



***Perspectives of English learners and Teachers on the use
of L1 in L2 classrooms.***

**وجهات نظر اساتذة و طلاب اللغة الانجليزية حول استخدام اللغة الاولى في
فصول اللغة الانجليزية**

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Dedication

I really want to dedicate this dissertation to the people who played a vital role in this work by advising, encouraging and motivating me all the time. My mother, my wife and my brother, thank you very much for everything you have done to me. This research is another great achievement in my life which was done by your support and encouragement.

Abstract

The main purpose of this research is to study closely the causes and the perceptions of students and teachers about using the students' native language in English classrooms. Over the years, the discussion of whether to apply the first language or not was controversial. All the results of the literature review state that there are two opposing opinions: On the one hand, there are the supporters of using L1. They believe it facilitates the process of learning and teaching the second language. On the other hand, there are opponents of using L1. They believe there are several disadvantages. Because of the diversity of opinions, the researcher of this study became curious about this problem and decided to study it in the hope of coming out with useful results which could be helpful to other researchers and English instructors. This study was conducted in Abu Dhabi, in three private schools: Al Dhafra private schools, Al Etihad Private School and The International Community School. All the data were being collected through using classroom observations, questionnaires and interviews. The two research methods, qualitative and quantitative have been used to produce more precise, reliable and useful results. The findings showed that several English teachers and students prefer not to use L1 while studying L2 however they confess that they employ it in some certain situations and context, for example, to explain some difficult rules or topics in grammar, to use some new terms or expressions, to joke, to clarify meanings or improve students' understanding.

الخلاصة:

الغرض الرئيسي من هذا البحث هو دراسة أسباب و وجهات نظر التلاميذ والمعلمين حول استخدام التلاميذ للغتهم الأولى في دروس اللغة الانجليزية.

عبر السنوات الماضية كان النقاش حول استخدام اللغة الأولى أو عدم استخدامها مثير للجدل ، كل الدراسات السابقة تفيد بأن هنالك وجهتي نظر متعارضتين: الرأي الأول يقول: هنالك المؤيدون لاستخدام اللغة الأولى في دروس اللغة الإنجليزية، هم يعتقدون بأنها تسهل تدريس و تعلم اللغة الثانية. أما الرأي الآخر يقول :لايمكن استخدام اللغة الأولى في تعلم اللغة الإنجليزية لأنها تسبب العديد من المشاكل، وبسبب التنوع في الآراء أصبح الباحث أكثر فضولاً في دراسة هذه المشكلة متمنيا الحصول على نتائج مفيدة لباحثين و مدرسين لغة إنجليزية آخرين.

حيث أجريت هذه الدراسة في أبو ظبي و في ثلاث مدارس خاصة هي : مدارس الظفرة الخاصة ، ومدرسة الاتحاد الخاصة ، و مدرسة الإنترنت كميونتي . ولقد تم الحصول على البيانات من خلال استخدام عملية مشاهدة الصفوف و الاستبيانات والمقابلات ،ومن خلال استخدام وسيلتي البحث النوعية والكمية للحصول على نتائج محددة، وموثوقة و مفيدة. ولقد أظهرت نتائج هذا البحث بأن العديد من طلاب وأساتذة اللغة الثانية يفضلون عدم استخدام اللغة الأولى أثناء دراستهم اللغة الثانية رغم ذلك اعترفوا باستخدام اللغة الاولى بسياقات و مواقف معينة ، فعلى سبيل المثال يمكن استخدامها في بعض المواضيع والقواعد الصعبة أو استخدام تعابير ومصطلحات جديدة أو للمزاح أو لتوضيح معاني معينة لتحسين فهم التلاميذ.

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Chapter 1 Introduction

People like the idea of being connected to their own culture, tradition and homes. They work hard to achieve this goal by being connected to their own native language. The researcher noticed that several English teachers and learners sometimes used their first language while learning the second language. When the researcher asked about the main reasons behind this fact, most learners said, "This is our mother tongue language; English is not our native language". It was a surprise to the researcher, hearing such answers which raised his attention to a main question, "Why do such learners insist to apply their L1 while learning English?" In this research paper, I as a researcher exerted great efforts to explore the reasons, attitudes and habits regarding using the first language. It was a great opportunity to me to work with a big number of students and teachers to study such a problem and try to find proper solutions for it.

English Teaching Methods:

It is important to have a look at how the first language was being used in English classrooms throughout the history of language teaching, how it was perceived, how it was handled, its benefits and its negative points. Let's have a look at some teaching methods which encourage or discourage using the students' native language in English classrooms.

Over the years, several instructors and scholars have applied and developed some English language- teaching methods. Some of these methods are with using the students' native language and some are against it. The Grammar –Translation method is one of these methods. It was described in details by Diane Larsen-Freeman (1986). In her book, "Techniques and Principles in Language Teaching". She indicated to the role of the teacher and how he or she depended so heavily on translation from English to Spanish. Beside the huge spread of the Grammar-Translation method, others were developed and used by many English instructors. The direct method was one of these methods. It limited the **L1 use** and relied on the use of visual and direct connection between the language and its users.

The United States thought about some solutions to deal with all its immigrants who came from various nationalities. The bilingual education was one of these solutions. Baker (2011) defined bilingualism as being able to speak a language better or more fluently than another language. As well as he said that bilingualism means having knowledge of more than one language. Bilingualism as an approach began when people started to call for equality and other civil rights (Baker, 2011). It was applied in Florida in 1960s because of the increase number of Spanish- speaking people. Students found it a good opportunity to study the same subjects whether in their native language or in English (Keller & Van Hooft, 1982).

Learners could use Spanish while studying different school subjects, starting from the third to the twelfth year. Because of the application of this system, several other schools followed or applied the bilingual education in different parts of the United States. It was different from school to school to use the level of Spanish. Some schools allowed their learners to study English or Spanish while in others; Spanish was being used to facilitate English instructions and communications with learners. All the public schools in the United States were given the authority to apply bilingual materials and textbooks that improved this method (Lapati, 1975).

Bilingual education took several forms. The immersion education is one of these forms. In this system learners study a language which is different from their mother tongue language (Ovando, 2003). Some researchers wrote about the problems that might arise from using the bilingual education. Padilla, Fairchild, and Valadez (1990) spoke about how some previous studies pointed to one of the bilingual education's flaws. It did not raise the degree of education between learners who were registered in this system. Donna Christian (1994) revealed that this education had some additional issues. The first issue is that bilingual education cost too much because of the need for bilingual teachers. Secondly, it requires bilingual curriculum. Finally, students of other languages demand to include their languages in this education.

After introducing bilingual education in the United States, the House of Representatives produced a law that made English the official language of the government. Two teams

were with and against this law. The first team supported it and said it would unify people and enable them to communicate in a better way. On the other hand, some opponents thought of the negative effects of adopting English as an official language in the country. One of these negative effects is contradicting one of the concrete principles of freedom which is the freedom to speak your own language (Hartman, 2003). (Kloss, 1977) was one of the researchers who supported using English only in classes in the early twentieth century. Citrin, Reingold, Walters, and Green (1990) stated that over the years, there was a typical change in the languages of people who travelled to the United States. The first generation of immigrants was using their own languages. The second generation was using two languages, English and their own language. The third generation was mostly using English only. That natural language development supported the movement of English in the US in general and particularly in education.

Some scholars carried out different studies to check the impact of L1 use in English classes. Cook (2001) discussed the methods that use the first language positively in the foreign language classrooms. He stated that the linguistic systems and traits of the first language and the second language are different, consequently L2 students are supposed to reduce the use of L1.

Statement of the Study

The English instructors in the three Private schools noticed some difficulties that students face when they learn the target language, for this specific reason the researcher decided to carry out this study to highlight these difficulties.

The study purpose

This research paper aims to identify the reasons and attitudes of students and teachers that push them to use their first language in L2 classrooms. This study focuses on non-native English students' perceptions and thoughts towards not using English alone. All the findings of this research paper will be so useful to both researchers and instructors by knowing why their learners prefer to use their first language while studying English. Knowing the reasons could help English teachers to understand in which context students prefer to use L1. Furthermore, it could help them choose the suitable materials and methods to teach their students.

Questions of the Study

This dissertation is trying to answer the following questions:

1. Why do learners tend to use their first language in L2 classes?
 - a. In what contexts do they use their first language?
 - b. Do students overuse the first language in the classroom?
2. What do English learners think of the teachers who use their first language while teaching English?
 - c. Why do teachers use L1 when they give instructions?
 - d. What are other certain situations in which teachers use L1?
3. What challenges do learners encounter while using L1 in L2 classrooms?
 - e. In which English skill do students feel that they need to use L1?
 - f. Are there any special vocabularies that force learners to use L1?
 - g. What type of vocabularies do learners feel that they need to use L1 with?

Chapter 2 Review of Literature

Willis, 1996, P.30 is one of the voices which try to reconsider the L1 role in English classrooms, in one of his great researches, he said, “Encourage attempts to use the target language but don’t ban mother-tongue use”. These voices agree with other opinions which advocate re-establishing the first language in the second language classrooms. Many scholars were debating the exclusive use of L1 in L2 classes and recommended the re-examination of the role of the students’ native language. (Elridge, 1996; Cook, 2008), others (Brown, 2002; Storch and Wigglesworth, 2003) state that” The students’ native language is essential in learning the target language”. Turnbull (2001) claims that the “Both of the first language and TL complete each other but it depends on the stages and traits of the language learning process” (P, 535). Some scholars found that the usefulness of L1 was recommended in the literature as a tool to facilitate learning the target language in early stages.

A great deal of debates was carried out to discuss the benefits of L1 use in the second language classes or the learning environment. Many researchers have been trying to highlight the advantages of using L1 and how they facilitated learning the target language. For instance, (Reineman, 2002;Eleni, 2002 Connick, 2002; Plich, 2002; Portalari, 2002; as quoted in Stanley, 2002). Drukovski (2002, as quoted in Stanley, 2002) was one of the researchers who conducted an experiment while she was teaching a multilingual class of about 34 learners, she sorted them in L1 groups so they could help themselves. In her experiment, Drukosviskis decided to teach her learners in two different ways. On the one hand, she was using L2 only to teach the learners who carried the same nationality, but unfortunately these students were not able to continue the course because of the difficulties they were facing. On the other hand, she used L1 while teaching L2 to other groups who found it interesting and easy to study and continue the course.

Other researchers such as Banos (2009) and Kavaliauskiene (2009) pointed out to the merits of using the mother tongue language, they said that using L1 while learning L2 can make it easier and more motivating to learn, especially with beginners. Nowadays several English instructors find it normal, easy and more effective to use the mother tongue while teaching the target language. Some scholars discuss all the situations in which L1 is completely deleted. They think it is not appropriate sometimes (Schweers, 1999; Larsen-

Freeman 2000; Nation, 2003; Butzkamm, 2003). Brown (2000, P.68) states that “Using the native language facilitates learning L2 more than interfering with this learning”. Schweers (1999) is a prominent researcher who advises teachers to use L1 while teaching L2 and how it influences the dynamic of the classroom positively, as well as “It secures and validates the learners’ lived experiences by expressing themselves” (P.7). Some scholars studied the learners’ perceptions and attitudes towards using L1 in the classroom and finally classified them in two groups:

1. These studies which focus on the learners’ attitudes.
2. Those studies which shed the light on learners and teachers’ attitudes.

In the first study, Prodromou (2002) carried out an experiment by choosing 300 Greek students and dividing them into three levels: elementary, intermediate and advanced. Prodromou was trying to find out the reaction and attitudes of his learners with various proficiency levels. The findings of his study revealed that advanced level learners did not react effectively to the use of L1 and they had a negative attitude toward using it, on the contrary, the other two levels (elementary and intermediate) found it so useful to use L1 while learning L2. Duimovic (2007) conducted a study to examine the attitudes of 100 EFL learners. The results of this study showed all his learners were responding positively to L1 use in learning L2.

Some instructors and researchers noticed that most students prefer to use L1 while learning L2 and it affects their interest and attitudes, as well as it creates a good communicative atmosphere which encourages learners to continue learning the target language. This fact was proved by several researchers such as Schweers (1999). He carried out a study in a Spanish context with EFL learners and their 19 instructors in order to come out with some results that show their attitudes toward using L1. The findings of this research paper revealed that 88.7% tended to use L1 and responded positively to it. Learners also desired up to 39% of class to be spent in L1 (Schweers, 1999, P.7).

More and more studies were being conducted to examine the learners’ attitudes and how they interact with each other. Burden (2001) decided to carry out his study by choosing 73

teachers and 290 learners in five universities. All the results agreed with the previous studies' findings which indicated to the importance of L1 use and role in many tasks such as:

1. Explaining new vocabulary
2. Giving instructions
3. Talking about tests
4. Grammar instructions
5. Checking students' understanding and relaxing.

During the history of bilingual approach, many scholars supported and validated it. Auerbach (1993, P.18) claims that "Positive results are consistently reported when learners and teachers are using the first language". Actually, over the years there was a gradual move away from "English alone" Baker (2003). Miles (2004) preferred to use the bilingual approach, however he discredited the monolingual approach in three ways:

1. The monolingual approach is not practical.
2. Native English teachers are not considered the best teachers.
3. Using L1 only is not sufficient for learning.

Some other linguists like Atkinson supported the bilingual approach when he proposed a theory called "Judicious use theory" (P.21). In his theory he pointed out to the value of the role of the students' native language and how it helps students to communicate effectively (as cited in Mattioli, 2004). Larsen – Freeman (2000) proposed comprehensive description for L1 role in the context of EFL. The role of L1 was summarized in various EFL methods:

1. Grammar Translation Method:

The learners' first language is mostly applied in the classroom to facilitate learning the target language (P.18).

2. Direct Method and Audio-lingual Method:

It is thought that using the learners' native language can interfere with their efforts to learn the second language. (PP.30 and 47).

3. Silent Way:

There are some advantages of using the learners' first language. Firstly, teachers use it to give instructions. Secondly, it improves the students' pronunciation. Thirdly, it is used to give a feedback to learners especially in the early stages of proficiency (P.67).

4. Suggestopedia:

It is thought that translating into the first language helps to clear the meaning of word in a dialogue. In addition, teachers can utilize the students' native language in some important situations (P.83).

5. Community Language Learning:

Directions, sessions and students' security are all reinforced and enhanced by using the students' native language. It works as a bridge to join ideas and goes from the familiar to the unfamiliar. Furthermore, learners express their feelings freely and in a more understandable way when utilizing L1 (PP. 101 – 102).

6. Total Physical Response:

It is one of the methods which is introduced by using the native language (P.115).

7. Communicative Language Teaching:

It is another method which is applied by using the students' native language (P.132).

Several controversial debates have been carried out to discuss whether English classrooms are supposed to include or exclude the first language (Brown, 2000). At the end of the nineteenth century, all the supporters of the direct method banned using the students' native language, however, many studies pointed to the benefits of using it as a fruitful source which can be used judiciously to assist teaching and learning the target language (Cook, 2001). This dissertation attempts to highlight the role of L1 use and open up a new horizon for English teachers to find a useful method to use the learners' first language.

Some of the scholars studied the reasons that made students tend to use L1 while learning L2, these reasons are:

1. English learners find it easier and more interesting to make jokes in their native language than in English. Teachers agree that it is necessary to lighten the load for students by allowing them to tell jokes in their native language; this can simplify the rest of the class.
2. English learners want to make sure that they understand an explanation well. Some English instructors think that avoiding utilizing the first language while teaching the second language can enhance communication in the class, but they should admit that there is a time when students need to confirm their understanding in by asking their teachers some questions like “ Do you mean?” “How do you say in Arabic?” or some of them go to their bilingual dictionaries to search for meanings.
3. Sometimes students find it tiring to speak English alone and for a long time. It is like doing a physical exercise that needs exerting much efforts so you need a break after it. With learning English you need to give your students a break to refresh their minds and lighten the load on them.
4. Some low level English learners feel like a child or stupid when they speak English for too long. This case happens especially with the intellectual students who sometimes find it difficult to explain something in English only.
5. Sometimes English learners want to talk about things that only exist in their own country but there are no English names for these things.
6. Some low level English learners do not know what to say in some special situations also they do not know how to ask about these things in English.

Some second language acquisition professionals became increasingly attentive to the vital role of the native language in EFL classrooms. Nunan and Lamb (1996) debated about using L1 and its importance particularly with some lower levels of English proficiency. Cook (2001) aligns himself with the other researchers. He states “Using the first language in L2 classrooms leads to improvement and innovation for the existing teaching methods” (P.189). In addition, Brooks and Donato (1994, cited in Cook, 2001) claim that the use of the students’ native language is a normal psycholinguistic process that encourages students to initiate and improve verbal interactions with each other.

Furthermore, some other educators wrote about the importance of using L1 especially with young learners. Banos and Kavaliauskiene (2009) said that the students’ native language facilitates learning English a lot. They add that L1 is beneficial for learners and it is considered to be effective motivation especially for beginners. Banos limited the justified use of L1 as the following:

1. It is important to use L1 to understand the concept.
2. It is necessary to use L1 to solve a comprehension difficulty.
3. It is useful when explaining instructions of tasks.
4. Using L1 helps resolve a conflict or solving a behavioral problem.

Throughout the twentieth century, a great change in teaching methods has been occurred. After debating the use of L1, some researchers revealed that it has some negative impacts on learning the target language; however, others such as Mackey (1965) stated that “In childhood learning one language is an inevitable process, but it is a special accomplishment to learn the target language”.

Over the nineteenth century, the grammar translation method was one of the great methods in teaching the grammatical rules of translating from the foreign to the first language. It is still an accepted method in teaching a new language. A great number of English learners found out that translating from the foreign to the target language an effective method. Other studies confirmed that the deletion of L1 use is not appropriate. Freeman (1991) claimed that using

L1 appropriately is beneficial. Simsek (2010) conducted an experiment in Turkey to test the effect of translation in learning a foreign language. All the findings showed that L1 played a vital role in the achievement of students. A significant difference was recognized between the delayed post-test means of the experiment and control groups. All the previous studies proved that L1 use has more advantages than disadvantages and in different aspects of the target language. For instance, vocabulary, instructions, concepts, grammatical rules, reading, speaking and writing. Students feel happy when they produce the target language easily, interestingly and effectively.

Learning new vocabulary in the target language was studied by some scholars. Jiang (2002) carried out a study on the use of L1 lexicon in choosing L2 words. The findings of this research paper showed that L1 semantic meanings assisted to choose appropriate L2 words in speaking and writing. Juff's (1998) results were in line with Jiang's. He found out that students judge the grammaticality of English sentences when they transfer semantic meaning from L1 to L2.

Throughout the history of teaching languages, many linguists, teachers and researchers were focusing on the students' first language and its influence on the students' achievement in learning the second language. Since the time of teaching classical languages like Greek and Latin, there was an assumption, saying that the only job of learners was translating either from Latin and Greek to their L1 or vice versa. The idea of using L1 while teaching L2 is still controversial. Various hypotheses about the importance of L1 use in English classrooms were proposed by many theories in second language acquisition. Krashen, 1981; Cook, 2001 believed that exposure to L1 can obstruct L2 learning process. (Nation, 2003; Larsen-Freeman, 2001) claimed that a well-planned use of L1 would lead to positive results in second language acquisition. Weschler's (1997) hybrid of CLT and the Grammar- Translation method were focusing on the social meaning of everyday language and the use of the mother tongue for comparative analysis of L2. Chapman (1958) was one of the early researchers who defended using L1. He stated "There is no open method with a capital M which excels all others.... Easy beginnings point out that L1 has its own value with all these methods"(P.34). Atkinson (1993) wrote about the significant role of L1 use in second language classes. He stated that "When learners either adults or teenagers use L1 occasionally, it gives them the chance to show their intelligence and sophistication" (P.13).

The present study focused on the merits of using L1 in L2 classrooms, these merits included:

1. To support discipline (Lin, 1990).
2. To stabilize constraints of teaching, (Hu, 2006).
3. To facilitate communication,(Mee- Ling, 1996).
4. Using L1 is considered as a vital learning source (Cook, 2001).
5. Using L1 helps to apply social equality in L2 classroom (Adendorff, 1996; Auerback, 1993).
6. The first language is considered as a psychology and sociality tool (Anton and Di (Amilla, 1998).
7. Using the first language facilitates the Cognitive processing (Brooks and Donato, 1994; Swain and Lapkin, 2000). Some other studies show that using L1 helps while writing assignments. It is considered as a main strategy to solve some learning problems. (Manchon, Roca de Larios and Murphy, 2007). Reineman (2001) states that the use of the first language should be conditional, especially with exercises need communication of abstract ideas.

On the contrary, more studies tried to prove that using the students' native language while teaching L2 has some disadvantages. There was a wide range of opinions on the degree of L1 use. (Cole, 1998; Thibault, 2001; La Van, 2001; Deller & Rinvolutri, 2004; Nazary, 2008; Banos, 2009) suggest various limitations types on utilizing the mother tongue and point to some important factors which decide whether to use L2 only or L1 and L2. These factors are:

- a. Social and cultural norms.
- b. Students' motivations and goals.
- c. The essential role of L2 as means of communication in the environment of the classroom.
- d. The learners' age and proficiency .
- e. Linguistic make-up of class.

A great number of researchers respond negatively to all the opinions which allow the use of L1 while teaching the second language. Weschler (1997) revealed that the justification

for using English alone is based on two assumptions: Firstly, the refusal of the Grammar-Translation method. Secondly, the wrong assumption that English is considered as an important element in the modern communicative methods. He thinks it is better to use the best of the Grammar- Translation method with the best of the communicative method and called the mixture “ The Functional- Translation method”. Weschler pointed to the main reasons behind the failure of the grammar translation method:

- a. Thinking directly in the target language is restrained because of thinking in the first language.
- b. The students’ native language is a crutch.
- c. Depending on the first language a lot leads to fossilization of an intra- language that is neither L1 nor L2.
- d. It is a waste of time to use L1 while teaching L2. Teachers and learners should focus on L2 only.

Cook (2001) spoke about three essential arguments for L1 avoidance. Firstly, learning the second language is supposed to construct L1 acquisition. Secondly, learners need to keep L1 and L2 as separate entities in order to learn L2 successfully. Thirdly, teachers should encourage using L2 and convince learners it is one of the effective means in communication. Tillyer (2002, as cited in Stanley, 2002) stated that while teaching the second language, it is inappropriate to use another language. Tillyer added, “Those teachers who talk to their learners in their native language are mistaken, it is a type of destruction. When learners use L1, it will take them longer to learn L2 and communicate with each other by using it only”(P.4). Taylor (2002, as cited in Stanley, 2002) indicates to the value of using the target language when he said:

“Learning a language is as learning to swim. You should go in steps, get wet, splash a round, and may swallow some water. Holding the bar of the side will not help you to win an Olympic medal”.

In Iran, several English instructors insist on teaching their learners by using the monolingual approach where only the target language is used. (Dujmovie, 2007) states when learners are exposed to the target language only, this leads to quick learning. However, some EFL teachers ask questions: Is using L1 helpful and effective while teaching the target

language?” To answer such question, it is so important to search for some clarifications from the literature. Different factors should be taken into consideration. Connick- Hirtz (2001) wrote about some of these factors which teachers need to know when they decide to use L1 for L2 instructions:

1. Learners’ native language
2. Learners’ age
3. Knowing the level of learners whether they are beginners, intermediate or advanced.
4. Ratio of learners\ teaching time for each class.
5. The length of the course that learners need to take to learn the target language.
6. Learning purposes for the second language’s learners.
7. Students’ nationalities whether they are from the same or different ones.
8. Students’ educational background.
9. The institution’s pedagogical policy.
10. Type of social context.

Some English teachers think that they should avoid using any L1 words in the classroom. These teachers follow what it is called the “monolingual approach”. Although other teachers have doubts about using L1 in their English classroom wisely, they are the proponents of “Bilingualism”. Another approach called balanced approach was proposed by Nation (2003). He thinks that EFL teachers are supposed to respect the students’ native language and avoid making it inferior to English. Developing the students’ proficiency in English is supposed to be the EFL teachers’ responsibility. The supporters of the monolingual approach believe:

- a. It is important to separate and distinguish between L1 and L2 so that we can have successful learning.
- b. The second language learners should show the value of this language by using it continually.
- c. Learning L2 is supposed to model learning L1.

Al Naimi (1989) focused on the errors committed by EFL learners when they were transferring from Arabic to English. About 150 students were chosen for this study. They enrolled in the classes of the orientation program. The findings showed that there was an

effect transfer regarding making errors in adjectives formation. At Al Yarmouk University, Migdadi (1997) carried out a study to investigate the errors made by the first and second year learners. They were learning English relative clauses. The results pointed to the students' errors, the errors were in the formation of the English relative clauses because of the wrong transfer from Arabic. More and more research was conducted in Iran to prove that using L1 while teaching English or the second language is not appropriate. For instance, Nazary (2008) studied the learners' attitudes towards using Persian while teaching English. All the results revealed that learners were reluctant to use Farsi. Another study was conducted by Mahmoudi (2011). The aim of the study was to observe the dynamic of the classrooms in terms of the quality use of Persian in two pre-university Iranian classes. The findings showed that students could be demotivated by using Persian excessively. Opinions about how to facilitate L2 learning differ. Krashen used the Comprehensible Input hypothesis in language and literacy development. He thinks that learning a language takes place through much exposure to comprehensible input (Piske & Young – Scholten, 2009).

Advocates of Monolingualism state that utilizing L1 in the class can conflict with SLA theories which argue for modified input and negotiation in L2 as a way of learning (Polio, 1994 in Miles, 2004). Nation (2003) claims that using the first language makes students follow the Grammar-Translation method, and using both languages lead to confusion because L1 and L2 are completely different. They are supposed to be separated. Some advocates of using L1 believe there are some activities or skills which do not need L1. These activities should be done by using L2 only. For example, speaking activities, creative exercises and games, listening, pronunciation are all taught or given to students by using L2 alone. In addition, some scholars point to the problems that are caused by using the mother tongue language in L2 writing classrooms. These problems are popularized to a great number of English learners (Kaplan 1966, Dudley- Evans and Swales 1980, Karma and Hajjaj 1989, Abi Samra 2003, Bennoudi 2007 and Badri 2009). According to (Widdowson 1984, Atkinson 1987, Wolfersberger 2003, Skoog 2006), Bennoudi 2007 and Badri 2009), It is believed that the first language is playing a vital role in L2 learning process. Second language learners come to their classes with much experience of how to use their first language in communication, so that this experience is reflected on learning the second language.

Cook (2001b) argues that “The students’ native language should be set aside, not to be used in teaching” (P.404). That is to say, Cook thinks that using the first language is not useful anymore, instead he advises all English teachers to spend all the time of the class with L2 only. However Turnbull (2001) supports using L1. He thinks using L1 excessively has some negative effects on the learning process of L2. Using L1 is still a controversial issue. Different opinions were being proposed, some were in favor and others were against using it. Many English teachers find it difficult to decide whether to use L1 or not. For example (Cook, 2001 a) claims that the direct method was common in the 20th century so all the teachers in that time were using English only and it was considered as the ultimate method of teaching. English instructors preferred to reduce the use of L1 since it affects teaching and learning positively. Phillipson (1997) pointed that an exclusive L2 use was a form of linguistic imperialism in which the target language was enforced in the classroom not only locally, but internationally as well.

Recently, there was a continually questioning for using the target language alone. Auerbach (1993) argued that “The reasons for using English only are neither conclusive nor pedagogically sound” (P.9). Because of these various opinions which agree and disagree with using the first language in the second language classes, the researcher of this study decided to carry out an experiment to show the advantages and disadvantages of using L1. The researcher worked hard to enrich this study with valued data by visiting different schools, interviewing many teachers and students and administrating a questionnaire in order to come out with some useful data and result that can help many English instructors to take the right decision while teaching the second language.

Chapter 3 Methodology

Some scholars pointed out to the benefits and academic progress in other subjects while studying or learning the second language. For instance, the English course content of other coursework is reinforced by the application of current standard practices of foreign language instructions (“Culture, Comparisons with students’ native languages, Five Cs of communication, the foreign language use in Communication outside the classroom and connections with other disciplines”) (Curtain & Dahlberg 2004). (Curtain and Dahlberg, 2004) stated that knowledge of English grammar and vocabulary is enhanced by learning the second language. Furthermore, some other studies proved that the time spent on learning the second language enhances the core subject areas of reading, English Language Literacy, Social studies and Math. (Armstrong & Roger 1997; Saunders 1998; Masciantonio 1977; Rafferty 1986; Andrade 1989; Kretschmer & Kretschmer 1989). More and more experiments were being carried out by several researchers to show the importance of learning L2. For example, (Armstrong 1997) found out that English learners scored higher in Math and Language Arts after one semester of studying a foreign language. It is also recognized that bilingualism encourages and develops learners’ verbal and spatial abilities. (Saville – Troike 1984)

According to Gay, Geoffrey Mills and Airasian (Educational Research 9th Edition p.7), there is a clear difference between the two kinds of research, qualitative and quantitative. The qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e nonnumeric) data to gain insight into a particular phenomenon of interest while the Quantitative research is defined as the collection and analysis of numerical data in order to describe, explain, predict or control phenomenon of interest. Qualitative research methods are based on different beliefs and designed for different purposes than quantitative research methods.

According to the previous studies and all the results that proved using L2 alone has many advantages, the researcher decided to conduct his study and come out with results which can be useful for many English learners and instructors. This study was conducted in three private schools in Abu Dhabi, in 2015. The three selected schools were Al Dhafra Private School, Al Etihad Private School and Community Private School. Two research methods were being used

in this study, qualitative and quantitative (interviews, observations and questionnaires). Different students and teachers were chosen to be the subjects of this study. Teachers are from different countries; Iraq, Jordan, India, Lebanon, Canada, Egypt, America and Australia.

Table 1: shows how the method of this study goes on:

| Methodology | | |
|---------------------------|---------------------------|------------------|
| Al Dhafra Private Schools | Al Etihad Private Schools | ICS |
| Interviews | Questionnaire | Observation |
| 15 Teachers | 269 Participants | 126 Participants |

Subjects Of the study:

The three selected schools are private schools in Abu Dhabi, They all apply the American and British systems of education. The first one is called Al Dhafra private school, It was established in 1998. About 1600 students study in it. It is located at Medinat Zayed city. It employs people from different countries. This school is run by an American principal called Mr. Daniel.

The second school is called Al Etihad private school which contains about 750 students. It was established in 2001. An Emirati principal runs this school.

The third school is called Community Private School. There are about 650 students in it. It was founded in 2003.

The researcher decided to interview 15 teachers aged between 27 and 50. They come from different countries; Iraq, Lebanon, India, America, Egypt, Canada and Australia, teaching different grades, 7 to 12. The researcher spent about thirty minutes with each interviewee. Then he gave them a printed letter to explain the goals of the topic. After collecting the data, the researcher tape-recorded and reviewed them.

Furthermore, the researcher used another method to strengthen this study and get more effective and reliable data. Some classes in the three schools were observed. These classes were; grade 8 female, grade 9 male, grade 10 female, grade 11 male, grade 11 female. The observation lasted for four weeks, each class was visited once. Each class has about 22 students. The researcher stayed for about 35 minutes in each class.

The third research method used in this research paper was a questionnaire. It was designed to cover most reasons which show the learners' tendency to use L1, as well as highlighting all the areas and situations that learners need to use L2 alone or both L1 and L2. Here the researcher chose 269 learners randomly from the three schools.

1. Procedure:

A. Interviews

Interviews are considered as a good resource to collect data for many persuasive reasons. The researcher finds it difficult to cover all of them so that he is content with only two. Firstly, the researcher could find out any issues related to L1 effects by doing such interviews, "Things we cannot notice" (Patton, 1987:196). Secondly, doing such interviews enables the researcher to get thick description of the studied topic (Merriam, 2002). From this point of view, the researcher conducted some interviews, asking all the selected 15 teachers from the three schools some questions. All the questions focus on the reasons which make learners tend to use L1. Furthermore, some other questions focus on the situations that learners and teachers use L1 in while learning and teaching the target language. All the

interviewees showed an appreciated cooperation with the researcher by answering all the questions effectively and objectively. The answers showed different reasons that push students and teachers towards using L1 and L2 or L2 alone. It was a new and special technique that the researcher used to conduct all the interviews. He depended on open-ended questions that are flexible and don't follow a specific order with a loosely defined framework" (Parsons, 1984: 80 in Wellington, 2003: 74). He also used research questions and sub questions according to each (Kvale, 2006; 1996; Dornyei, 2011, Duffy, 200; Richards, 2003). Face-to-face interviews are supposed to be conducted in a place and time that make the participants feel more comfortable (Creswell, 2009), that is why the researcher preferred to meet some of the participants in their free time and in some computer labs. Some of the male participants showed a better cooperation by offering an opportunity to meet them out of the school, in a café.

Conducting interviews is considered as an old method which is used to collect data in research (De Leeuw, 2005). Interviews help to correct any errors that might happen in online surveys especially when participants do not concentrate or understand questions well. In interviews, both of the interviewer and interviewees should focus and understand questions well to answer them in a suitable way. De Leeuw (1992) also claimed that sometimes participants do not answer all questions in written surveys that do not happen in face-to-face interviews. In addition, he stated that using multiple methods to collect data reduces the costs of the data collection procedures, consequently, the researcher used both of online surveys and interviews.

Table 2: shows the profile of the interviewees

| Teachers | Gender | Nationality | Age | Degree | Years in UAE |
|----------|--------|-------------|-----|----------|--------------|
| 1 | female | Iraqi | 29 | Bachelor | 0.8 |
| 2 | female | Jordian | 27 | MA | 4 |
| 3 | male | Lebanese | 30 | Bachelor | 6.3 |
| 4 | male | Lebanese | 39 | Diploma | 7 |
| 5 | male | Canadian | 40 | MA | 4. |
| 6 | male | American | 38 | Bachelor | 16 |
| 7 | male | Iraqi | 44 | Bachelor | 11 |
| 8 | female | Egyptian | 37 | Diploma | 7.5 |
| 9 | male | Indian | 38 | Bachelor | 9 |
| 10 | male | Australian | 29 | Bachelor | 1.7 |
| 11 | male | Iraqi | 33 | Diploma | 1.8 |
| 12 | male | Indian | 28 | Bachelor | 6 |
| 13 | male | Lebanese | 50 | MA | 4 |
| 14 | male | Lebanese | 32 | Bachelor | 2.6 |
| 15 | female | Egyptian | 26 | Bachelor | 1.5 |

B. Observation:

Gebhard (1999) defined classroom observations as “non-judgmental descriptions of classroom events that are analyzed and given interpretation” (p.35).The present study aims to examine the effect of using L1 in L2 classes by observing some elementary and secondary school learners. According to the observer, there are some reasons behind choosing these classes:

- The observer selected different ages, from 12 to 17 which is good enough to gain precise and useful data.

- The subjects of this study come from different countries, backgrounds, cultures and environment. It helps a lot know why some students prefer to use L2 alone while others find it so useful to use both L1 and L2.
- The subjects of the observation are about 126 learners.
- The researcher used a checklist to observe the chosen classes. (See appendix 2)

The researcher decided to carry out this study in the three selected private Schools, Abu Dhabi, 2015. The following points are what the observer focus on:

1. Learning process
2. Learning quality
3. Teaching methods
4. Relationship, social status and identity

This research paper was conducted to examine the impact of using L1 on the participants' achievement in L2 classrooms. Each one of the four selected classes had about 24 students, aged between 12 and 17 years. These classes are: grade 8 boys with 24 students, grade 9 girls with 21 students, grade 10 boys with 22 students and grade 11 girls with 24 students. The researcher of this study used a checklist to observe the four selected classes and as the follows:

1. The researcher observed grade 8 boys in the beginning. Their English teacher was Mr. John who was teaching reading comprehension. All the students were given worksheets which had a reading passage with five questions about it. Mr. John started the lesson by asking his students to sit in groups of four and then they were given about 8 minutes to read and understand the passage. Finally they were asked to answer five given questions which were as follows:

- Choose the correct answer.
- Use your own dictionary to find the meaning of the following words.
- Three direct questions with What, Where and When.
- Complete the sentences with suitable words from the passage.
- Write a brief summary.

2. Grade 9 girls were the second observed class. This class was taught by Mrs. Maya, Lebanese, aged 35 and holder a master in education. Mrs. Maya was teaching Grammar (present progressive tense). She started her lesson by explaining the structure of the tense, then writing some examples which show how to form sentences in affirmative, negative and interrogative. After that, all the students were asked to form some sentences verbally. Finally, Mrs. Maya asked her students to sit in groups of five and discuss the answers of the given questions in worksheets. The three given questions were:
 - Correct the errors.
 - Make true sentences.
 - Write a short paragraph.
3. The researcher's next journey was in grade 10 boys. This class was taught English by Mr. Ahmed, an Iraqi teacher with a Canadian passport, aged 41 and with a bachelor degree in English. The students of this class were working on some writing tasks. The teacher was explaining the techniques and steps of writing a persuasive essay. Finally, Mr. Ahmed asked his learners to write an essay about education In UAE.
4. Another secondary class was observed by the researcher. It was grade 11 girls who were taught English by Mrs. Rahma, Indian, aged 37 a Bachelor in education. Mrs. Rahma was teaching vocabulary in the day of the observation. She started her lesson by writing the ten new items of vocabulary on the board and explaining each word by reading it, explaining its meaning and using it in a sentence. Then she spoke about the importance of learning new vocabularies and how it improves writing and speaking skills. She asked her students to practice using the new vocabularies by choosing one word and put it in a sentence verbally. Then all the students were told to write a short essay about different topics, using some of the given vocabularies. Mrs. Rahma told her students to work in pairs to discuss and exchange ideas and write notes which could help them write their paragraphs.

C. Questionnaire:

A questionnaire is a self-report instrument which is very useful to obtain data economically and speedily from a large number of respondents (Brown 2001 as cited in Mohammad 2006). Some scholars think there is a similarity between building an effective, solid and useful survey and building a solid house which is done by going through some procedures and stages. The most important stage is the ground which acts as the introduction of the survey's concepts. The second important stage is laying solid foundation stones that act as the methods of working on this survey. Laying the bricks represents the elements of it. Implementing the survey is another stage that acts as the roof of this house. Finally, analyzing the collected data is supposed to be done to make sure that this questionnaire feeds the study with fruitful information.

Table 3 shows the source of questions used in the interviews and checklist observation.

| Reason | Source | Opinion | Source |
|--|-------------------------|--|-----------------------|
| 1. When a classmate asks me to explain a new point, I use the mother tongue language. | Polio and Duff(1994) | A bilingual teacher is better to teach English. | Nazary (2008) |
| 2. When I talk about topics which are not connected to the class, I prefer to use my first language. | Cook (2001) | It is better to sit next to bilingual students. | Human Source |
| 3. I use the first language when I check the meaning of new words. | Cook (2001) | When my English gets improved, I become more comfortable to speak only English in the class. | Human Source |
| 4. When I talk to my classmate, I cannot think about the correct word, so I use L1. | Human Source | It is better to use L1 when I feel I need it. | Khatai (2011) |
| 5. I use L1 because my classmates start talking in L1 when we work on an exercise. | Cook (2001) | What I care about is completing the task, so I can use L1 only or both L1 and L2. | Krieger (2005) |
| 6. I use my first language when I talk about personal things. | Polio and Duff (1994) | Bilingual dictionaries should be allowed in the English classrooms. | Human Source |
| 7. My classmates and I use L1 to finish class activities faster. | Human Source | Because the course is not a speaking course, we can speak L1 during class activities | Krieger (2005) |
| 8. I feel more connected to my culture when I use L1. | De La Campa and Nassaji | L1 is spoken more than L2 in the classroom. | Mahmoudi and Amirkhiz |

Chapter 4 Findings and Discussion

A. Interviews

All the participants were being interviewed for about 30 minutes and asked various questions about the advantages of using L1. The first group of questions is about the interaction of students with L1. The second group is about the techniques used by teachers to teach L2. The third group is about relationships between teachers and learners and how it could be effective in teaching the second language. The last group of questions is about the technology and how it facilitates learning the second language. All the participants were being interviewed privately and their answers were tape-recorded and transcribed later as the follows:

Mrs. Madlien is a Lebanese, grade 12 English teacher, at Al Dhaфра private school. She insists that students of this age do not need to use L1 at all because they are big enough to depend on themselves to solve any learning problems they might face. In addition, she said these students have been studying English for seventeen years so they have a good amount of knowledge, experience, information and vocabulary which help them to overcome any difficulties or challenges. About her techniques in teaching L2, she said that group work was her main technique. It helps low level students to interact with average or high level students who like to help their friends and prove that they have good abilities. Meanwhile she confesses that in some certain cases, she uses L1 especially with new vocabulary. As well as her students use L1 when they joke or communicate with each other out of the classroom.

Mr. Pearson is an English instructor at Al Dhaфра private school. He is American, teaching grades 10 and 11. He is an experienced English teacher. He showed an appreciative cooperation to answer all the questions in details. Because of the nationality of Mr. Pearson, he uses only L2 with his learners. He said he finds it easy to communicate with his learners in L2 alone. He thinks these students should be exposed to L2 alone all the time especially at this age. After asking about the techniques used in teaching, he said that his main technique is using technology (smart board) to display some short educational movies, programs, activities which make it easy for students to understand

him when he talks. He has another strategy which is using a group work; learners with different levels of proficiency sit in fours or fives to help each other, particularly in writing and reading. In addition, with some complicated topics in writing, reading or speaking, he writes some questions to help and guide low level students. Mr. Pearson believes that by much exposure to L2 only, learners would learn English faster and easier, but when students with low level of proficiency face a difficulty in vocabulary, he allows them to use bilingual dictionaries. These results are in harmony with Cook's (2005) proposition that the first language is utilized "as a way of conveying L2 meaning... as a short cut to explain tasks, tests, etc., "(P.59). Then Mr. Pearson was asked about the benefits of using technology in learning L2. He asserted that technology plays a vital role and as the following:

- Learners nowadays find it more interesting to study with i pads than books.
- Learners find it easier to come to school with only one device than carrying heavy books.
- The Internet has wider, more interesting and useful activities than books.

Mr. Nibras is a bilingual teacher, originally from Iraq but he carries the Canadian passport. He is a grade 10 English teacher. He belongs to this group of scholars who support using L1 alone. He believes that students should be in contact with their friends and teachers all the time in all situations by using both L1 and L2. He said, "Here in Abu Dhabi, most private schools receive learners from different cultures, countries, traditions, backgrounds and level of proficiency, consequently English teachers find it difficult to avoid using the learners' first language when they teach English. Mr. Nibras spoke about the necessary situations where it should be allowed to use L1 is:

1. To explain some difficult vocabularies.
2. To give some instructions.
3. To explain the main idea in writing classes.
4. To facilitate speaking by having a full understanding to a topic in.
5. When students joke with each other inside and outside the class.

On the other hand, he thinks that there should be a limitation for using L1. He supports much exposure to L2 and little use for L1. In addition, he spoke about his long experience in teaching students in this age. He said, “The bigger students become, the less capacity they have”. This result agrees with some previous researches and learning hypotheses. For instance, the Critical Period Hypothesis (CPH) which was introduced by Penfield and Roberts in 1959 and discussed further by Lenneberg in 1967. Brown (2007) was one of the scholars who referred to this hypothesis. They all agree that students’ learning capacity gets less and less after the ages 12 and 13. This fact led to a confusion that reaching to certain ages like 12 and 13 makes learning the second language more difficult, as a consequence L1 might play a useful role in facing such difficulties.

Mrs. Manal and Mrs. Nazlin are both grades 6, 7 and 8 English teachers at Al Dhafra Private School. Mrs. Manal is from Lebanon and Mrs. Nazlin is from India. After asking them about the importance of using L1 and how students interact with it, they stated that they depend on pictures, figures and technology which facilitate learning the target language so that they do not find it necessary to use L1. They also utilize some techniques like using voices or acting instead of translating to Arabic. They added that their school’s system (American) forces teachers and students to use mostly L2. They both spoke about some challenges they face such as when students come from Arabic system schools. Here they use Arabic to make it easy for these students to understand some topics, words, activities and tests.

Another teacher such as Mrs. Eliane who teaches grade 11 and comes from Lebanon spoke about some situations in which students use L1. Firstly, when students interact with each other inside the class, they mostly use their native language especially when a student asks his classmate to explain a concept, a question, a vocabulary item or some instructions. Secondly, most students interact and joke with each other outside the class by using L1 consequently there is no real practice of the grammar, vocabulary, phrases, terms they learn inside the English class. Mrs. Eliane supports using L2 alone in different situations and all the time. She believes that in these ages teachers are supposed to encourage using the target language applying all the modern and effective methods of teaching to achieve this goal. She added that technology helps learners a good deal to use the target language alone and learn it fast because of the following:

- They can work on what they like and not what they have to do. In reading, writing and speaking Mrs. Eliane usually asks her students to choose the topics that they like in English e.g. stories, articles, passages, lectures, interviews, short educational movies and others to work on because she thinks that when learners work on what they like, they will achieve better and be motivated to use L2 alone.
- With technology, learners work and improve the four English skills effectively in one lesson. English learners like it very much when their instructors ask them to Google a topic, read it, then watch a video about it, and finally write an essay about this topic. In this way, English learners do not feel bored at all.

Other teachers were interviewed and asked some questions about the role of L1. Mr. Alberto Australia is one of them. His first language is English. After asking him about the best and fastest ways or strategies that help English learners to learn the target language, he said, “A good teacher is the one who avoids using L1 in most situations but if he feels that there is a difficulty hindering learning, he should allow using it. He spoke about his own experience and because he is monolingual, students have only one choice to deal with. It is the target language. This fact forces his learners to work hard and search for different words to communicate with him or ask him a question which is a positive point because here learners are forced to use L2 all the time. He spoke about the most effective and useful strategies in learning the target language:

- Group work is his favorite strategy because it encourages students to interact and produce more work in a short time. It also helps learners especially the low achievers to overcome learning difficulties such as the acquisition of difficult vocabulary or misunderstanding the topic itself.
- Technology is what he depends on in teaching and learning because it is a very useful tool that English learners can use instead of books which students find them boring.

Mrs. Nadia is another English teacher. She is from Egypt. She is a very amusing teacher. I liked her interview very much because it was interesting and rich with information. She teaches grades 7 and 8. She thinks that avoiding using the first language hinders the whole learning and teaching process because she believes that the educational atmosphere is what

teachers should focus on mostly. Learners should feel happy with what they do. They should like learning. They should have the desire to learn in order to achieve the learning and teaching goals well. Having a good educational atmosphere is when students feel free to choose the language they want in some situations, for instance:

1. When they want to joke with their friends by using L1.
2. When they want to talk about personal things with L1 only.
3. When they want to ask a question.

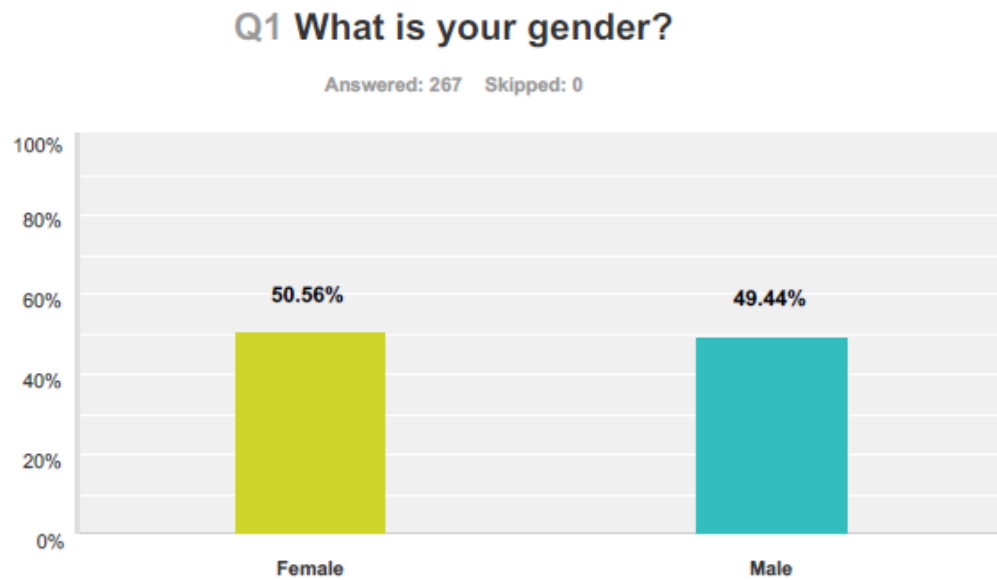
In this way students like learning and they enjoy doing any activity, here teachers should think about the best activities, strategies and exercises which encourage, help and motivate them to practice the target language. For instance, she spoke about some English songs which motivate students to learn English. Mrs. Nadia agrees with using the target language alone but in some situations like:

- When learners speak about things which happen in the class.
- When they present their work in essays or other genres.
- When they tell a story they already read or heard about.
- When they use their i pads for reading, listening and writing.
- When they work in groups to answer questions or do an activity.

All the other teachers who participated in the interviews have shown an appreciative co-operation by enriching this study with accurate and effective information. After asking them about the situations and contexts that their students tend to use L1 in, some of them said that it is the students' decision and choice whether to use L1 or not. Teachers think that sometimes it is nationality itself which motivate them to use L1, especially these students who come from the same country. They like it when they use their own language and dialect. As well as some students find it more interesting to use two languages at the same time, the target language and the mother tongue. All the other interviewees agreed with their colleagues about the situations that students like to use their native language in. On the other hand they think that L1 sometimes have a negative impact on learning L2 especially when it is overused.

B. Questionnaire

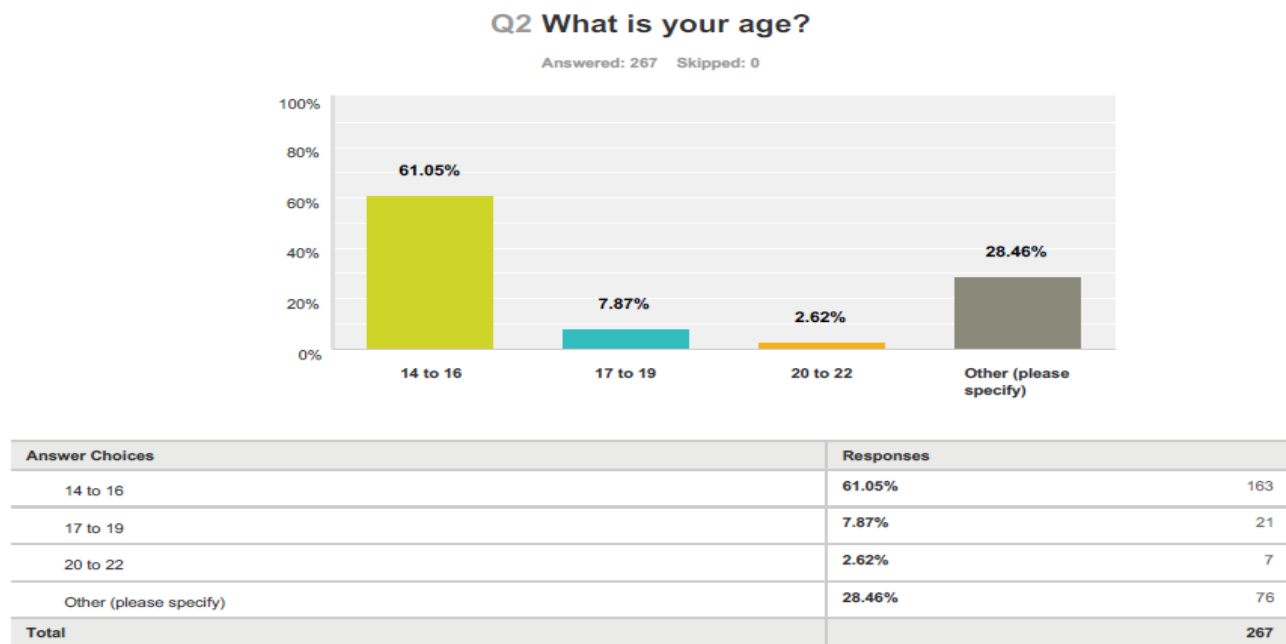
Graph 1: It shows the gender of the participants in the survey.



| Answer Choices | Responses | |
|----------------|-----------|-----|
| Female | 50.56% | 135 |
| Male | 49.44% | 132 |
| Total | | 267 |

The bar chart above illustrates the genders of learners who participated in this survey. As it is shown in the table that the researcher focused on the number of males and females. The number of the participants is 269. Females are 135 and males are 132. The focus of this dissertation is therefore equally divided between both males and females. The researcher believes that getting data from both sources males and females is beneficial and can provide the current study with rich information that can be processed later on to provide this study with fruitful results.

Graph 2: shows the ages of the participants in the survey.

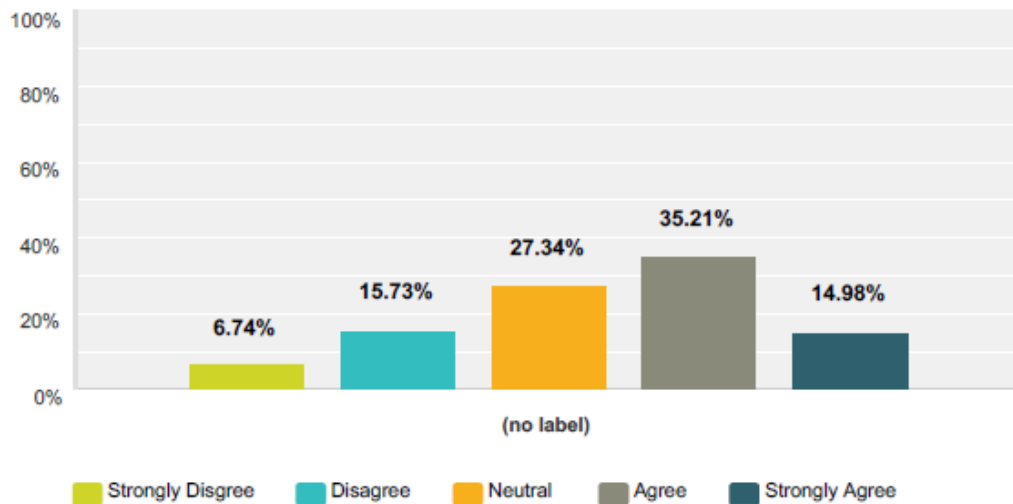


This bar graph deals with the ages of learners who participated in the questionnaire. Both the table and the graph above reveal that the researcher has focused on different ages of students in order to get more precise and useful data. The ages of the participants are between 14 and 23. A great deal of scholars has pointed out to these ages and the impact of using the native language on each one of them. From this point of view, the researcher decided to carry out his questionnaire with different ages and grades. As shown above, 163 learners are in grades 8,9 and 10 which represent the majority of the participants. Some other students are in grades 11 and 12. About 76 university students are taken in consideration in this survey. In this research, most participants were between 12 and 23 years old. The researcher found it difficult to sort them in age groups that contained the same number of participants. All the participants in the online survey were divided into four age groups. The first age group is between 14 and 16; the second age group is between 17 and 19, and the third age group is between 20 and 22. There are 76 participants aged above 22.

Graph 3: shows students' opinions about using both languages when explaining the main idea of a topic or giving instructions.

Q3 It is more useful and effective when teachers give instructions or explain the main idea of a topic by using both English and Native language

Answered: 267 Skipped: 0



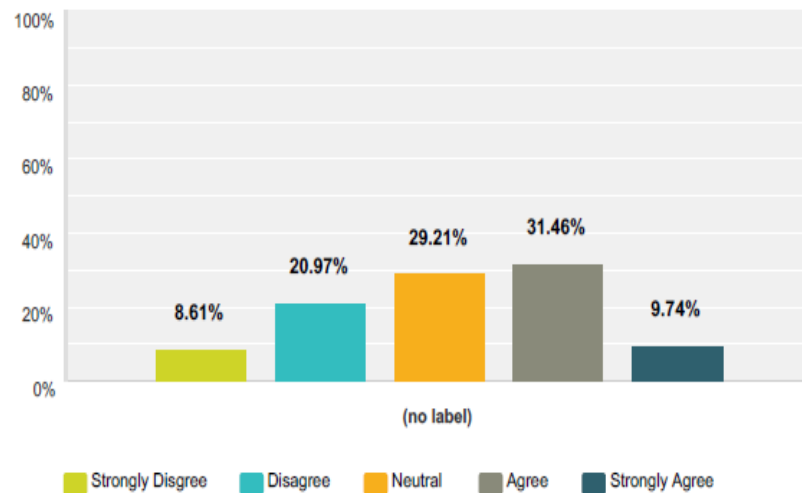
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total | Weighted Average |
|------------|-------------------|--------------|--------------|--------------|----------------|-------|------------------|
| (no label) | 6.74% 18 | 15.73% 42 | 27.34% 73 | 35.21% 94 | 14.98% 40 | 267 | 3.36 |

This bar chart clearly shows various responses for question 3 which is about reinforcing grammar lessons with both native and English languages, especially when teachers give instructions or explain the main idea of a topic. About 35.21% of participants agree and find it useful to use both L1 and L2, while 27.73% are between agree and disagree which means they sometimes find it effective. About 14.98% of learners strongly agree. They think that when teachers use both languages, it facilitates learning the target language. It is obvious that the number of learners who strongly disagree is low. It is only 6.74%. This clearly shows that few learners favor using only the target language when teachers explain a grammatical rule or the main idea. There are about 15.73% who disagree and think that teachers should use the target language alone.

Graph 4: shows learners' perspectives for using L2 alone when explaining an idea to each other.

Q4 Students speak their native language in English classes because they explain a new point in the lesson to classmates

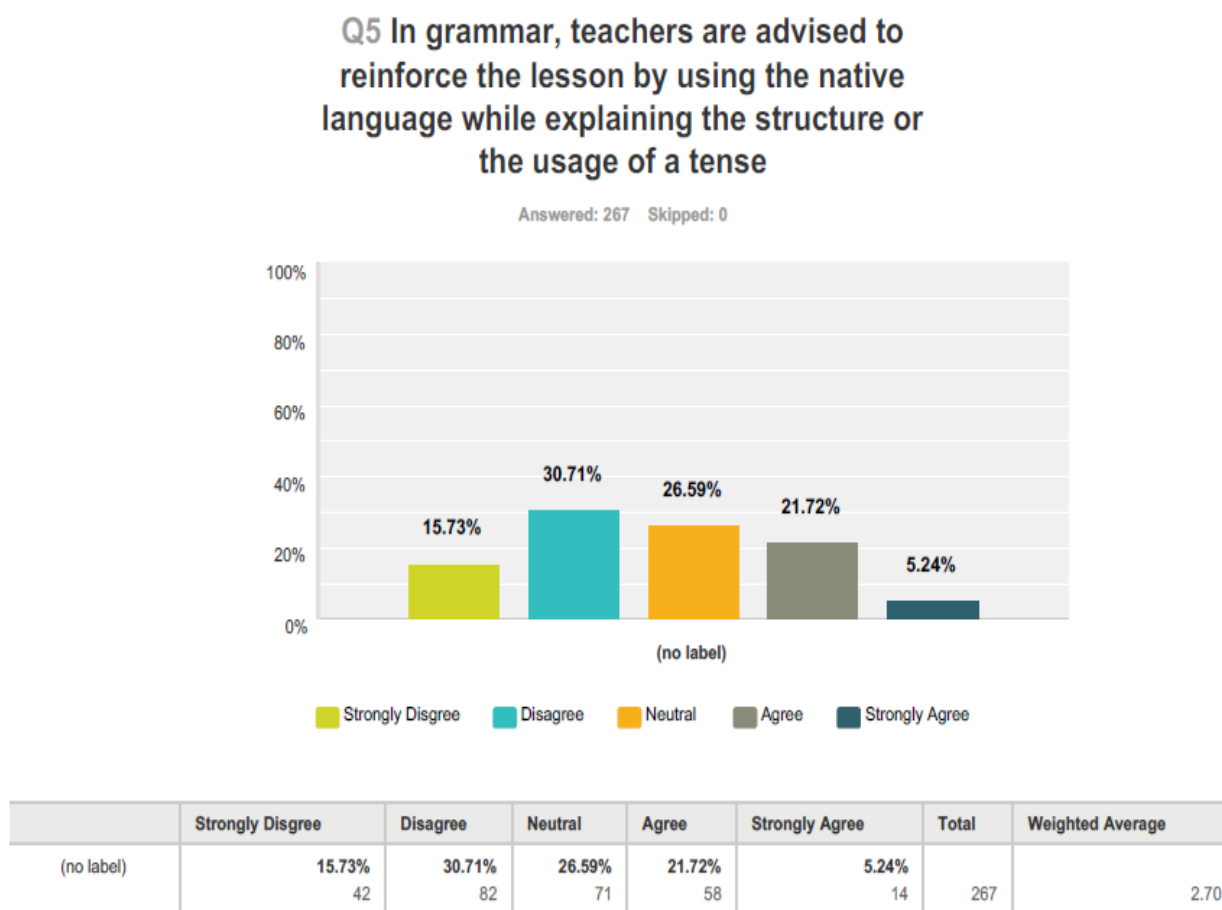
Answered: 267 Skipped: 0



| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total | Weighted Average |
|------------|-------------------|--------------|--------------|--------------|----------------|-------|------------------|
| (no label) | 8.61% 23 | 20.97% 56 | 29.21% 78 | 31.46% 84 | 9.74% 26 | 267 | 3.13 |

The fourth question in this survey is about using the students' native language to explain a new point in the lesson to their classmates. About 31.46% of students agree that they use their native language to help their classmates understand a new point. As well, 9.7% of the learners strongly agree with this point. On the other hand, the first two bars indicate the disagreement of some learners with this point, about 20.97% and 8.61 % were between disagree and strongly disagree which means that these learners find it boring and useless to use the native language to illustrate or explain a new point to their classmates. The third bar shows clearly that 29.21% were neutral; they agree and disagree in the same time.

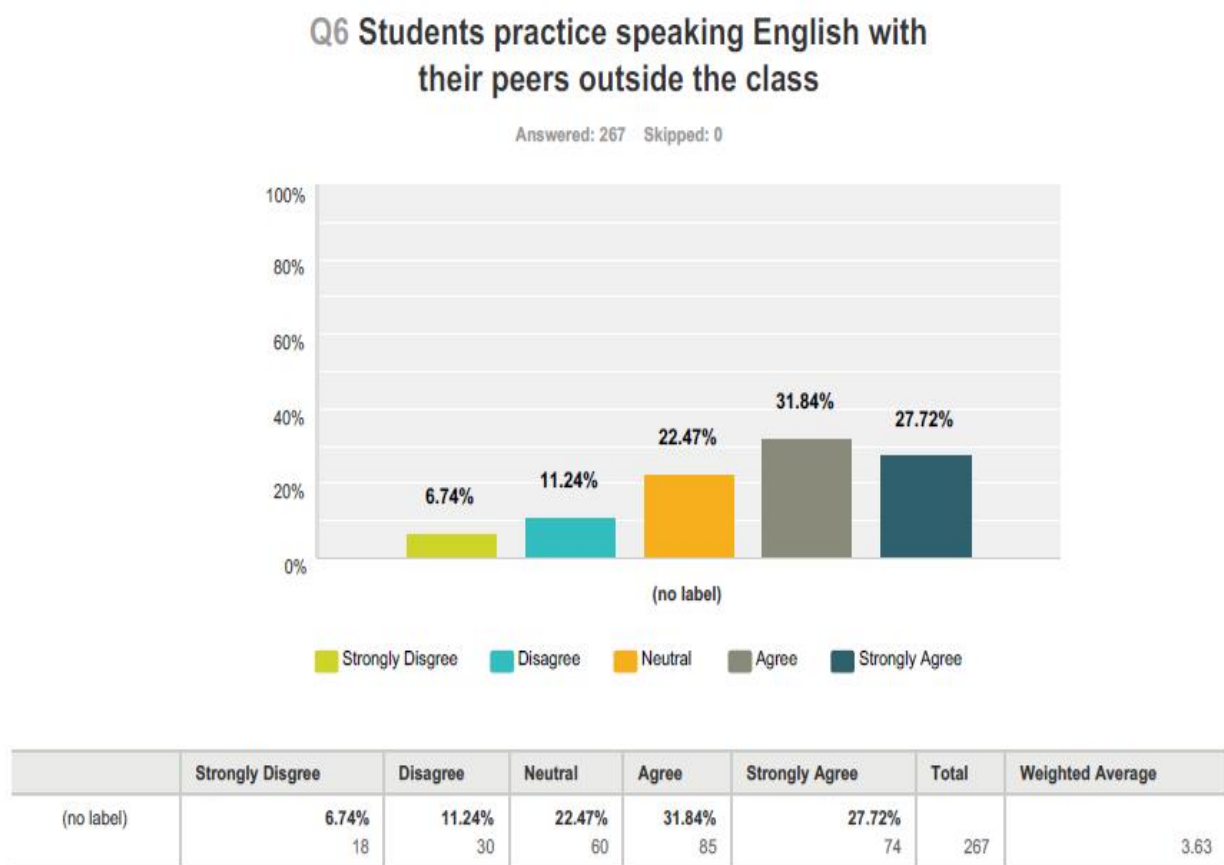
Graph 5: shows participants' opinions about using L1 with L2 when explaining some grammatical rules.



All the data of the graph and the table above point out to the responses of question five which is about reinforcing the grammar lessons by using both native and the target languages. The majority of learners showed their refusal to the idea of using the native language by teachers. About 124 learners disagreed while 71 learners gave neutral responses. On the contrary, 72 students were between agreeing and strongly agreeing with using the native language when teachers explain the structure or the usage of a tense. The data of this question is in the line with the results that were gained by some scholars such as Auerbach (1993, P.18) who claims that “Positive results are consistently reported when learners and teachers use the first language”. Over the years, there was a gradual move away from “English alone” Baker (2003). Miles (2004) was in favor of using the bilingual approach; meanwhile he discredited the monolingual approach in three ways:

1. The monolingual approach is not practical.
2. Native English teachers are not supposed to be the best teachers.
3. Using L1 only is not sufficient for learning.

Graph 6: shows participants' perspectives about how much they use L2 outside the class.

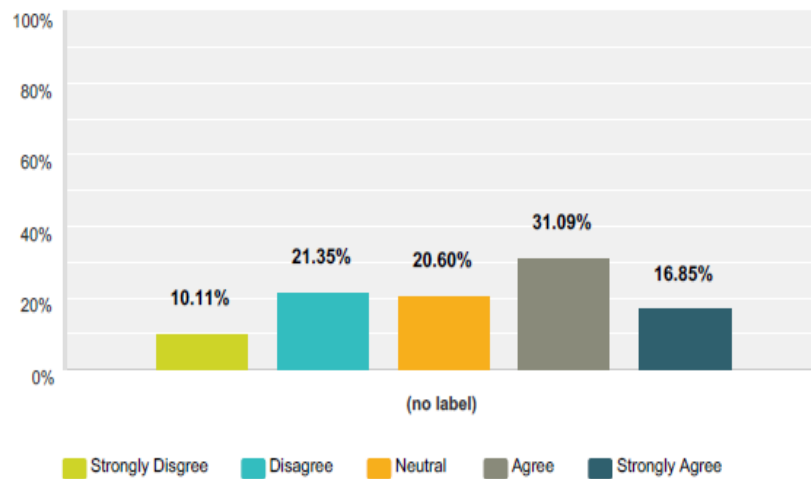


This figure clearly reveals that several English learners use their native language mostly outside their classes. About 27.72% of learners strongly agree. In addition about 31.84 % agree that they like it when they use their native language outside the class. On the other hand, some other students disagree. They claim that they use the target language all the time at school. Only 48 students use the target language outside their classrooms. About 60 learners admit that they use both languages when they communicate their classmates outside the classes.

Graph 7: Shows whether learners prefer to use their first language while group working or not.

Q7 In English classes, students use their native language when they work in groups to finish class activities faster

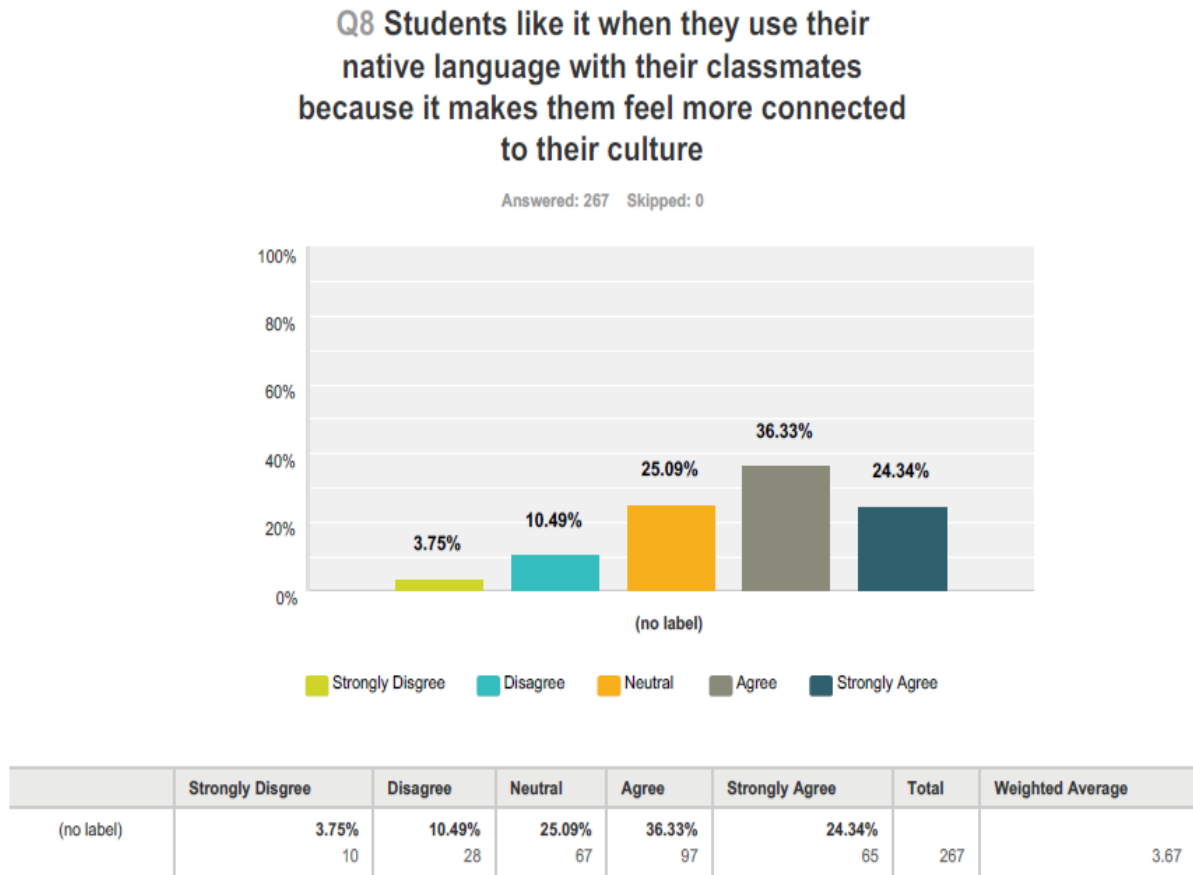
Answered: 267 Skipped: 0



| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total | Weighted Average |
|------------|-------------------|--------------|--------------|--------------|----------------|-------|------------------|
| (no label) | 10.11% 27 | 21.35% 57 | 20.60% 55 | 31.09% 83 | 16.85% 45 | 267 | 3.23 |

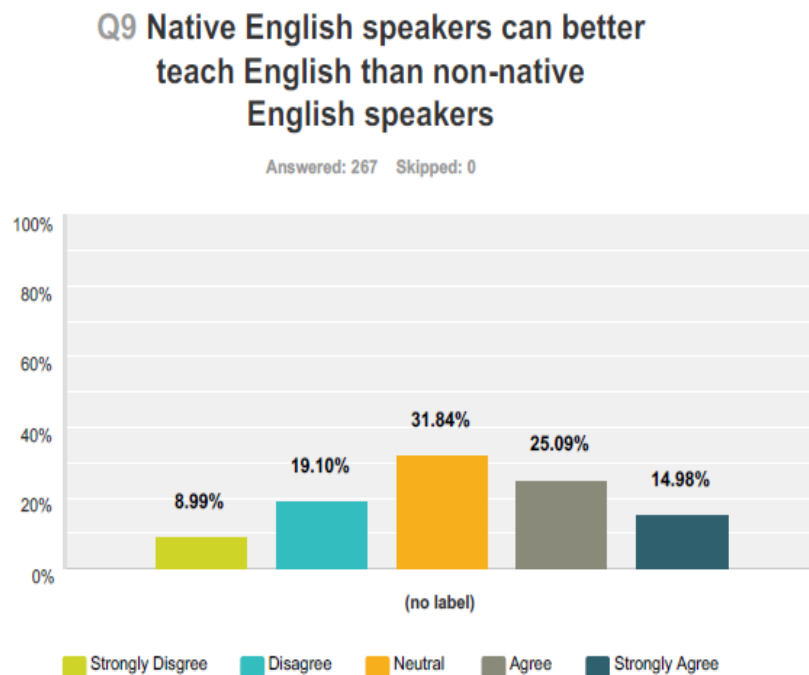
The graph and the table above show the responses to the seventh question in the survey which is about using the native language when working in groups to finish a task quickly. All the data above show clearly that several students prefer to use their native language to facilitate answering questions and finish this work fast. About 129 students were between agree and strongly agree with this idea while 84 students were against this idea. They think using the target language alone is easier and more effective. Only 55 students are neutral. Their responses show that they use both languages while working in groups and they think this approach is better and faster.

Graph 8: Shows if students use L1 to make them feel connected to their own cultures.



The chart above provides data which represent the answers to question 8. This part of the questionnaire is asking about the use of students' native language as a good way of communication and being connected to their culture. Some learners (36.33 %) think that using the native language helps them remember things related to their own culture. About 24.34% of the participants strongly agree that they are really happy when they talk about their countries, people and everything related to their own cultures. There is a smaller percentage of learners who agree and strongly agree with using the native language for this purpose. About 38 students show their disagreement with this point and prefer to use only the target language even when they talk about their own culture. About 67 learners were in between, agree and disagree. In summary, the chart above shows clear the differences in the learners' responses.

Graph 9: shows whether native English teachers are considered to be better teachers of English or not.



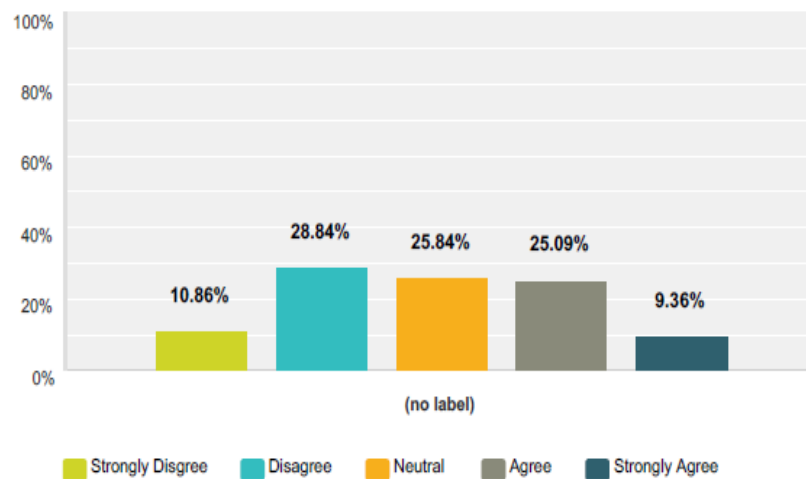
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total | Weighted Average |
|------------|-------------------|--------------|--------------|--------------|----------------|-------|------------------|
| (no label) | 8.99% 24 | 19.10% 51 | 31.84% 85 | 25.09% 67 | 14.98% 40 | 267 | 3.18 |

The bar chart above shows clearly the responses of the ninth question which is about considering native English teachers are better to teach the target language or not. All the collected data reveal that the learners have different perspectives. Some of them think that teaching a language should be done by the natives of this language so that about 104 learners think that native English language teachers are better to teach the target language because it is their own culture, language and experience. On the other hand, about 75 students number disagree and think that non-native English speakers can teach the target language and in the same professionalism. About 31.84 % show neutral responses which means they are with both, teachers with native or non-native English.

Graph 10: illustrates the participants' responses about using both L1 and L2 while doing some writing tasks.

Q10 When writing tasks, especially in the pre-writing stage, students should be allowed to use their native language to discuss ideas

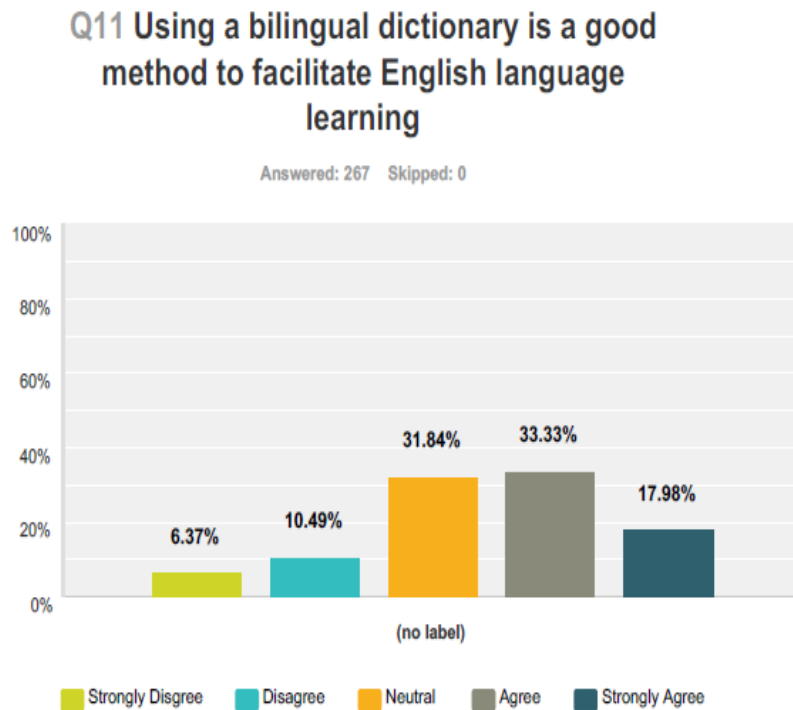
Answered: 267 Skipped: 0



| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total | Weighted Average |
|------------|-------------------|--------------|--------------|--------------|----------------|-------|------------------|
| (no label) | 10.86% 29 | 28.84% 77 | 25.84% 69 | 25.09% 67 | 9.36% 25 | 267 | 2.93 |

The table above compares the answers of the participants in this part of the survey. Here, the question is about the need of using the native language in writing tasks, especially in the pre-writing stage. A greater number of learners (116 learners) think that using the native language is not beneficial while discussing ideas and writing paragraphs because they find it easier to do this with the target language alone. On the contrary, about 25.09% agree and think that using the native language facilitates working on writing tasks, especially when they discuss ideas and exchanging notes. Some students (9.36%) strongly agree. They think that using the native language is one of the most effective ways to learn the target language. About 25.84 % of learners showed neutral answers.

Graph 11: shows whether using bilingual dictionaries facilitates learning L2 or not.



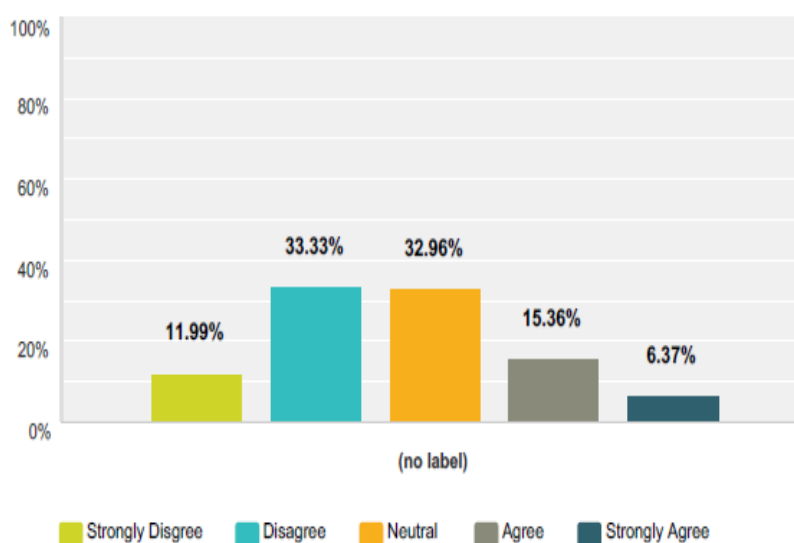
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total | Weighted Average |
|------------|-------------------|--------------|--------------|--------------|----------------|-------|------------------|
| (no label) | 6.37% 17 | 10.49% 28 | 31.84% 85 | 33.33% 89 | 17.98% 48 | 267 | 3.46 |

The graph above depicts and analyses the answers of the participants in this part of the survey. The question is about using bilingual dictionaries as a good way to facilitate learning the target language. The majority of students showed their agreement to the idea of using bilingual dictionaries and how they help to overcome some educational difficulties. About 137 agree and strongly agree with using this type of dictionary. On the other hand, 10.49 % of all the learners showed their disagreement for using bilingual dictionaries, they think that it does not help that much, as well as the 6.37 % who have a similar but stronger opinion.

Graph 12: shows participants' opinions about how difficult it is when students ask questions with only L2.

Q12 Students find it difficult when they ask questions with only English language.

Answered: 267 Skipped: 0

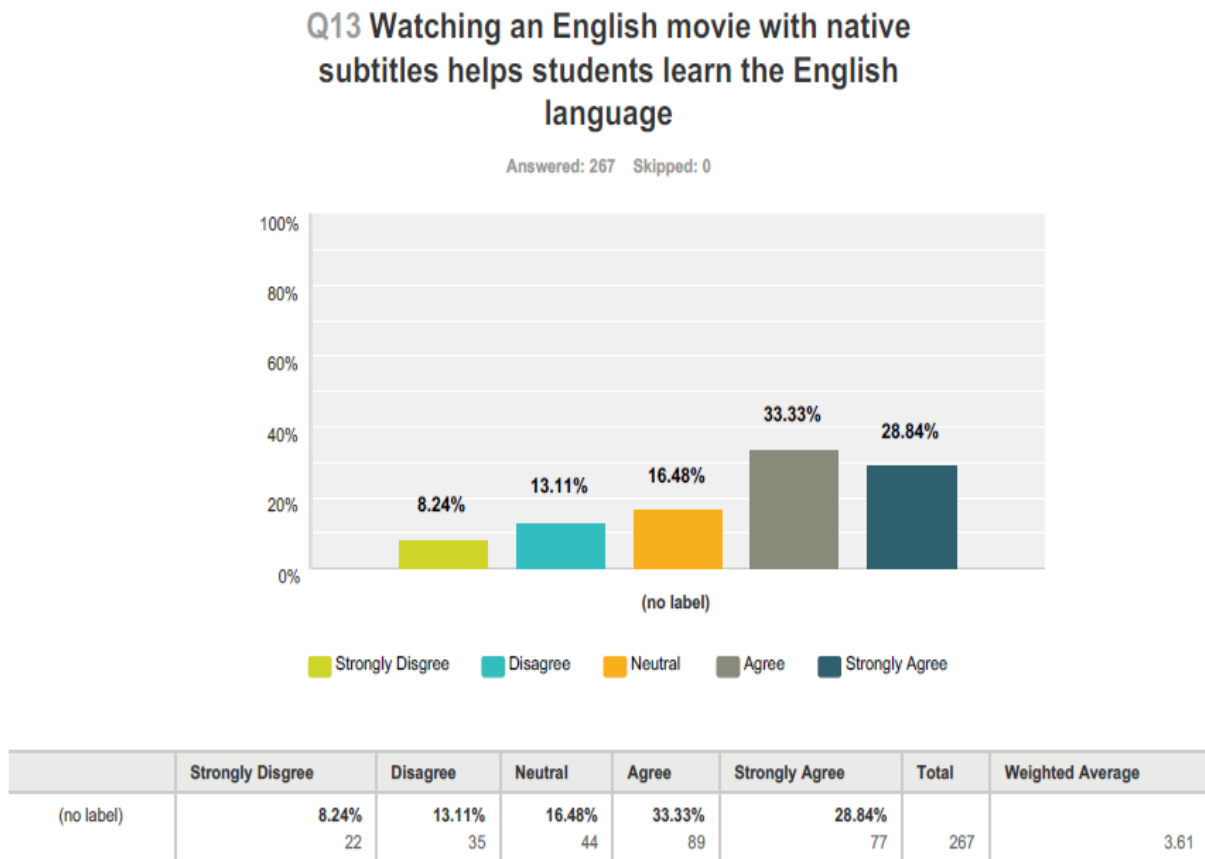


| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total | Weighted Average |
|------------|-------------------|--------------|--------------|--------------|----------------|-------|------------------|
| (no label) | 11.99% 32 | 33.33% 89 | 32.96% 88 | 15.36% 41 | 6.37% 17 | 267 | 2.71 |

The bar graph above compares the answers to the twelfth question which is about the difficulty that students face when they ask questions with the target language alone. The first point to note is that most learners disagree and they think it is not a real difficulty when they want to ask their teachers or classmates about things related to the topic. About 121 learners showed their disagreement. It means they do not face a serious difficulty when they ask questions with only L2. Furthermore, about 32.96 % showed neutral answers. Here, students think that sometimes they find it easy to ask questions with the target language alone, but there are some situations in which they need to use the native language. On the contrary, 15.36 % of learners agree that there is a real need for using the native language when they ask about things related to the topic. In addition, 6.37 % go the in the same line with their peers who think using the target language alone while asking questions is a serious challenge to them. In conclusion we can say that the majority of

participants in this question believe it is easy for them to use L2 alone when they ask about different situations.

Graph 13: shows whether watching English movies with native subtitle helps learn L2 or not.



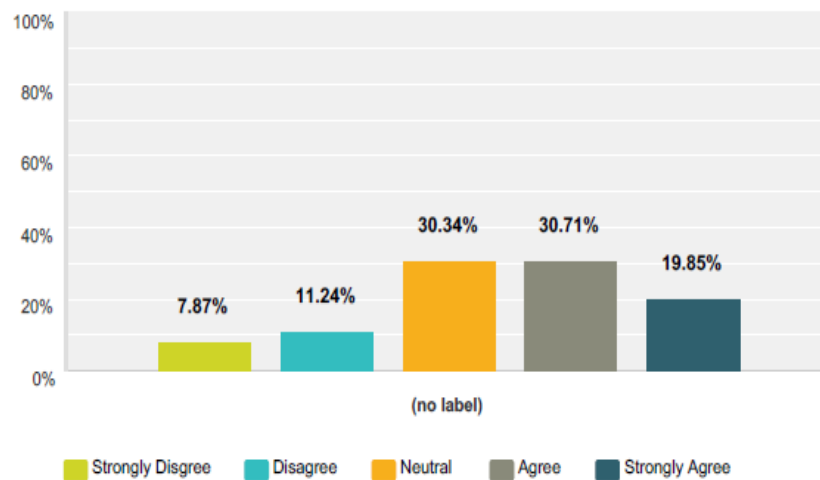
This figure reveals that several learners depend on the native language (subtitle) when they watch English movies to have a good understanding for the main point and events. They think that this way can facilitate or enhance learning the target language. On the contrary, some other English learners find it useless to watch English movies with a native subtitle and they ensure that it does not help them learn the language in any way. For instance, 8.24% strongly disagree with the idea of native subtitles. Whereas, 13.11% of learners agree with them. Meanwhile the graph above shows that 166 English learners are between agree and strongly agree which means that they prefer to watch English movies with native subtitle because it helps them understand all the events, ideas, conversations and difficult vocabularies in the movie. This fact reinforces learning

the target language. Some other learners show neutral answers; that is to say they are with and against using this technique.

Graph 14: shows learners preferable language while talking about things which are not related to the lesson.

Q14 When students talk about topics which are not related to the class, They prefer to use their native language.

Answered: 267 Skipped: 0



| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Total | Weighted Average |
|------------|-------------------|--------------|--------------|--------------|----------------|-------|------------------|
| (no label) | 7.87% 21 | 11.24% 30 | 30.34% 81 | 30.71% 82 | 19.85% 53 | 267 | 3.43 |

The table and the graph above give different data which explain the answers of question 14. The question is about using the learners' native language when they talk about topics related to the class. Most responses point out to the use of both languages and in different situations. For instance, 7.87% of the participants in this survey state that they do not use their native language when they talk about such topics; they prefer to use the target language. In addition, about 11.24% agree with them and find it more interesting to use English language alone. On the other hand, about 135 learners are between agreeing and strongly agreeing that using their native language is their choice when they talk about personal topics. The data also show that 30.34% of the

participants are between agreeing and disagreeing, that is to say that these learners sometimes use their native language only, and sometimes they prefer to use English alone. Furthermore, it means that they use both languages while talking about the same topic.

C. Observations:

In grade 8 boys and with their English teacher Mr. John, all the students started the lesson in an orderly fashion by sitting in groups of fours and fives. In the first five minutes, Mr. John explained the four main reading techniques that students need when they work on reading tasks. They are; scanning, skimming, intensive and extensive reading. He was using L2 only to do his presentation. All the students were listening thoughtfully. After finishing his presentation, he asked his students about the differences between the four techniques. They answered by using the target language. Next, Mr. John distributed the worksheets and used L2 to give all the necessary instructions about how to answer the questions. After few minutes, he went to one of the working groups and sat beside them, explaining the instructions again but in a simple way. All the students were given 8 minutes to read, understand and discuss the answers of the given questions by using English only. Regarding the second question about meanings, about 95% of students used their iPads to google the meanings in the target language while 5% were searching for the meanings in their native language. In addition, when students were answering the last question which was summarizing the passage, some of them started doing this task by using both L1 and L2 to give ideas and instructions. In this class, the teacher was following some strategies to encourage using L2 only such as; cooperative learning, using dictionaries, explaining the concept in a simple way and using simple vocabularies while talking to the learners. He was joking with students in L2 which motivated them to respond in the target language. It was clear that the relationship between the teacher and his learners was so flexible, nice and smooth which helped a good deal to achieve the goals of the learning and teaching process.

The situation in grade 9 girls was a little different with their English teacher, Mrs. Maya. It was a grammar lesson (The present progressive tense). In the first 20 minutes, it was a teacher-centered class when the teacher was doing her presentation, explaining the structure and writing some examples to show how to use this tense. Mrs. Maya was using L2 mostly but in some cases like explaining the structure of the tense and its usage, she used some Arabic words. After the teacher

had asked her students to form some examples verbally, about 80% were responding while the others were only listeners. Next, the teacher asked her students about the importance of studying grammar and especially tenses, some of them found it a good opportunity to express their refusal to this idea and described it as a waste of time, the great thing here was the answers of these students which were carried out in the target language. After 30 minutes the teacher decided to change her strategy by applying cooperative learning. She asked her students to answer all the given questions by working in pairs. All the answers were being discussed in both L1 and L2, especially with correcting errors. Some students were communicating and helping each other with L1 only.

The third observed class was grade 10 boys who were being taught writing by Mr. Ahmed. The teacher started the first five minutes by displaying a video about the topic (Racism), then asked his students to talk about the video and express their impressions, reactions and feelings. About 7 students were using L2 while speaking but four other students needed to use both L1 and L2. After that all the students were asked to use their own i pads to google the topic and read an article about it. Next, students were being asked to sit in groups of fours to read, discuss and take notes. Unexpectedly, Mr. Ahmed asked his students to feel free to use L1 or L2 in the pre-writing stage. About 70% of students were discussing the concept, ideas and writing notes by using L2 only, while 30% of them needed to use their mother tongue language to discuss some ideas and meanings. When all students were done with the pre-writing stage, Mr. Ahmed ordered all his learners to start writing their essay by using L2. He helped his students by writing some useful vocabulary items and asked his learners to use some of them. Mr. Ahmed depended on some strategies such as using technology and cooperative learning to facilitate the learning and teaching process.

The researcher decided to observe another class which was grade 11 girls, with their English teacher, Mrs. Rahma. The teacher was teaching vocabulary and because of her nationality (Indian), she was using the target language alone. Mrs. Rahma used a technique which depended on defining the new vocabulary by using simple words and she was allowing some of her low level students to use bilingual dictionaries. She started the lesson by writing all the new words on the board, and then explained the part of speech and the meaning of each one. After that she asked her students about the importance of studying new vocabularies, some of them said that any language depends first on vocabulary. About 70% of them were using the target language while

answering the question, but the others used both L1 and L2. Then the teacher ordered all the students to work in pairs to write a short paragraph about any topics and practice some of the given vocabularies. In the pre-writing stage, most students were discussing the ideas and the suitable vocabularies in L2 alone. They were happy, joking with each other and trying to finish their work as fast as possible. Four students asked their teacher to help them with the ideas of the topic. About two students were using Arabic language when they were discussing the concept and which vocabularies they need.

Chapter 5 Conclusion:

The major concern of this research paper is with observable features of interference of L1 on L2 learners' achievements. Three different questions are posed in this paper. They all try to discuss the reasons behind using L1 by some English learners and teachers. In the face to face interviews, some participants sometimes use their native language to explain things to their classmates or to ask about new ideas and concepts presented in English classes. In the questionnaire, students pointed out to other reasons for using L1 such as failing to find the correct word in English or when they want to feel connected to their own cultures. Learners in previous studies (e.g. Kovacic & Kirinic 2011, Sharma, 2006) also said they do not sometimes use their first language in English classrooms. About the second question in this research paper which is about the reasons that force some teachers to use the first language, the answers were various. On one hand, native English teachers stated that English learners should be exposed to L2 all the time, as well as they said that the good teacher is the one who should facilitate learning process to his students and use all the strategies which encourage them to use L2 alone. Teachers should use different ways or techniques such as some clear definitions, examples and illustrations to explain the meaning of a new vocabulary. By this way, they can avoid using L1. It is recommended to use the inductive approach in grammar. Instructors can start the lesson by giving examples and finish it by writing and explaining the rules. In reading comprehension and writing classes, teachers should be qualified enough to encourage their students to be independent by using different thinking skills and prediction techniques. These techniques stimulate learners to use the second language alone when they communicate each other or their instructors. Translation is not a good technique because it can distract the students' attention while having a conversation with their colleagues.

In the present study some participants agree with the following:

1. Some students find think that it is difficult to produce ideas by applying L1 alone.
2. Students confront challenges to keep communicating with each other by using only their mother tongue.
3. L2 learners find it boring to compose essays by using the first language.

4. During the pre-writing and the composing stages, high level learners prefer to use the target language alone.
5. High achievers feel bored when they use L1.

On the other hand, none of the English native teachers reveal there are some situations that students and teachers need to use L1 in especially when it comes to the main idea or the concept of a topic. These teachers point out to a very important issue in some Private schools in Abu Dhabi. They said that different level of students are accepted in one class and as a consequence English teachers need to use L1 sometimes to help low level English learners to be involved in the lesson and produce good work. This fact agrees with what Blum-Kulka and Levenston's (1983) conclusion, they claim L2 learners think that using the first language helps them to learn the second language because for each L1 word there is an equivalent translation in L2. The assumption of word for- word translation equivalence or 'thinking in the mother tongue (L1)' is the only way a learner can begin to communicate in a second language.

The author believes that using L1 in L2 classes is something complicated and depends on some variable facts like the required outputs. In addition, teachers think that applying a theory which is affected by the demands of students and their suffering in a classroom is a difficult demand. Some scholars such as Celce – Murcia and Larsen – Freeman (1999) in Bankier (eslarticle.com) believe that the interference of L1 in L2 classes lead to some language errors made by learners. A good Japanese example might be raised here to show some of these errors or the negative impact of L1 use. It is said, “He was fallen by the rain”. Instead of saying “The rain fell on him “. All the scholars who support monolingualism think that depending on the first language alone can propose some struggles with SLA theories which argue for modified input and negotiation in L2 as a way of learning (polio, 1994 in miles, 2004).

On the contrary, other scholars believe that using L1 in some learning situations is suitable and useful (Schweers, 1999; Larsen-freeman, 2000; Nation, 2003; Butzkamm, 2003). Brown (2000, p68) claims that “first language is considered as a facilitating and interesting factor”.

Chapter 6 Pedagogical Implications

Many approaches to language teaching reveal that applying the first language cautiously helps students to learn the target language. The goal of building the bridge for students' linguistic deficiency in the target language must be achieved by using the target language. Based on the findings of the observation, the researcher of this study points to the role of cooperative learning in writing, reading and grammar classes and how it facilitates learning the target language.

The educational process stands on some strong pillars, a teacher represents one of them because he or she draws the lines of success on which learners walk to achieve their goals. Teachers apply the theories that push the teaching and learning process forward. For us as English teachers, we need to be aware of a truth that learners get changed and developed over the time in different aspects; thinking, behavior and attitudes. Piaget, Comer, Vygotsky, Erikson and others wrote some theories about the human development to help us understand why humans act differently.

Chapter 7 Recommendations:

The researcher has concluded some useful results and recommendations after conducting this study:

1. English instructors are supposed to use all the suitable methods and techniques that can facilitate learning the target language.
2. In order to learn the target language faster, English learners are supposed to be exposed to the target language almost all the time.
3. The various levels of learners' proficiency in each class should be taken in consideration by teachers so that they can decide when to use L1.
4. Differentiation is supposed to be taken in consideration by teachers when they teach the target language.
5. Having a good relationship between teachers and learners is playing a vital role in the learning and teaching process.
6. A good teacher is the one who decides when, how and where to use L1 if necessary.

Appendix 1

Learning Process

Q1\ How do students interact with L1?

- a. Do students use L1 when they ask about meanings?
- b. What type of vocabulary do learners need to use L1 with?
- c. In what contexts do non- native English students tend to use their mother tongue language in English classrooms? Why?
- d. Do learners use L1 when they joke with each other?
- e. Where do they use L1 more, inside or outside the classroom?

Teaching methods

Q2\ As English instructors, what techniques do you use or follow to teach L2?

- f. What techniques do you use to avoid using L1 in L2 classes?
- g. How do you deal students with different levels of proficiency?
- h. In which situations do you use L1 with your students?
- i. Do you use any special techniques to teach reading passages?
- j. Is L1 use necessary while teaching English speaking?
- k. Do you recommend monolingual dictionaries?

Relationships, social status and identity

Q3) as an English instructor, do you find it useful to be friendly with your students?

- l. Do you joke with them?
- m. Do you meet them outside the class?
- n. Do you play any sports with them when you have a free time?
- o. Do you go on picnics with them?

Technology

Q4\ Do you think that using technology can facilitate learning the target language?

Teachers' recommendations

Q5) What advice would you like to give other teachers regarding teaching L2?

Appendix 2

LESSON OBSERVATION CHECKLIST

| | | | | | |
|---|--|---|-----------------|-------------------------------|----------|
| Name of Teacher | | Date of observation | | Name of Observer | |
| Subject | | Class/Grade | | Number on roll/present | / |
| Learning Process | | yes <input type="checkbox"/> no <input type="checkbox"/> | Evidence | | |
| ✓ Students use L1 when they do not understand some instructions. | | | | | |
| ✓ Students ask about the meaning of some difficult vocabularies. | | | | | |
| ✓ Students overuse L1 in writing classes. | | | | | |
| ✓ Students use bilingual dictionaries when they search for meanings. | | | | | |
| ✓ Students find it difficult when they ask questions with only L2. | | | | | |
| ✓ When students joke with each other, they use L1. | | | | | |
| ✓ Students use L2 alone in speaking classes. | | | | | |
| ✓ Some low achievers find it easier to discuss the concept by using L1 alone. | | | | | |
| Learning quality | | | | | |
| ✓ Students learn something new or practice previous knowledge. | | | | | |
| ✓ Students are able to produce work of a good standard by using L2 alone. | | | | | |

| | | |
|--|--|--|
| ✓ Students work independently with L2 alone. | | |
| ✓ Students work cooperatively and they exchange ideas by using both L1 and L2. | | |
| ✓ Students discuss their answers when they work together by using L2 only. | | |
| ✓ Teaching strategies | | |
| ✓ Teachers use L2 alone when they give instructions. | | |
| ✓ Teachers use both L1 and L2 when they explain the concept of a lesson. | | |
| ✓ Teachers encourage their learners to use L2 alone in speaking classes. | | |
| ✓ Teachers encourage their learners to use L2 alone in writing classes. | | |
| ✓ Teachers encourage their learners to use monolingual dictionaries only. | | |
| ✓ Teachers use simple L2 vocabularies when they are asked about meanings. | | |
| ✓ Teachers ask their students to work in groups as a good technique to use L2 alone. | | |
| ✓ Teachers allow their learners to use L1 when they joke with each other. | | |
| ✓ Relationship, social status and identity | | |
| ✓ Teachers joke with their learners with L1 and L2. | | |
| ✓ Teachers meet their learners in break times and use L2 alone when they talk or joke with them. | | |
| ✓ Teachers play football or volleyball with their | | |

| | | |
|--|--|--|
| learners as a good technique to practice L2 with them. | | |
| ✓ English teachers go on picnics with their students and encourage them to use L2 alone. | | |

Appendix 3 Questionnaire - (Students' Perspectives)

| Section 1: Personal Information | | | | | | |
|--|---|-----------------------|--------------|--|-----------|--------------------|
| Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female | | | | | | |
| Age: <input type="checkbox"/> 13 – 15. <input type="checkbox"/> 19 – 21. <input type="checkbox"/> 16 – 18. <input type="checkbox"/> Above 21. | | | | Position: <input type="checkbox"/> Student | | |
| Section 2: Teachers and learners' perceptions towards the implementation of L1 in L2 classes. | | | | | | |
| No. | Question | Strongly Disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly Agree (5) |
| 1 | It is more useful and effective when teachers give instructions or explain the main idea of a topic by using both English and native languages. | | | | | |
| 2 | Students speak their first language in English classes because they explain a new point in the lesson to a classmate. | | | | | |
| 3 | In grammar, teachers are advised to reinforce the lesson by using the native language while explaining the structure or the usage of a tense. | | | | | |
| 4 | Students practice speaking English with their peers outside the class. | | | | | |
| 5 | In English classes, students use their native | | | | | |

| | | | | | | |
|-----------|--|--|--|--|--|--|
| | language when they work in groups to finish class activities faster. | | | | | |
| 6 | Students like it when they use their native language with their classmates because it makes them feel more connected to their culture. | | | | | |
| 7 | Native English teachers are better at teaching English. | | | | | |
| 8 | In writing tasks, especially in the pre-writing stage, students should be allowed to use their native language to discuss ideas. | | | | | |
| 9 | Using a bilingual dictionary is a good method to facilitate learning English language. | | | | | |
| 10 | Students find it difficult when they ask questions with only English Language. | | | | | |
| 11 | Watching English movies with native subtitles helps students learn English language. | | | | | |
| 12 | Students prefer to use their own native language when they talk about things not related to the class or the lesson. | | | | | |

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