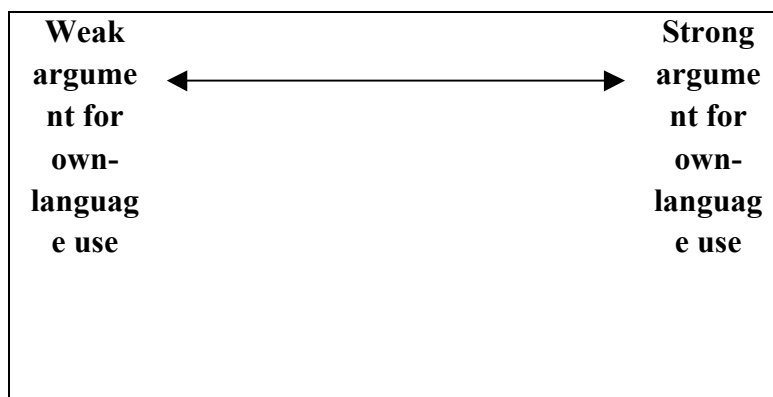
	Always	Often	Sometimes	Rarely	Never
<i>Use bilingual dictionaries or word lists</i>	5% (2)	25% (10)	25% (10)	13% (5)	32% (13)
<i>Compare English grammar to the grammar of your own language</i>	2% (1)	50% (20)	25% (10)	13% (5)	10% (4)
<i>Watch English language TV/video with own-language subtitles</i>	13% (5)	13% (5)	25% (10)	13% (5)	36% (15)
<i>Do spoken translation activities</i>	13% (5)	25% (10)	17% (7)	25% (10)	20% (8)
<i>Do written translation activities</i>	13% (5)	22% (9)	25% (10)	20% (8)	20% (8)
<i>Prepare for tasks and activities in your own language before switching to English</i>	7% (3)	25% (10)	17% (7)	25% (10)	25% (10)
<i>Other (please specify):</i>					

In this section of the questionnaire, tick ONE box for each statement below to provide a summary of your views of the teacher's use of own-language in the classroom.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

<i>The teacher tries to exclude own-language use</i>	50% (20)	13% (5)	17% (7)	10% (4)	10% (4)
<i>The teacher allows own-language use only at certain points of a lesson</i>	10% (4)	5% (2)	25% (10)	50% (20)	10% (4)
<i>English should be the main language used in the classroom</i>	30% (12)	25% (10)	10% (4)	25% (10)	10% (4)
<i>The teacher feels guilty if languages other than English are used in the classroom</i>	15% (6)	15% (6)	20% (8)	25% (10)	25% (10)
<i>Own-language use helps learners express their cultural and linguistic identity more easily</i>	5% (2)	13% (5)	25% (10)	25% (10)	30% (13)

The following is a list of possible arguments favoring the use of learners' own language in the classroom. Tick ONE box to show how strongly you view each argument for own-language use.



<i>I like to use my own language in class</i>	50% (20)						50% (20)
<i>Conveying meaning through the learners' own language is useful because it saves time</i>	75% (30)						25% (10)
<i>Own-language use helps learners work together</i>	80% (32)						20% (8)
<i>I can relate new English language knowledge to my existing own-language knowledge</i>	20% (8)	20% (8)	20% (8)				40% (16)
<i>Own-language use makes learners less anxious</i>	35% (14)	25% (10)			15% (6)	25% (10)	
<i>Translation is an effective language learning strategy for many learners</i>	60% (24)	20% (8)			20% (8)		
<i>Other reason(s) for own-language use:</i>							

The following is a list of possible arguments opposing the use of learners' own language in the classroom. Tick ONE box to show how strongly you are against the use of own-language in class.

(Tick ONE box for each statement)

Weak argument against own- language use		Strong argument against own- language use
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<i>Own-language use reduces the opportunities for learners to listen to and understand English</i>	15% (6)					60% (24)	25% (10)
<i>In multilingual classes, own-language use is impractical.</i>	20% (8)	20% (8)				20% (8)	40% (16)
<i>Own-language use reduces the opportunities for learners to speak and practice English.</i>	25% (10)			50% (20)			25% (10)
<i>Own-language use leads to interference ('negative transfer') from the learner's own language into English</i>	35% (14)		20% (8)	10% (4)		10% (4)	25% (10)
<i>I prefer English-only classes</i>	60% (24)			10% (4)		10% (4)	20% (8)
<i>Own-language use stops learners thinking in English</i>		25% (10)			25% (10)	20% (8)	30% (13)
<i>Other reason(s) against own-language use:</i>							

How strongly do you agree or disagree with the following statements? (Tick ONE box for each statement)

	<p style="text-align: center;"> Strongly disagree ←————→ Strongly agree </p>						
<i>Own-language use is more appropriate with lower level learners than higher level</i>	10%				20%	10%	60%

<i>learners</i>	(4)				(8)	(4)	(24)
<i>Own-language use is more appropriate with younger learners than with adults and teenagers</i>	15% (6)	20% (8)		25% (10)		13% (5)	27% (11)
<i>Own-language use is more appropriate with larger classes than with smaller classes</i>	40% (16)	20% (8)				10% (4)	30% (13)
<i>The amount of own-language use depends on the extent to which the learners' own language is particularly different from English (e.g., uses a different writing system or has a very different grammar)</i>	13% (5)	15% (6)		25% (10)		25% (10)	22% (9)
<i>Own-language use is more appropriate with classes which share an own language than classes who have a mixed language background</i>	20% (8)			30% (13)		20% (8)	30% (13)

In this section of the questionnaire, you are asked to express your opinion about the general attitude to own-language use in your institution. Tick ONE box for each statement.

	<i>strongly agree</i>	<i>Agree</i>	<i>neither agree nor disagree</i>	<i>Disagree</i>	<i>strongly disagree</i>	<i>not applicable</i>
<i>Teachers can decide for themselves the balance of English and own-language use in the classroom</i>	25% (10)	25% (10)	13% (5)	13% (5)	17% (7)	7% (3)
<i>My school/institution expects classes to be</i>	25%	20%	13%	10%	10%	22%

<i>taught only in English</i>	(10)	(8)	(5)	(4)	(4)	(9)
<i>Learners expect classes to be taught only in English</i>	60% (24)	10% (4)	7% (3)	7% (3)	5% (2)	10% (4)
<i>The government/Education Ministry expects classes to be taught only in English</i>	10% (4)	10% (4)	30% (12)	13% (5)	17% (7)	20% (8)
<i>Teachers in my institution feel that classes should be taught only in English</i>	40% (16)	10% (4)	15% (6)	7% (3)	13% (5)	15% (6)

The following are statements aimed at determining how often the teaching/learning materials used in your institution include activities that can be carried out through the use of the own-language. Tick ONE box for each statement.

	<i>strongly agree</i>	<i>agree</i>	<i>neither agree nor disagree</i>	<i>disagree</i>	<i>strongly disagree</i>	<i>not applicable</i>
<i>The teaching materials used include own-language explanations of English</i>	5% (2)	10% (4)	7% (3)	15% (6)	13% (5)	50% (20)
<i>The teaching materials used encourage learners to use their own language during classroom activities</i>	13% (5)	17% (7)	25% (10)	20% (8)	15% (6)	10% (4)

CHAPTER FIVE: DISCUSSION AND CONCLUSION

The discussion in this chapter is based on the results of the questionnaires administered to the teachers and students of the General English courses. It is followed by limitations and pedagogical implications. Finally, it presents recommendations for future research and ends with a conclusion.

5.1 Discussion of results of the questionnaire for teachers

Based on the results, almost all teachers said they rarely use the L1 in activities such as explaining vocabulary and grammar, giving instructions and maintaining discipline in a classroom where the learners share the same language. According to Nation (1997), in classes where learners all share the same first language or national language, teachers need to use a range of options to encourage learners to use the L2 as much as possible. Some of the options include choosing manageable tasks that are within the learners' proficiency; preparing learners for tasks by pre-teaching the language items and skills needed; getting learners to pretend to be English speakers; repeating tasks to make them easier; discussing with the learners the value of using the L2 in class; getting learners to discuss the reasons why they avoid using the L2 and getting them to suggest solutions to encourage L2 use; setting up a monitoring system to remind learners to use the L2 and using non-threatening tasks, that is, learners can choose their own groups to prepare well for the tasks. It should be mentioned that based on the results of the questionnaires prepared for the learners, most of the learners said they either rarely or never prepared for tasks and activities in their own language before switching to English, meaning that they attach more importance to the use of L2 rather than the L1 in preparing for tasks.

One of the opinions that the teachers agreed with was that teachers can decide for themselves the balance of English and own-language use in the classroom. This would mean that

the teachers can decide when it is appropriate to, for example, use the learners' own-language in explaining a particular word or grammatical item in order to make it clear to the learners and when it is appropriate to simply give the explanation in English and find a way to explain in the L2. This is difficult in that the learners' understanding of the explanation is not always the case and the teacher might have to repeat explanations in order to achieve complete understanding on the part of the learners. However, it does serve as a good way of managing the classroom so that one language doesn't prevail over the other.

In the questionnaire, the teachers also answered questions related to other influences on teaching. They agreed that own-language use was discouraged in their pre-service teacher training, but that it was encouraged in their in-service teacher training. Perhaps one of the reasons for this is that in pre-service teacher training, teachers are encouraged to place more emphasis on the use of L2 in the classroom, but later face different situations in the classroom during in-service teacher training that make them attach more importance to balancing the L1 and the L2 in the foreign language classroom.

5.2 Discussion of results of the questionnaires for students

Overall, the results of the learners' questionnaires showed that the learners are more inclined to using the L2 in the classroom than the L1. Most learners agreed that their teachers try to exclude the use of the own language in the classroom and that English should be the main language used in the classroom. Although it is favorable to use more of the L2 in the classroom, it should be mentioned that there are situations in which the learners don't share a common language and it is difficult for the teacher to give explanations in only one L1.

In the section aimed at finding out learners' opinions on the use of L1 in the classroom, there were learners that said working with the L1 didn't make group work easier and that they couldn't relate English language knowledge to the knowledge of their own language. There were also learners for whom translation was an effective language learning strategy. Based on this, it could be said that the learners discouraging the use of L1 in the classroom would like to have more exposure to the L1 and not always refer to it in completing different tasks such as tasks that require group work. Although translation can serve as an effective language learning strategy, it's not always that it achieves the goal of learning because, as the learners said, they can't relate to the knowledge of the L2 and that of the L1.

Almost all learners said they preferred English-only classes and believed the argument that own-language use stops learners thinking in English was a strong argument. This serves as more evidence of the fact that learners would like to have more exposure to and increase their knowledge of the L2 in the foreign language classroom. Although the learners didn't give definite answers to the question of whether the teaching materials used include own-language explanations of English and whether the teaching materials used encourage learners to use their own language during classroom activities, it became clear that there was not much emphasis on the use of L1 in the teaching materials and activities.

5.3 Limitations of the study

The limitations of a study could be defined as those characteristics of design or methodology that impacted or influenced the application or interpretation of the results. Acknowledgement of the limitations provides the opportunity to make suggestions for further research. In this study, the researcher faced methodological limitations, including sample size,

lack of available and/or reliable data and the measure used to collect the data. The researcher also faced limitations as the person conducting the research, including longitudinal effects (the short amount of time that was available).

5.3.1 Sample size

For the purpose of this thesis, the questionnaire was chosen as a sampling procedure to determine teachers' and students' beliefs and attitudes toward the use of L1 in the L2 classroom. The researcher selected the teachers and students of the English language extension courses offered at the American University of Armenia as a sample for this study, but the number of teachers and students wasn't enough to provide a complete description of the matter in discussion. The researcher administered questionnaires to 4 teachers teaching 40 students in the English language courses. Although there were various answers to the questions stated in the questionnaires, there is a need for the participation of more subjects in order to ensure more answers and more variety that will help the researcher and others have a better understanding of the issue. For instance, in another study, a researcher can administer questionnaires or perhaps conduct interviews with 100 or more students and teachers from different educational and professional backgrounds.

5.3.2 Lack of available and/or reliable data

One of the limitations that the researcher faced in the implementation of this study was the lack of available and reliable data. There were many studies favoring or encouraging the use of L1 in the L2 classroom, yet there weren't many studies against or discouraging the use of L1. In similar studies, it is necessary to have studies conducted for and against the particular topic,

and in this case, the researcher wasn't able to provide much information about studies proving the negative sides of the use of L1. In terms of reliability, the researcher wasn't able to receive much qualitative data from the teachers and students due to the lack of comments in the corresponding section of the questionnaire asking them to provide further comments. One of the recommendations for future research would be to conduct qualitative research in addition to quantitative research. Another recommendation for future research would be to conduct observations to determine whether the teachers practice what they believe in. For instance, if the teachers claim that teaching L2 in the L2 classroom is more beneficial than using L1, then the researcher could conduct observations and a study on that.

5.3.3 Measure for data collection

For this thesis, the researcher selected the questionnaire as the measure for data collection. However, observations and interviews also could have been used to conduct the study because they would provide the researcher with more qualitative data and contribute to a more thorough understanding of the situation.

5.3.4 Longitudinal effects

Longitudinal effects, or the short amount of time available, didn't allow more detailed investigation into the issue. In addition to administering questionnaires, the researcher also could have organized observations and conducted interviews with the teachers and students to receive more in-depth and valuable explanations of their answers to the particular questions in the questionnaire and questions that weren't included in the questionnaire. The observations and interviews would have contributed to the study because they would have provided the researcher

with information that would be based on the practice and would show more clearly to what extent the teachers use the L1 in the L2 classroom, or if they use more of the L2 in the L2 classroom. Although it would have been effective to conduct observations and interviews, the period of the research coincided with the testing period of the students and the termination of the courses, meaning that both the teachers and students didn't have ample time to be observed and participate in the interviews.

5.4 Pedagogical implications

The role of the mother tongue in the second or foreign language classroom has always been a matter of discussion. The main question is to what extent the mother tongue should be used in the classroom and at what level the use of the L1 is more appropriate than the L2. According to Meyer (1998), since there are more than one language classrooms for second and foreign language instruction and a variety of levels, the answers to the question of the extent of foreign language instruction in the L1 vary. Students need exposure to the L2, and to a great extent, students are only exposed to the L2 in the classroom and don't have the opportunity to hear and use the language outside of the classroom. Given this, it is important for teachers to use as much of the L2 as possible in order to provide them with more exposure and help them gain more knowledge of the foreign language.

The classroom environment also determines the extent to which the L1 should be used and how it should be used (Meyer, 1998). The L1 has a scaffolding effect and the amount of it should be reduced along with the progression of students to higher levels of foreign language instruction. The important thing is to use the L2 as much as possible, and the ultimate goal of teachers should be to maximize L2 use. The classroom environment can be an intimidating place,

even for adults. It can take some time before the students get accustomed to the faces, surrounding, classroom procedures and the teacher's methods of teaching. In addition to this, the students are exposed to a foreign language, and that makes them more confused and anxious. Thus, the primary role of the L1 in the L2 classroom is to make the students feel more at ease in the classroom, and one of the ways of doing that is through comprehension of the L2 and the procedures taking place in the classroom. The students' L1 can help make the classroom more comprehensible because they use the L1 to have a better understanding of all that they learn in the L2. However, when the students don't share an L1 with the teachers and/or other students, both teachers and students have no other choice but to use the L2 in class for all kinds of activities.

5.5 Recommendations for future research

Based on the results of the questionnaires administered to the teachers and students of the English language extension courses, many teachers and students believe English should be the main language used in the classroom and that learners prefer English-only classes. These are the beliefs of the teachers and adult students of the higher level of English language courses, but it would be interesting to find out the beliefs of younger learners. For instance, researchers could conduct a study or an experiment on learners at the Beginner and Intermediate levels and try to see the difference between the beliefs and attitudes of those learners, as well as the teachers of those classes. Perhaps there are some teachers and students that would like to see more exclusive use of the L2. For this study, it would be preferable for researchers to not only administer questionnaires, but also conduct observations in the classrooms and organize interviews with the teachers and students with the purpose of receiving more in-depth information. Another topic

that might be interesting to study would be the views of teachers on the use of L1 in the L2 classroom before their in-service teacher training. In the questionnaire used for this study, most of the teachers said they had been trained to use more of the L2 in the foreign language classroom than the L1, but have faced different situations in which they have been compelled to use the L1 of the students in order to help them understand the vocabulary or grammatical items. Researchers can consider many factors when deciding to conduct further research on this or any other topic related to the use of L1. It is important to select the right measure for collecting data, as well as the limitations and delimitations in order to provide a piece of work that is reliable can be replicated.

5.6 Conclusion

There has been a lot of research conducted on the use of the L1 in the second or foreign language classroom and its impact on language learning. The main emphases have been on the extent to which it should be used, in which situations and whether teachers and students believe it should be used at all. There are different views on this issue. Some believe the use of the L1 is useful, while others believe there should be more emphasis on the use of the L2 in the English language classroom. The practices, beliefs and attitudes vary from one location to the next and from one population to the next, meaning that the teachers in different geographical locations and settings may use the L1 to the extent that they prefer, set limits on its use and ensure more exposure to the L2 in order to help their students communicate more easily in the L2 within and outside the language classroom. The purpose of this thesis was to discuss the use of the L1 in the L2 classroom in the Armenian setting and to try to determine to what extent it can be used in the classroom or if it should be used at all. The questionnaires administered to the teachers and

students of the same level of English language courses provided valuable information that can be used to draw conclusions and work toward improving foreign language instruction with more or less use of the L1. Despite that, there should be more research into this issue. What impact does the use of L1 in the English language classroom have on students' use of the language in different situations outside of the classroom? Does a teacher's prior knowledge of the L1 have an effect on foreign language instruction in the classroom? These could be questions to ponder, study and help lead to the emergence of more questions that might eventually lead to a better understanding of the use of L1 and improvement in language teaching.

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Questionnaire for Teachers

1. INTRODUCTION

Dear English language teacher,

This questionnaire is part of a study on the use of learners' first language (L1) in the second language (L2) classroom. The questions are aimed at finding out to what extent you make use

of the learners' own language in the English language classroom and to what extent you maintain an "English-only" classroom.

The questionnaire will take approximately 20 minutes to complete.

Note: In this questionnaire, the term "own language" is used to mean the "first language" (L1), "native language" or "mother tongue".

2. ABOUT YOUR PROFESSIONAL CONTEXT

1. Country where you work:

2. Which type of school/institution do you teach English most often?: (tick ONE)

Private

State

Other (please specify):

3. Which age group do you teach most often? (tick ONE)

0-5

6-11

12-17

18-23

24+

4. Which is the language level of the learners you teach most often? (tick ONE)

Beginner to Pre-intermediate

Intermediate to Advanced

5. On the average, how many learners do you have in class? (tick ONE)

1-10

11-20

21-30

31-50

51-100

100+

6. How would you describe the curriculum in your institution? (Tick ONE)

- Learners study only English
- Learners study English *and* other academic subjects

7. How do you use English in your work as an English language teacher? (Tick ONE)

- I teach English
- I use English to teach other academic subjects
- Other (please specify):

8. How would you describe the classes you teach? (Tick ONE)

- Learners share a common own language
- Learners do not share a common own language

9. If your learners share a common language, in your opinion, what would be your level of knowledge of the English language? (Tick ONE)

- Beginner
- Elementary
- Intermediate
- Upper-intermediate
- Advanced
- Expert or native speaker
- Not applicable - learners do not share a common own language

3. OWN-LANGUAGE USE IN THE CLASSROOM

The purpose of this section of the questionnaire is to see whether, how, and how often *teachers* and *learners* use the learners' own language in the classroom.

How do you use the learners' own language in implementing the following activities? Tick ONE box for each activity.

	Always	Often	Sometimes	Rarely	Never
<i>Explain vocabulary</i>					
<i>Give instructions</i>					
<i>Explain grammar</i>					
<i>Develop rapport and a good classroom atmosphere</i>					
<i>Correct spoken errors</i>					
<i>Explain when meanings in English are unclear</i>					
<i>Give feedback on written work</i>					
<i>Test and assess learners</i>					
<i>Maintain discipline</i>					
<i>Other (please specify):</i>					

11. How often do learners do the following in the classroom through the use of their own language? (Tick ONE box for each activity)

	Always	Often	Sometimes	Rarely	Never
<i>Use bilingual dictionaries or word lists</i>					
<i>Compare English grammar to the grammar of their own language</i>					
<i>Watch English language TV/video with own-language subtitles</i>					
<i>Do spoken translation activities</i>					
<i>Do written translation activities</i>					
<i>Prepare for tasks and activities in their own language before switching to English</i>					
<i>Other (please specify):</i>					

12. In this section of the questionnaire, tick ONE box for each statement below to provide a summary of your views of own-language use in the classroom.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
<i>I try to exclude own-language use</i>					
<i>I allow own-language use only at certain points of a lesson</i>					
<i>English should be the main language used in the classroom</i>					
<i>I feel guilty if languages other</i>					

<i>than English are used in the classroom</i>					
<i>Own-language use helps learners express their cultural and linguistic identity more easily</i>					

4. YOUR OPINIONS

13. The following is a list of possible arguments favoring the use of learners' own language in the classroom. Tick ONE box to show how strongly you view each argument for own-language use.

	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <p>Weak argum ent for own- langua ge use</p> </div> <div style="text-align: center;"> <p>←————→</p> </div> <div style="text-align: center;"> <p>Strong argum ent for own- langua ge use</p> </div> </div>						
<i>Learners like to use their own language in class</i>							
<i>Conveying meaning through the learners' own language is useful because it saves time</i>							
<i>Own-language use helps learners work together</i>							
<i>Learners can relate new English language knowledge to their existing own-language knowledge</i>							
<i>Own-language use makes learners less anxious</i>							
<i>Translation is an effective language learning strategy for many learners</i>							

Other reason(s) for own-language use:

14. The following is a list of possible arguments opposing the use of learners' own language in the classroom. Tick ONE box to show how strongly you are against the use of own-language in class.

(Tick ONE box for each statement)

	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> Weak argume nt against own- languag e use </div> <div style="text-align: center;"> </div> <div style="text-align: center;"> Strong argume nt against own- languag e use </div> </div>						
<i>Own-language use reduces the opportunities for learners to listen to and understand English</i>							
<i>In multilingual classes, own-language use is impractical.</i>							
<i>Own-language use reduces the opportunities for learners to speak and practice English.</i>							
<i>Own-language use leads to interference ('negative transfer') from the learner's own language into English</i>							
<i>Learners prefer English-only classes</i>							
<i>Own-language use stops learners thinking in English</i>							
<i>Other reason(s) against own-language use:</i>							

15. How strongly do you agree or disagree with the following statements? (Tick ONE box for each statement)

	<div style="display: flex; justify-content: space-between; align-items: center;"> Strongly disagree ←—————→ Strongly agree </div>						
<i>Own-language use is more appropriate with lower level learners than higher level learners</i>							
<i>Own-language use is more appropriate with younger learners than with adults and teenagers</i>							
<i>Own-language use is more appropriate with larger classes than with smaller classes</i>							
<i>The amount of own-language use depends on the extent to which the learners' own language is particularly different from English (e.g., uses a different writing system or has a very different grammar)</i>							
<i>Own-language use is more appropriate with classes which share an own language than classes who have a mixed language background</i>							

5. OWN-LANGUAGE USE AND INSTITUTIONAL CULTURE

16. In this section of the questionnaire, you are asked to express your opinion about the general attitude to own-language use in your institution. Tick ONE box for each statement.

	<i>strongly agree</i>	<i>agree</i>	<i>neither agree nor disagree</i>	<i>disagree</i>	<i>strongly disagree</i>	<i>not applicable</i>
<i>Teachers can decide for themselves the balance of English and own-language use in the classroom</i>						
<i>My school/institution expects classes to be taught only in English</i>						
<i>Learners expect classes to be taught only in English</i>						
<i>The government/Education Ministry expects classes to be taught only in English</i>						
<i>Teachers in my institution feel that classes should be taught only in English</i>						

<i>There is renewed debate about own-language use within the language teaching literature</i>									
<i>Further comments:</i>									

7. ABOUT YOU

19. For how many years have you been working as an English language teacher? (Tick ONE)

- 0-4
 5-9
 10-14
 15-19
 20-24
 25+

20. Which of the following is your highest qualification that corresponds to English Language Teaching? (Tick ONE)

- Certificate
 Diploma
 University undergraduate degree (e.g., Bachelor's / first degree)
 University postgraduate degree (e.g., Master's /second degree)
 Doctorate (PhD)
 No relevant qualification
 Other (please specify):

21. Which level corresponds to your level of knowledge of the English language? (tick ONE)

- Elementary
 Intermediate
 Upper-intermediate
 Advanced
 Expert or native speaker

22. Which of the following do you do on a regular basis in your job as a teacher? (Tick ONE box for each statement)

	Yes	No
<i>Teach English language classes</i>		
<i>Prepare your own lessons</i>		
<i>Choose your own course book</i>		
<i>Develop course syllabuses</i>		
<i>Lead teacher training/development sessions</i>		

6. FURTHER COMMENTS

23. If you have any further comments about the use of the learners' own language in the English Language Teaching classroom, please add them here: (optional)

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State □□□□□□□□

Other (please specify):□□□ /□□□□□□□□ □□□ □□□□/:

9. Which is the age group of learners in your class? (Tick ONE)

3. □□□ □□□ □□□□□□□□□□ □□□□□□□□□□ □□□□□□□□ □□□□□□: (□□□□ □□□□)

- 0-5 6-11 12-17 18-23 24+

10. Which is your language level? (Tick ONE)

4. □□□ □□□ □□□□□ □□□□□□□□□□: (□□□□ □□□□)

- Beginner to Pre-intermediate □□□□□□□□ □□□□□ □□□□□□□ □□□□
 Intermediate to Advanced □□□□□□□ □□□□□ □□□□□

11. On average, how many classmates are there in your class? (Tick ONE)

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- 1-10 11-20 21-30 31-50 51-100 100+

12. How would you describe the curriculum in your institution? (Tick ONE)

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- Learners study only English
 Learners study English *and* other academic subjects

13. How would you describe the classes? (Tick ONE)

Learners share a common own language □□□□□□□□□□ □□□□□□ □□ □□□□□□□□, □□□□□□□ □□□□□□

Learners do not share a common own language □□□□□□□□□□ □□□ □□□□□□ □□□□□□□□, □□□□□□□ □□□□□□

9. In this section of the questionnaire, tick ONE box for each statement below to provide a summary of your views of the teacher's use of own-language in the classroom.

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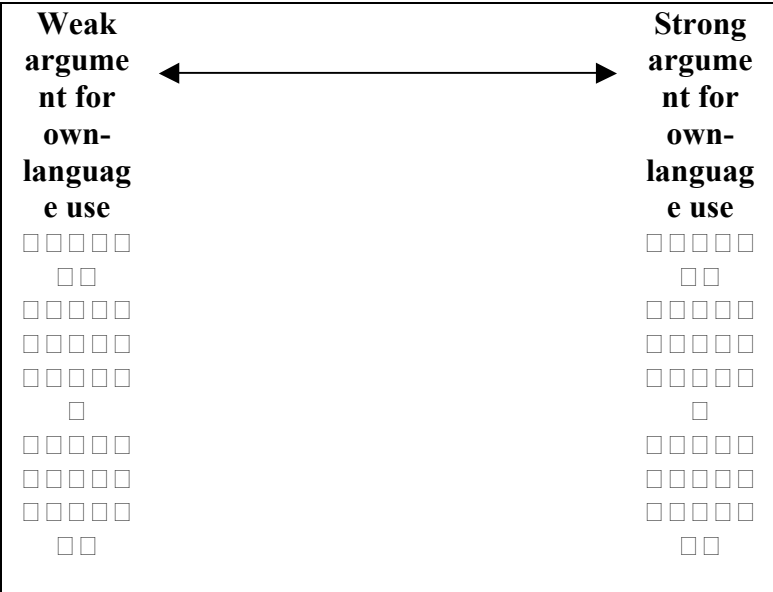
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<i>The teacher tries to exclude own-language use</i> □□□□□□□□□ □□□□□□□ □ □□□□□□□ □□□□□□□ □□□□□ □□□□□□□□□ □□					
<i>The teacher allows own-language use only at certain points of a lesson</i> □□□□□□□□□ □□□□□□□□□□ □□□□□ □ □□□□□ □□□□□□□ □□□□□□ □□□□□□ □□□□□ □□□□ □□□□ □□□□□□□□□ □□					
<i>English should be the main language used in the classroom</i> □□□□□□□□□					

10. YOUR OPINIONS

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10. The following is a list of possible arguments favoring the use of learners' own language in the classroom. Tick ONE box to show how strongly you view each argument for own-language use.

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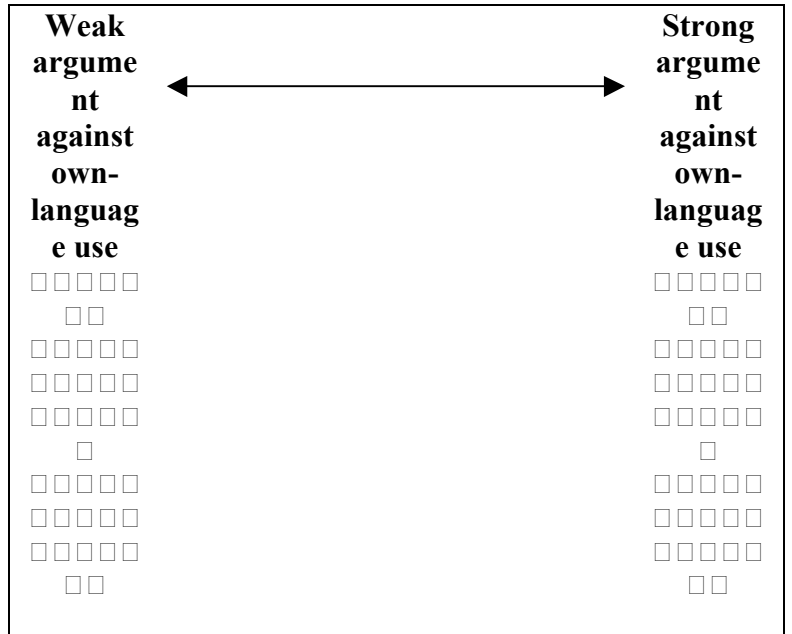
<p><i>I like to use their own language in class</i></p> <p>□□ □□□□□□ □□ □□□□□□□□□□ □□□□□□□□□□ □□□□□□□□ □□□□□□□</p>							
<p><i>Conveying meaning through the learners' own language is useful because it saves time</i></p> <p>□□□□□□□□□ □□□□□□□□ □□□□□□□□□□□ □□□□□□□□ □□□□□□□ □□□□□□□ □□□□□□□□□□□ □□□□□□□ □, □□□□□ □□ □□ □□□□□□□ □ □□□□□□□□□</p>							
<p><i>Own-language use helps learners work together</i></p> <p>□□□□□□□□ □□□□□□ □□□□□□□□□□□□ □□□□□□□ □ □□□□□□□□□□□□ □□□□□□□</p>							

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<p><i>I can relate new English language knowledge to their existing own-language knowledge</i></p> <p>□□ □□□□□ □□ □□□□□□□□□□</p> <p>□□□□□□□□□□ □□</p> <p>□□□□□□□□□□□□ □□□□□□□□</p> <p>□□□□□□ □□□□□□□□□□□□□□ □□□□</p>							
<p><i>Own-language use makes learners less anxious</i></p> <p>□□□□□□□□ □□□□□□</p> <p>□□□□□□□□□□□□□□</p> <p>□□□□□□□□□□□□□ □ □□□□□□</p> <p>□□□□□□□□□□□□□ □□□□</p> <p>□□□□□□□□□□□□□□□□</p>							
<p><i>Translation is an effective language learning strategy for many learners</i></p> <p>□□□□ □□□□□□□□□□□□□□ □□□□□□</p> <p>□□□□□□□□□□□□□□□□□□ □□□□□□</p> <p>□□□□□□□□□□□</p> <p>□□□□□□□□□□□□□□□□□</p> <p>□□□□□□□□□□□□□ □□□□□□ □</p>							
<p><i>Other reason(s) for own-language use:</i> □□□□ □□□□□□□□ (□□□□) □□□□□□□□ □□□□□□</p> <p>□□□□□□□□□□□□ □□□□□□:</p>							

11. The following is a list of possible arguments opposing the use of learners' own language in the classroom. Tick ONE box to show how strongly you are against the use of own-language in class.

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<p><i>Own-language use reduces the opportunities for learners to listen to and understand English</i></p> <p>□□□□□□□ □□□□□ □□□□□□□□□□□□ □□□□□□□□□□ □ □□□□□□□□□□□' □□□□□□□□ □□□□□□ □□□□□□ □ □□□□□□□□□□ □□□□□□□□□□□□□□□□□□□□</p>							
<p><i>In multilingual classes, own-language use is impractical.</i></p> <p>□□□□□□□ □□□□□ □□□□□□□□□□□□ □□□□□□□ □ □□□□□□□ □□□ □□□□□□□□□□□□, □□□□□□ □□□□□□□□□□□ □□□□□□ □□ □□□□□ □□□ □□□ □□□□□□□□ □□□□□□</p>							
<p><i>Own-language use reduces the</i></p>							

<p><i>opportunities for learners to speak and practice English.</i></p> <p>□□□□□□ □□□□□</p> <p>□□□□□□□□□□□□ □□□□□□□□□□□</p> <p>□ □□□□□□□□□□□` □□□□□□□□□</p> <p>□□□□□□ □□□□□□□ □</p> <p>□□□□□□□□□</p> <p>□□□□□□□□□□□□□□□□□□□□□□□</p>							
<p><i>Own-language use leads to interference ('negative transfer') from the learner's own language into English</i></p> <p>□□□□□□□ □□□□□</p> <p>□□□□□□□□□□□□ □□□□□□□□□□□</p> <p>□ □□□□□□□□ □□□□□□□</p> <p>□□□□□□□ □□□□ □□□□□□□□□</p> <p>/□□□□□□□□□□ □□□□□□□□□□/</p> <p>□□□□□□□□□□□□□□</p>							
<p><i>I prefer English-only classes</i></p> <p>□□ □□□□□□□□□□ □□ □□□□□</p> <p>□□□□□□□□□□□ □□□□□□□□□□□</p>							
<p><i>Own-language use stops learners thinking in English</i></p> <p>□□□□□□□ □□□□□</p> <p>□□□□□□□□□□□□</p> <p>□□□□□□□□□□□□ □</p> <p>□□□□□□□□□□□` □□□□□□□□□□□</p> <p>□□□□□□□□ □□□□□□□□□</p>							
<p><i>Other reason(s) against own-language use:</i> □□□ □□□□□□ (□□□) □□□□□□□□ □□□□□</p> <p>□□□□□□□□□□□ □□□:</p>							

12. How strongly do you agree or disagree with the following statements? (Tick ONE box for each statement)

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Strongly disagree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		Strongly agree <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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<p><i>Own-language use is more appropriate with lower level learners than higher level learners</i></p> <p>□□□□□□ □□□□□ □□□□□□□□□□□ □□□□□ □□□□□□□□□□□ □□□□□ □□□□□□□□ □□□□□□□□□□, □□□□ □□□□□ □□□□□ □□□□□□□□□□ □□□□□□□□□□□ □□□□□□</p>							
<p><i>Own-language use is more appropriate with younger learners than with adults and teenagers</i></p> <p>□□□□□□ □□□□□ □□□□□□□□□□□ □□□ □□□□□ □□□□□□ □□□□□□□□□□ □□□□□□□□□□□, □□□□ `□□□□□□□□□□□ □□ □□□□□□□□□□□ □□□□□</p>							
<p><i>Own-language use is more appropriate with larger classes than with smaller classes</i></p> <p>□□□□□□ □□□□□ □□□□□□□□□□□ □□□ □□□□□ □□□□□ □□□□□□ □□□□□□□□□□□□, □□□ □□□□ □□□□□□□□□□□</p>							
<p><i>The amount of own-language use depends on the extent to which the learners' own language is particularly different from English (e.g., uses a different writing system or has a very different grammar)</i></p> <p>□□□□□□ □□□□□ □□□□□□□□□□□□</p>							

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<p><i>Own-language use is more appropriate with classes which share an own language than classes who have a mixed language background</i></p> <p>□□□□□□□ □□□□□□ □□□□□□□□□□□□□□ □□□ □□□□□□ □□□□□□ □ □□□ □□□□□□□□□□□□□□ □□□□□□ □□□□□□□□□□□□ □□□□□□□ □□ □□□□□□□□□□ □□□□□□□, □□□□ □□□ □□□□□□□□□□□□□□□, □□□□□□□ □□□□□□□ □□ □□□□□□□ □□□□□□□□□□□□□□</p>							

11. OWN-LANGUAGE USE AND INSTITUTIONAL CULTURE

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13. In this section of the questionnaire, you are asked to express your opinion about the general attitude to own-language use in your institution. Tick ONE box for each statement.

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<i>Teachers can decide for themselves the balance of English and own-language use in the classroom</i> □□□□□□□□□□ □ □□□□□ □□ □□□□□□ □□□□□□ □□□□□□ □□□□□□□□□□ □□□□□□□□ □□□□□□ □ □□□□□□□□□□ □□□□□□□□□□□□ □□□□ □□□□□□□□□□□□ □□□□□□□□						
<i>My school/institution expects classes to be taught only in</i>						

14. The following are statements aimed at determining how often the teaching/learning materials used in your institution include activities that can be carried out through the use of the own-language. Tick ONE box for each statement.

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<i>The teaching materials used include own-language explanations of English</i> □□□□□□□□□□ □ □□□□□□□□□□ □ □□□□□□□□□ □□□□□□□□ □□ □□□□□□□□ □□□□□□ □□□□□□□□ □□□□□□□□□□ □□□□□□□□□□ □□□□□□						
<i>The teaching materials used encourage learners to use their own language during classroom activities</i> □□□□□□□□□□						

13. FURTHER COMMENTS

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17. If you have any further comments about the use of the learners' own language in the English Language Teaching classroom, please add them here: (optional)

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THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE!!

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