

THE USE OF THE FIRST LANGUAGE (L1) IN THE ENGLISH FOREIGN LANGUAGE (EFL) CLASSROOM IN SECONDARY EDUCATION IN CATALONIA

Anna Pareja Arenas

Treball de Final de Màster Universitari en Formació del Professorat
d'Educació Secundària Obligatòria i Batxillerat, Formació Professional
i Ensenyaments d'Idiomes (especialitat en llengua anglesa)

Supervisor: Dr. Mireia Canals Botines

Faculty of Education, Translation and Humanities

Universitat de Vic-Universitat Central de Catalunya

Manresa, June 2021

Abstract

The present study examines the use of the first language in the context of foreign language teaching. With a qualitative research, the points of view of English teachers and Secondary Education students are presented, within the context of a public institute in Catalonia. This study uses two research techniques to investigate the phenomenon: interviews, with the teachers, and questionnaires, with the students. The results obtained show that teachers and students perceive the use of the first language as part of the classroom discourse, and they hold positive perspectives towards its use in the language classroom. This research demonstrates that L1 is a facilitating tool for students that serves as a learning aid and as a pedagogical tool when it comes to acquiring the target language. L1 use is favored when it serves as a pedagogical tool for giving instructions and explaining difficult language, as well as a learning aid to establish rapport and to provide individual help. However, teachers and students make clear that the use of L1 in the classroom has to be minimized to the previously mentioned contexts and L2 has to be maximized as much as possible. Hence, teachers and students also point out the drawback of using L1 indiscriminately, which causes a lack of exposure to the target language.

Key words: first language, target language, foreign language teaching, first language use.

Resum

El present estudi examina l'ús de la primera llengua en el context de l'ensenyament de llengües estrangeres. Amb una investigació qualitativa, es presenten els punts de vista dels professors d'anglès i dels estudiants d'educació secundària, en el context d'un institut públic de Catalunya. Aquest estudi utilitza dues tècniques de recerca per investigar el fenomen: entrevistes amb els professors i qüestionaris amb els estudiants. Els resultats obtinguts mostren que professors i estudiants perceben l'ús de la primera llengua com a part del discurs de l'aula i mantenen perspectives positives cap al seu ús a l'aula de llengua estrangera. Aquesta investigació demostra que l'L1 és una eina facilitadora per als estudiants que serveix d'ajut a l'aprenentatge i com a eina pedagògica a l'hora d'adquirir la llengua estrangera. L'ús de l'L1 és positiu quan serveix com a eina pedagògica per donar instruccions i explicar conceptes difícils, així com a ajut a l'aprenentatge per establir relacions i proporcionar ajuda individual. Tanmateix, professors i estudiants deixen clar que l'ús de l'L1 a l'aula s'ha de reduir al mínim i als contextos esmentats anteriorment i que l'L2 s'ha de maximitzar en qualsevol altre cas. Per tant, professors i estudiants també assenyalen l'inconvenient d'utilitzar l'L1 de manera indiscriminada, cosa que provoca una manca d'exposició a la llengua estrangera.

Paraules clau: primera llengua, llengua meta, ensenyament de llengües estrangeres, ús de la primera llengua.

1. Introduction

The issue about the first language of the students in the foreign language classroom has been a very discussed topic among language acquisition research. The question about L1 use cannot be separated from the process of acquiring a foreign language. Hence, it is important that foreign language teachers understand the issue about L1 use in detail in regards to what benefices it has when used in their classrooms and when it is better to avoid its use.

For the last decades, many teaching methods have dealt with the question in different ways. Historically, the use of L1 has been looked upon negatively by methods such as the direct method, the audio-lingual method, or the task-based learning methodology. Those language teaching methods have insisted the less L1 is used in the classroom, the better will be the teaching (Cook, 2001a). However, some methods have permitted the use of L1 in the classroom, for instance the Grammar-Translation method, which has been negatively associated with the use of L1 in the classroom. This is due to the indiscriminate use of the first language in the foreign language classroom that has been associated with it.

Nowadays, methods such as the Communicative Language Teaching (CLT) view the use of L1 as something to avoid in the language classroom, to the point that teaching policies such as the “English-Only” have arisen among teachers. The L2 rule is thought to benefit the students’ learning process (Cook, 2001b) and this has lead many researchers to focus their investigations on the topic of L1 use in the foreign language classroom. In the last decades, there have been different studies that have discussed whether L1 should be used or not in the classroom. Contrary to what the most modern language teaching methods stand up for, they show that many English teachers and instructors do in fact use L1 in the foreign language classroom, as seen in Turnbull & Arnett (2002), and some researchers have found empirical evidence of its advantages (Macaro, 1997).

This research aims to analyze the main bibliography on the topic, as well as to examine the reasons why teachers use L1 within the context of the foreign language classroom and what do their students believe about that. With this, I aim to contribute with new contexts of use to the already existing investigation to be able to adapt the instructional practice to the needs of the students.

Therefore, this study focuses on discussing three main research objectives:

- To explore the beliefs that teachers of English in a school in Catalonia have about the use of L1 in the EFL classroom.
- To study in which contexts teachers use L1 in the foreign language classroom in a school in Catalonia.
- To examine in which contexts students favor the use of L1 in the EFL classroom in a school in Catalonia.

2. Theoretical framework

Among research, there are a wide variety of opinions on the topic of whether the L1 should be used in the L2 classroom or not. It has also been discussed what factors play an important role in the use of L1 in the language classroom as well as to what extent are these factors decisive or whether the decision on using L1 or not relies on the everyday teaching practice.

As for now, it is important to highlight two distinct contexts of learning a foreign language. On the one hand, there are multilingual foreign language classrooms in which students come from different cultures and countries, and do not share the same L1, therefore English is not only the target language and the language of instruction but also works as the lingua franca among students (Galindo, 2011, p. 166). In this context of acquisition of a second language, Cook (2001a, p. 181) states that the language teacher may have limited linguistic knowledge of only some or none of the L1 of their pupils. Therefore, in these foreign language classrooms the use or not of L1 is strictly linked to the context of the classroom. On the other hand, there are monolingual (or bilingual) foreign language classrooms in which the teacher and the students share the same L1, this is the context of Compulsory Secondary Education English classrooms in Catalonia, where the teacher shares L1 with their pupils. In these contexts, the same rule in using the L1 or not as in plurilingual foreign language classrooms has been applied over the decades, without taking into consideration the particular circumstances of each group of students, as Cook (2001a) mentions “instead of the actual situation of a group of people trying to get to grips with a second language, there is a pretend monolingual situation” (p. 181). In these monolingual contexts of acquisition of a second language, teachers are aware of the fact that the L1 is part of the habitual classroom discourse between teacher and students (Cole, 1998) and “the practical reasons for avoiding the first language in a

multilingual class do not justify its avoidance in classes with a single first language” (Cook, 2001a, p. 181).

Considering what has been just stated, the same rule when using the L1 of the students in the L2 classroom cannot be applied in the different contexts of second language acquisition. It is important to consider the context of the group of students before choosing whether to use the L1 in the classroom or prohibit it at all costs. Having mentioned that, both sides of the question will be explored, analyzing the main arguments in each side of the matter, and reviewing the most important studies that have been carried out.

2.1. Reasons for not using L1

Using the L1 of the students in the L2 classroom is seen negatively by different teaching methodologies, such as the Direct method, the Audio-lingual approach, and the Communicative Language Teaching Method. In these methodologies, a second language should be acquired like a first language, so there should be a lot of oral interaction, minimal grammatical analysis, and translation of the first language should be avoided (Nguyen et al., 2010, p. 2). According to Nussbaum (1991), using L1 in the foreign language classroom is contrary to the first language acquisition theories. These previously mentioned methods have become the core of many EFL teaching and different foreign language teachers follow these ideas in their teaching practices.

Nowadays, there is a common imposed recommendation of avoiding the L1 in the L2 classroom, as Chambers (1991) states “the belief that the foreign language should be used as the teaching and learning medium appears to be shared by many teachers” (p. 27). Nevertheless, she continues by mentioning how practices vary greatly, hence the question of avoiding L1 needs to be analyzed as to why and in which contexts research recommends its elimination from the L2 classroom.

Galindo (2011, p. 168) points out two main arguments that support the idea of avoiding L1 in the L2 classroom, they refer to its negative influence on the L2 production and that the better a student is, the less L1 support they need. Four main arguments can be distinguished among research to support these ideas:

- First of all, according to Auerbach (1993, p. 20), using L1 could make students dependent on it and they would stop trying to understand L2 input, in addition to

that, Rolin-Ianziti & Varshney (2008) note that “an excessive use of the L1 may lead to a cognitive dependence on L1” (p. 262).

- Secondly, according to Auerbach (1993, p. 24) the languages used in the foreign language classroom should be negotiated with the students, rather than being the teacher who makes the decision instead of the students. Otherwise, they may feel as if the learning is being slowed down and students in advanced levels may create bad feelings.
- As the third argument, Polio (1994) mentions that using any other language which is not the target language in the foreign language classroom is negative because it “holds students back” (p. 155) and it gives the idea that the target language is not a real communication tool.
- Finally, Rolin-Ianziti & Varshney (2008) states that overusing L1 too much in the foreign language classroom can cause a lack of exposure to the target language (p. 260). Such lack may impede language development in the target language.

All the previously mentioned arguments have their roots in a Congress celebrated in Uganda in 1961, called the Makere report, in which different language experts described five basic tenets for English teaching. These principles have been described as “the five fallacies” of modern English language teaching by Phillipson (1992b). The principles are:

1. English should be taught in a monolingual classroom.
2. The ideal teacher should be a native English speaker.
3. The earlier English is taught the better.
4. The more English used in the classroom during lessons, the better.
5. If other languages are used in the classroom too much, standards of English will drop (p. 185).

These principles explain most of the arguments that support the idea of avoiding L1 in the L2 classroom. Even though they have been questioned throughout the years, they set the basis of English teaching principles.

Another argument that affects the avoidance of L1 in the foreign language classroom is related to the context of acquisition of the foreign language. As seen before, in multilingual classrooms there are different L1s among students, so using some of the L1s means to directly exclude others from that possibility. Moreover, many native English

teachers have limited or any knowledge of the L1 of their students (Weschler, 1997), therefore, this is one of the reasons why the “English-Only” policy has gained its place. Many native English teachers state the ease of teaching their first languages across the world without having to learn other languages (Swan, 1985, p. 86). Nevertheless, throughout the years this point of view has changed to the extent that Cook (2001a) mentions that “an L2 teacher who cannot use a second language may not be the best role model for the students” (p. 181). He states that in the foreign language classroom, the teacher should supply their students with the most input in the target language possible, however, students should not be treated as native speakers of the L2.

There are different reasons that authors provide for avoiding L1 in the foreign language classroom. Cook (2001b) has described three main theories to explain the L1 ban from the L2 classroom:

- The L1 acquisition argument, that mentions that an L2 is acquired following the same rules as an L1, hence the L2 can be learned without turning into another language.
- The language compartmentalization argument, that mentions that the L2 is successfully acquired only when the learner can separate totally the L1 from the L2. Hence, the English teacher should only use the L2 in the classroom so that students don't mix-up both languages.
- The second language use argument – the communicative approach, that mentions that students won't consider the L2 as an effective means of communication if the teacher doesn't promote its use. Moreover, if the teacher doesn't use the L2, they are depriving their students of real communicative situations in the target language.

2.2. Reasons for using L1

Although there are many authors who defend wholeheartedly the idea of the exclusive use of L2 in the classroom, those who defend the idea that L1 has its place in the classroom have increased greatly. Many of the authors who are in favor of using L1 in the L2 classroom are or have been language teachers, as Barker (2003) states “common sense dictates that L1 will always have a role to play in the language classroom”. As for now, the main arguments that support the idea of favoring the use of L1 in the classroom

will be analyzed, as well as different empirical studies that have been carried out on the matter.

2.2.1. Theoretical perspectives

Atkinson (1987) is one of the main researchers on the matter, he is a loyal supporter of using the L1 in the classroom. Atkinson (1987) states that prohibiting L1 from the classroom is *unfashionable* and he believes that the use of the L1 could be a positive resource for teachers (p. 241). Most of the research to discredit the idea that L1 should be banned from the classroom has focused on three main points:

1. Prohibiting L1 from the classroom is impractical, many English teachers are not native speakers of the language, they teach non-native speakers of the target language who, especially at lower levels, may feel disconnected from the language if L1 is not allowed. Auerbach (1993) mentions that using L1 can lead to a lower drop-out rate in ESL schools (p. 19).
2. Native teachers are not necessarily the best teachers, contrary to the idea of the ideal English teacher being a native English teacher that arose from the Makere report (Phillipson, 1992b, p. 185). This idea is seemingly felt to be the case because “native speakers show greater facility in demonstrating fluent, idiomatically appropriate language, in appreciating the cultural connotations of the language, and in assessing whether a given language form is correct or not” (Phillipson, 1992a, p. 14). However, these qualities do not make a greater or better qualified teacher, in fact, the untrained native speaker is potentially a threat because of ignorance of the structure of their mother tongue, and the non-native teachers are possibly better teachers since they have gone through the same process of learning that foreign language and they have an insider’s perspective on the process of learning the language (Phillipson, 1992b, p. 195).
3. Exposure to the target language alone is not sufficient for learning that language, many researchers argue that L1 should be excluded from the classroom in order to maximize students’ exposure to L2 (Turnbull & Arnett, 2002, p. 205). Cook (2001a) observes that many English teachers have interpreted the idea of maximizing the target language to mean that L1 should be avoided (p. 233). Moreover, Ellis (1994) explains that the mere exposure to the foreign language doesn’t guarantee that it becomes internalized as intake by students (p. 349), and

even though using the target language in the classroom is essential, “the L1 deserves a place in the target language classroom” (Cook, 2001b). In addition to Cook’s argument, Guest & Pachler (2001) argue that teaching in the target language only doesn’t mean that students will learn the target language (p. 85).

Although a great number of authors have focused on discrediting the idea that L1 should be banned from the classroom, many other authors have based their research on demonstrating the benefits and positive effects of using L1 in the classroom. Swain & Lapkin (2000) bring out the importance of L1 as a cognitive tool, that serves students as a learning aid when carrying out tasks that involve a great amount of cognitive responsibility (p. 268-269). Moreover, Auerbach (1993) summarizes the main positive effects of using L1 in the classroom as “the use of the L1 [...] reduces anxiety and enhances the affective environment for learning, takes into account sociocultural factors, facilitates the incorporation of learners’ life experiences, and allows for learner-centered curriculum development” (p. 20).

These arguments have often been criticized by supporters for avoiding L1 use in the classroom since they believe these authors are promoting an indiscriminate use of L1 in the classroom. This is in fact not true, and authors like Auerbach (1993) clarify that supporting the use of L1 in the L2 classroom does not stand for widespread and indiscriminate use of L1 (p. 14-15). As a matter of fact, different authors have focused on researching situations and contexts in which L1 could be used and in which situations or contexts it should be avoided. Atkinson (1987) describes the principal techniques and uses of L1 in the classroom which have been useful for him (p. 243-245):

1. **Eliciting language**, for example “how do you say X in English?”.
2. **Checking comprehension**, to check if students understand the concept behind a structure, and to check comprehension of a listening or a reading text.
3. **Giving instructions to lower-level students**, at early levels of instruction, some activities may be difficult to set up in the target language.
4. **Co-operating in groups**, at early levels, students compare their answers to an activity in their L1, they can explain new language points to their classmates sometimes better than the teacher.

5. **Explaining classroom methodology at basic levels**, it is important that students are aware of what is going on in the classroom. At lower levels, it is better to discuss methodology in either a mixture of L1 and L2 or exclusively in the L1.
6. **Presentation and reinforcement of language**, mainly at lower levels, using translation activities to highlight a recently taught language item can provide meaningful reinforcement of the structural and conceptual differences between the L1 and the L2.
7. **Checking for sense**, when students produce an utterance in the L2 that doesn't make sense, it is useful to try to translate it into the L1 so one can see where the error comes from.
8. **Testing**, translation items can be useful to test if the student knows the forms and the meanings.
9. **Developing circumlocution strategies**, when students do not know how to say something in the target language, one should encourage them to think of different forms of saying the same thing in the L1, which may be easier to translate (Atkinson, 1987, p. 243-245).

In addition to that, Harbord (1992) sums up the three main reasons for using L1 in the classroom: facilitating communication, facilitating teacher-student relationships, and facilitating the learning of L2 (p. 354). He concludes that using L1 can save a lot of time and confusion among students (p. 351).

Finally, it is not to be forgotten that allowing L1 use in the L2 classroom does not mean its exclusive use in the target language classes, as Cook (2001b) states, the first language helps to create authentic L2 users, it serves as a useful element, rather than something to be avoided at all costs. In addition to that, most teachers and researchers recognize that the target language should be the main language of instruction and communication, although the L1 should not be avoided because of its benefices in the teaching-learning process (Atkinson, 1993, p. 12-13).

2.2.2. Empirical studies

During the last decades, there have been several researchers that have sought to examine how much and in which contexts teachers use the target language and L1 in the L2 classroom. Moreover, recent studies have also attempted to understand teachers' beliefs

and attitudes towards the use of the target language and L1 in their classes, as well as learners' perspectives on their teacher's use of L1 in the foreign language classroom.

Different studies have analyzed classroom discourse in order to examine teachers' uses of L1 and the L2 in the classroom. Macaro (1997) explored how different teachers of Secondary Education in England and Wales used L1 and L2 in the classroom by using surveys, semi structured interviews, and classroom observation. In this study, he observed that teachers used L1 as a tool to give and clarify instructions of classroom activities, to give feedback to students, to translate concepts, and to check comprehension. Mora Pablo et al. (2011) examined how teachers of English and French used L1 in an institute in Central Mexico. They observed that all of the participating teachers used and allowed the use of L1 in the classroom, to different degrees and for different reasons. For instance, teachers employed L1 in the classroom as a teaching tool for clarification of meaning and as a way to establish rapport with the students. The participants mentioned that the amount of L1 used in the classroom depended on the level of the students, at lower levels, more L1 was accepted. Some participants mentioned that there was a limited input of the target language outside the foreign language classroom, hence some students viewed the use of the L1 negatively. In addition to that, Algazo (2020) investigated Jordanian secondary education students' points of view regarding the functions of L1 uses by their English teachers. In this study, they observed that teachers used L1 as a method for explaining complex grammar, explaining new vocabulary, explaining difficult concepts, giving instructions, praising the students, translating the reading texts, and explaining similarities and differences between L1 and L2. In all of these studies there are common factors that teachers mention that lead to L1 use:

1. **L1 for giving instructions.** As Cook (2001a) mentions sometimes instructions in the target language are not entirely understood by students and the teacher has to get the activity going in the L1 (p. 182).
2. **L1 for translating and checking comprehension.** The first language can be used as a tool to save time when new vocabulary is presented, complex grammar is explained, and difficult concepts are described.
3. **L1 for giving feedback to students.** In Macaro's study (1997) he observed that giving feedback in the L1 made it feel more real.

4. **L1 used for classroom management.** Research also mentions that using the first language to maintain discipline in the classroom is more effective than doing so in the foreign language (Algazo, 2020, p. 142; Mora Pablo et al., 2011, p. 115).

In addition to studies aimed at analyzing classroom discourse, some researchers have also focused on examining teachers' and students' beliefs about using and allowing the use of the L1 in the classroom. Macaro (1997) focused on the teachers' beliefs and attitudes towards the use of the L2 and the L1 in his study. Most of the participating teachers mentioned that it was impossible and undesirable to use the target language exclusively, it was only somehow possible in the most motivated group of students. Moreover, most of the participants reported that using the target language was a good pedagogy for teaching the foreign language, it allows more teaching methodologies to take place in the foreign language classroom. The participating teachers also mentioned that the amount of target language used in the classroom was strictly connected to the students' ability in the target language. Moreover, Tamimi Sa'd & Qadermazi (2015) explored the attitudes that students held about using L1 in the foreign language classroom. They found that students favored L1 for clarification of instructions or difficult language. However, a minority of the students favored the exclusive use of L2 in the classroom given that avoiding L1 in the foreign language classroom maximizes the exposure to English as well as it improves speaking and listening skills. Therefore, they conclude that L1 is still a facilitating tool for language learners, but its use has to be restricted to the previously mentioned contexts, otherwise, students could become accustomed to it early on.

In conclusion, research shows evidence for allowing the use of L1 in the foreign language classroom for specific reasons that benefit the teaching-learning process of students, in fact, some researchers indicate that it is necessary for certain situations (Auerbach, 1993, p. 9). The first language is present in most of the teaching pedagogies nowadays, hence research in the last decades has focused on providing foreign language teachers with appropriate tools for using L1 effectively in the L2 classroom.

3. Methodology

The research question followed in this research is the following:

1. What beliefs do teachers and students have about using L1 in the EFL classroom?

With a focus on analyzing the perspectives of both teachers and students, qualitative research has been carried out considering that the main focus of qualitative research is on “understanding the behavior from the perspective of those involved in it” (Blaxter et al., 2008, p. 79). The aim of this study is to investigate why teachers in an EFL teaching-learning context use L1 and what are students’ points of view on the matter. Moreover, I seek to study their perspectives and understand the reasons why they use L1 from their points of view.

3.1. Participants of the study

The participants of the study were four English teachers from a Compulsory Secondary School in Catalonia, and eighteen students in the second grade of Secondary Compulsory Education in Catalonia. All the participants, teachers and students, either teach or study in the same institute, located in a small town in the center of Catalonia. The participating students are studying English as a foreign language, therefore, none of them are native speakers of the language. In addition to that, students have a wide variety of English levels, from a beginner level to a low intermediate level. In terms of the participating teachers, they have been teaching English as a foreign language for several years.

The selection of participants was based upon selecting teachers and students from the same institute, and selecting students from the same grade of Compulsory Secondary Education. All the participants were explained the aims of the research and given the opportunity to participate or decline. Moreover, the identity of the participants has been kept completely anonymous, pseudonyms have been used when needed.

3.2. Research techniques for data collection

The techniques used for data collection were two: interviews and questionnaires, which are detailed below.

3.2.1. The interview

Interviews were used with the English teachers. They were used as a qualitative research technique to obtain the points of view of the participating teachers on the topic and to understand why they use L1 in the classroom. The interview was developed as a structured interview and was structured with a number of questions (see Appendix A) in order to guide the interviewee through the different topics covered. The questions were classified into two variables, on the first hand, the teachers’ beliefs and on the other hand,

the uses of the L1 in the classroom. The questions were designed following the guidelines to develop an interview given by Hernández-Sampieri (2014), they were structured in a logical order, and prejudices and trivial questions were excluded so that questions that allowed to deepen on the topic were the most prevalent ones. The interview was revised several times and the latter version was piloted with an English teacher from a different institute where the study was not being developed.

The interview was developed in Catalan since it is the first language of all the participating teachers, and it did not condition the answers of the study. The interview was uploaded on Google Forms and shared with the teachers who participated, after several tries of meeting in person or on video conference, it was not possible for several personal reasons and the participants were given the opportunity to participate using the online platform. The questions were fairly changed to adapt to this situation and even so obtain outstanding data. Participants were explained the objective of the study in order to provide some context for their answers, moreover, the questions contained more details so as to guide participants through the interview. All the data collected was anonymous, the answers from the different teachers were coded with a letter (A-D) and organized under the same question, so as to be able to better analyze the data obtained.

3.2.2. The questionnaire

The second research technique used were questionnaires, a quantitative research technique that allows to obtain data from a large number of participants. Questionnaires were used with the participating students, in order to represent their positions to the best extent possible. The questionnaire was developed with a variety of close-ended questions (see Appendix B) that follow Hernández-Sampieri (2014a) guidelines to create questionnaires. Therefore, in means of structure the questions were designed from the most general and easy to answer questions, that were placed at the beginning, and followed by more detailed and specific questions. In addition to that, the questions were developed considering two variables, on the one hand to understand the attitudes towards the use of the L1 in the EFL classroom, and on the other hand, to describe in which context students favor (or not) the use of L1. Moreover, the items of the questionnaire were drafted to avoid misunderstandings, difficult language, negative questions, and questions that bring students on choosing specific answers.

The questionnaire was developed in Catalan and uploaded on Google Forms. Students were given the questionnaires during class time with the permission of the head teacher. Students were explained the aim of the study in order to provide some context for their answers. Once all the students in the different classrooms had answered, the questionnaire was closed in order to avoid unexpected answers. Data was collected using Google Forms and automatically converted into a spreadsheet, so as to be able to better analyze the data obtained.

3.3. Methods for data analysis

The procedure followed to analyze the data obtained was different for the interviews and for the questionnaires. In regards of the interviews, the data obtained was translated and organized into the different questions, coding the answers with a letter (A-D) for each participant. Two tools for data analysis were developed to analyze the data obtained from the interviews in regards of the two variables studied. The first data analysis method was a grid (see Appendix C) created considering the first variable, the teachers' beliefs, in regards of the questions from the interview, different possible answers were established as different categories, leaving a space for new emerging categories. The data obtained was sorted into the different categories according to the answers of the participants and transcribed into percentages.

The second tool used to analyze the data obtained from the interviews was a data analysis grid in regards of the second variable (see Appendix D). Many researchers have carried out studies in which they analyzed the uses of L1 in the EFL classroom, therefore, this grid was developed considering previous studies (Algazo, 2020; Cook, 2001a; Macaro, 1997; Mora Pablo et al., 2011). The answers from the participants were sorted into the different categories and those comments that did not fit into any previously created category were sorted as others in order to analyze them and come up with any new category.

Finally, in order to analyze the data obtained from the questionnaires, all the closed-ended questions were analyzed in means of percentages. A series of pie charts was carried out in order to present the information in an organized way. The number of participants was only 18, therefore, the results should be read with caution and should not be extrapolated to other areas of study.

4. Results

The main findings are divided into two sections: the teachers' beliefs and the students' points of view. The results are separated into two groups because these two perspectives provide a greater analysis about using L1 in the foreign language classroom by the two participating groups. Different topics were analyzed and emerged from the interviews and the questionnaires, the results are presented below.

4.1. The teachers

Concerning the teachers, it is important to mention that all the participating teachers accept that they use and allow the use of L1 in the foreign language classroom. However, they use it to different extents and for different reasons. First of all, the beliefs of the teachers regarding the use of L1 in the L2 classroom will be discussed.

Teachers' beliefs

All the participating teachers work in the same Secondary School, when they were asked if there is a school rule to regulate the use of L1 in the foreign language classroom they mentioned that there is not a regulation:

“My school doesn't have a regulation it is up to the teachers if they want to use the L1 of the students.” (TD)¹

“It depends on the teacher.” (TB)

In addition to that, when asked about their own lessons, they state that they haven't created an explicit rule to regulate the use of L1 in the classroom. One of them suggests that “... using English as much as possible” (TD) is the only rule they follow to determine the amount of L1 and L2 in the class.

Moreover, as mentioned above, all the teachers state that they use Catalan in their classrooms, however, their beliefs on the matter of using L1 are varied, and their responses suggest that not all of them view the use of L1 with a positive attitude:

“I prefer to use English as much as possible, repeating if needed or doing mimics.” (TA)

¹ The nomenclature “TD” used refers to the letter given to each teacher: T, for teacher; and D, to identify the teacher who commented that.

“I think that the first language should be used as little as possible, encouraging students to express themselves using the target language...” (TB)

“I think using English as much as possible and when needed using Catalan but only when it is really needed...” (TD)

The above quotes illustrate that even though they accept the use of L1 in the classroom, they believe it should be reduced to the minimum amount of time possible, favoring the use of English at all times. One of the teachers, when asked to reflect about their classroom discourse regarding the languages of instruction, mentions:

“... if students are encouraged to use English and they see that the teacher is using English, they will change to that language eventually. But if I don't make the effort to speak in English, students won't make the effort, because the teacher is their model.” (TB)

The above excerpt suggests that students imitate the language of the teacher, hence teachers should attempt to encourage the use of English in the foreign language classroom so that their students end up doing the same. In addition to that, when teachers were asked if students felt more predisposed to use Catalan when the teacher does so, they all agree that this is correct and one of them mentions that “... if you communicate in Catalan with students in the English class they will answer in Catalan.” (TD).

Finally, when teachers were asked about allowing the use of Catalan in the lessons from students, one of them mentions that “... in some cases and with specific students I allow its use.” (TB). Therefore, not only they use L1 at some moments during the lesson but also some of them accept and allow its use from students. One of them suggests that the specific reasons for allowing the use are related to the contexts of use:

“... when I am individually talking to that student [I use Catalan], so, in that moment they will obviously use Catalan. At any other moment, I want them to use English even if they commit mistakes.” (TA).

The above quote implies that allowing the use of L1 from students is related to the contexts of use of L1 from the teachers. Thus, the contexts of use of L1 from the teachers are discussed below.

Contexts of use of L1

The second variable analyzed is related to the contexts of use of L1 within the foreign language classroom. The findings, which have been summarized in the form of a table

(Table 1), show that teachers use L1 for different reasons in the classroom. Table 1 shows the contexts of use that will be discussed.

Table 1. Contexts of use of L1 from teachers

Contexts of use of L1	L1 as a pedagogical tool for clarification.
	L1 as a learning tool to provide individual help.
	L1 to establish rapport.
	Amount of L1 doesn't vary depending on the level of L2.

- **L1 as a pedagogical tool for clarification**

Teachers indicate that they employ L1 to explain difficult concepts, specially when explaining grammar and new vocabulary words. According to the findings, English teachers use Catalan when they have to carry out some explanations in the classroom:

“With initial levels, I use Catalan to carry out some explanations.” (TC)

“[I use Catalan] when I explain difficult concepts for example if I explain a grammatical concept” (TB)

“[I use Catalan] when I explain difficult concepts such as grammar and when a vocabulary word is difficult to understand in English and mimic doesn't work.” (TD)

The above quotes suggest that sometimes there is a need for understanding and therefore, teachers resort to the L1 of the students. The reason for that seems to be for clarification due to misunderstandings:

“I use Catalan because sometimes explanations are not fully understood and mainly when giving instructions it is important that they understand what I mean.” (TD)

“... a student who is really lost needs some kind of explanation in their native language.” (TC)

These quotes suggest that when there is a focus on understanding the language rather than on communicating, teachers will prioritize the comprehension of the message, even if this means having to use Catalan. Therefore, L1 is a powerful tool in the classroom for clarifying difficult concepts and for carrying out essential instructions and explanations.

- **L1 as a learning tool to provide individual help**

Another context in which teachers mention they allow the use of L1 is when providing individual help to students. According to the findings, English teachers suggest that they

approach students individually in order to give feedback so that they can improve. It is in this context that they mention:

“I use Catalan when I approach students individually [...] when I give feedback to students individually and I want that they understand what they need in order to improve.” (TA)

“[I use Catalan] when I speak to students one on one.” (TD)

The above excerpts indicate that teachers when approaching students individually give priority to the comprehension of the message rather than on the language used. “If I use it is to make sure that a student has comprehended the message, when I am individually talking to that student...” (TA), therefore, in the cases when there is an importance of comprehension of the message, teachers favor the use of L1.

- **L1 to establish rapport**

The last context for which teachers hold positive attitudes towards the use of L1 is to establish rapport in the classroom. The data suggests that English teachers use Catalan to create a comfortable learning environment in the classroom:

“The teacher always uses English but with some students, they can use L1 which for me is better than that student to be outcasted in the classroom.” (TB)

“[I use Catalan] in order to maintain some students connected” (TB)

“If we were in a classroom with students without any difficulties, we would only use English. But this is not the reality of our classrooms.” (TC)

The above quotes indicate that Catalan is used in the classroom discourse when establishing a safe learning environment. For some students it may be difficult to follow English, hence teachers use L1 when there are difficulties in the classroom. Data suggests that teachers use Catalan to establish a relationship with the students:

“Students always use L1 to be able to make up for shortcomings, so the more knowledge I have as a teacher of the language they speak, the more I will be able to get closer to them.” (TA)

“When establishing a relationship with students it is important to communicate with them and if I know their native language this communication will be much easier than if I don’t and their English is not so good.” (TD)

These findings suggest that teachers think it is important that students feel connected with the class and with the teachers, therefore, teachers allow the use of L1 for empathy. In order to establish good rapport with the students they will use L1 at some given moments, as described above.

- **Amount of L1 doesn’t vary depending on the level of L2**

Finally, when teachers were asked about the amount of L1 they used within the different levels of English in the classroom, they all stated that they do not use more or less Catalan depending on the level of language of their students:

“The student that accepts the rules of participation in English in the classroom will use them and they will try as long as they are motivated. The student who is not motivated will hardly experience that in a positive way, and it will be another imposed obligation.” (TA)

“When you create some routines and dynamics, and you express yourself in English, even the students with more difficulties in regards of the language, will follow you.” (TB)

“With initial levels, I use Catalan to carry out some explanations.” (TC)

“Students are mixed in the classroom and I use the same language with all of them.” (TD)

The above excerpts indicate that the amount of L1 used in the foreign language classroom by most of the teachers is not depending on the level of L2 of the students. Only one of them indicates that they explicitly use more Catalan with initial levels. However, another teacher suggests that levels are mixed within the classroom and they all receive the same input. Nonetheless, when asked about what determines the amount of L1 in the classroom, there were some varied responses:

“The amount of use of L1 depends to a large extent on the aptitudes of each student.” (TA)

“But individually I speak more English with more advanced students. With initial levels I use more Catalan.” (TD)

These quotes suggest that the amount of use of L1 is depending on the aptitudes of the students, however, there is no mention to what those aptitudes could refer to. In addition to that, the above quote from TD indicates that they in fact use more L1 depending on the level of the students, however, only when they approach students individually.

Negative aspects of using L1

The participating teachers commented on the negative aspects of using L1 in the foreign language classroom. Their comments are shown below:

“When there is the habit to use the first language for ease, without even trying to make the switch to English for insecurity of failing.” (TB)

“If students do not understand something in English it is not useful to try to keep using English, it is more effective to use Catalan and ensure they have understood the concept. But if you do not try to explain it first in English, it is not effective.” (TD)

“It doesn’t disfavor students from learning English when used with premeditation and you don’t use it all the time.” (TC)

Those excerpts suggest that there are several contexts in which teachers do not favor the use of L1. The first context is related to using L1 for comfort and for ease, it is in those circumstances that English should be reinforced and not create the habit of using the first language when there is a fear of failing. The second context is related to the first, but in this case, it suggests that English should be the first language of communication in the classroom and L1 should be there as a support tool only used for valid reasons. Finally, related to what has already been mentioned, L1 should only be used at given times and with premeditation, there is no valid reason for always using L1 in the foreign language classroom.

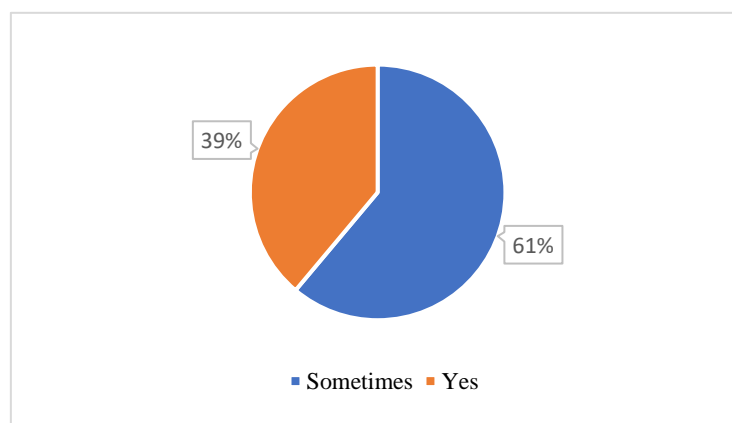
4.2. The students

All the participating students are in the same grade of secondary education. Hence, the demographic questions of the questionnaire will not be discussed because they do not have an impact on the responses of the participants. All in all, their impressions on the topic are discussed now.

- **Students' beliefs**

All the participants agree that in the English classroom, the teacher allows the use of L1, some of them nuance that only sometimes. Their responses are shown in the form of a graph (figure 1).

Figure 1. Answers to the question “Do you think in your English lessons the teacher allows the use of Catalan or Spanish in the classroom?”



However, not all the students consider it to be completely positive. As figure 2 and figure 3 suggest, one student views this use as negative, and more students view it as a regular practice rather than something flat-out positive.

Figure 2. Answers to the question “do you like it when the teacher uses Catalan or Spanish in the English classroom?”

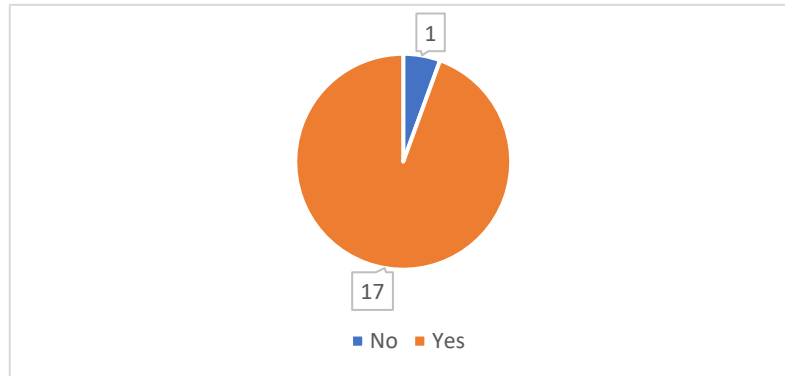
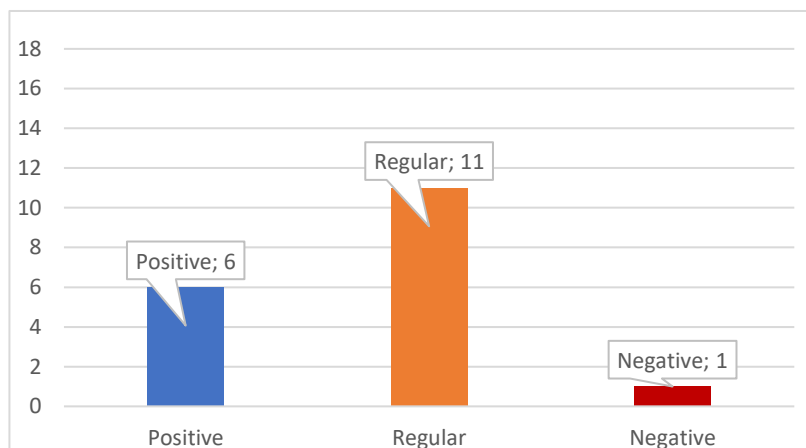


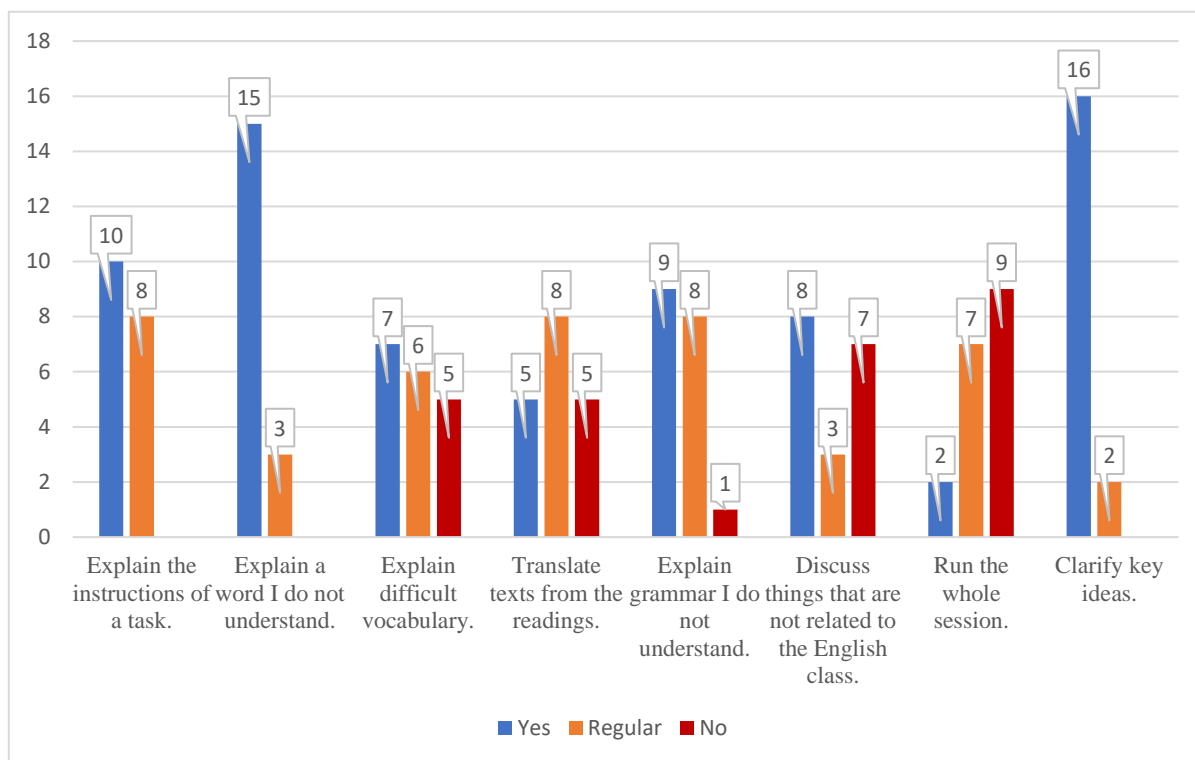
Figure 3. Answers to the question “how do you consider the English teacher allowing the use of Catalan or Spanish in the English classroom?”



- **Contexts in which L1 is favored or not favored**

When students were asked about the contexts in which they favor or don't favor the use of the L1 in the foreign language classroom, different contexts are more favored than others, as seen in figure 4.

Figure 4. Answers to “I like it when the teacher uses Spanish or Catalan in the classroom to...”

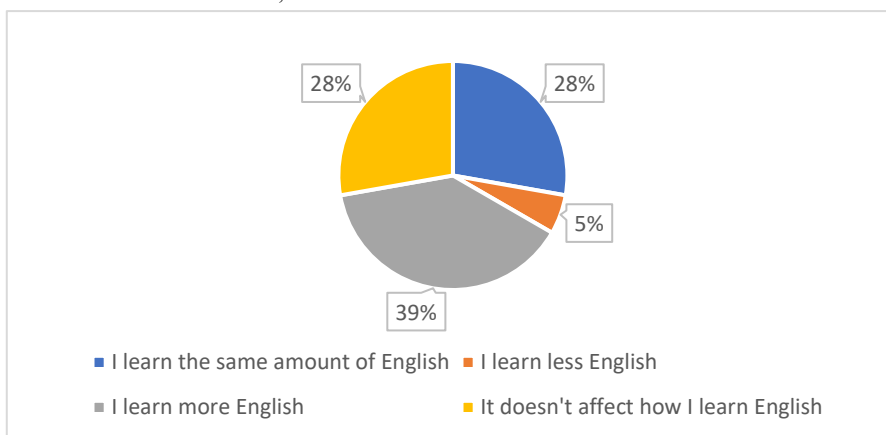


This data suggest that students favor L1 as a pedagogical tool for clarification of key ideas, instructions, vocabulary, and grammar. There is also a tendency among favoring L1 for translation of texts, however, this context of use has not been deeply analyzed and it can be seen as sort of vague. In addition to that, students also favor to some extent the use of L1 to establish rapport so as to discuss topics related to other subjects or areas of interest. The only context in which there is a clear tendency towards not favoring L1 is to carry out the whole lesson, in that sense students prefer lessons in English, in which L1 is used only in given contexts, mentioned above.

- **Students’ perceptions of L1 use**

Students were asked about their own perception of L1 use in the foreign language classroom by the teacher. When asked about their own learning process of the foreign language when L1 was used in the classroom, 39% of the students (figure 5) agree that they learn more English. This data suggests that some students perceive L1 as a learning aid in the context mentioned above. However, 56% of the students mention that either it doesn’t affect their learning process or it doesn’t affect the amount of English they learn.

Figure 5. Students' responses to "if the English teacher uses Catalan or Spanish in the classroom at some moments, I think..."



In addition to that, students reflected on their own language use when communicating with the English teacher. Their responses are shown in figure 6 and figure 7. Figure 6 suggests that when the English teacher engages in communication in Catalan, students feel more predisposed to answer in that same language, contrary to what figure 7 shows, that when the teacher engages communication in English, students tend to answer in English, as well.

Figure 6. Students' responses to "when the teacher uses Catalan or Spanish, I answer in..."

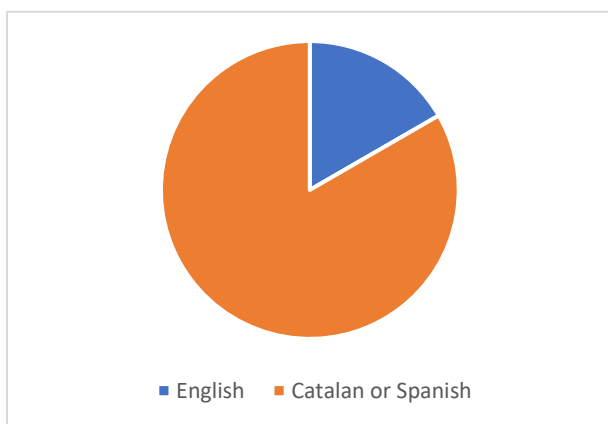
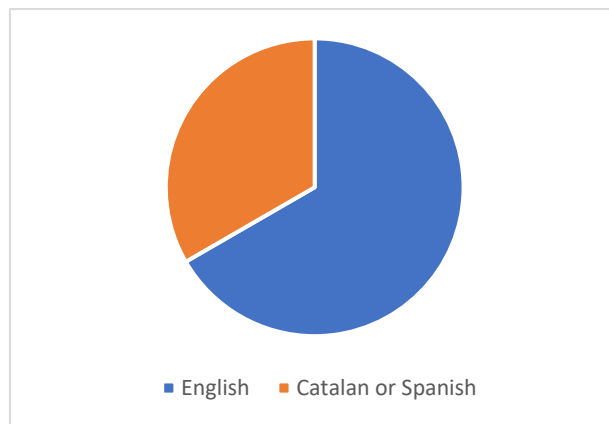
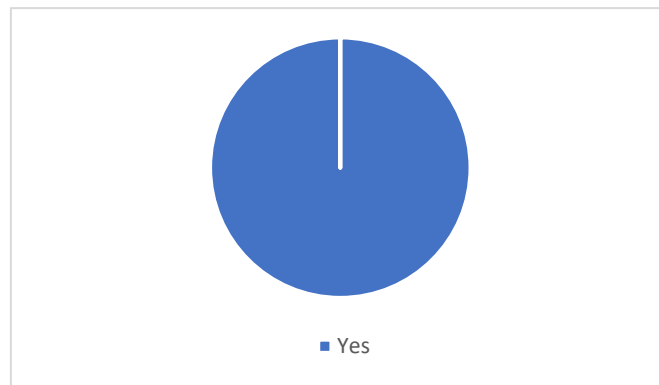


Figure 7. Students' responses to "when the teacher uses English, I answer in..."



Finally, all students agree that they perceive L1 use in the foreign language classroom as beneficial, when used as a clarifying tool. As seen in figure 8, all of them favor the use of L1 in the classroom when it is used as a learning aid, to assist their learning process.

Figure 6. Students' answers to "do you think it is beneficial for you when the teacher clarifies what you haven't understood in Catalan or Spanish?"



To finish up, students were asked if they wanted to comment on something about the topic of matter. Some of their answers are shown below:

“That, depending on the situation, it is great that the teacher uses a language that we are fluent in to be able to understand better what they are saying” (S6)

“I try to speak in English but if I do not know a word it helps me to say it in Catalan” (S16)

“I like it when the teacher talks in English but if I don't understand what they are saying it is useful when she explains it in Catalan” (S17)

The above comments suggest that students find L1 useful when it is used as a learning aid, as it has been mentioned previously. Moreover, one of them also suggests that they find L1 use helpful when the teacher allows it in class from students, to communicate when they do not know a word or a phrase.

5. Discussion

The results of the investigation show that teachers, to a great extent, prefer using English as the main language in their foreign language classrooms, as Chambers (1991) states, this belief is shared by many English teachers. However, the results show that even though teachers prefer English, they accept that they use the first language of the students at some moments during the lessons. These perspectives are in line with what research has been discussing over the last decades (Cook, 2001b; Auerbach, 1993; Atkinson, 1993). L1 has its place in the foreign language classroom, however, this does not mean its exclusive use in the lessons. Contrary to that, authors state that L2 should be the main language of instruction but allowing L1 in the classroom contributes positively to the teaching-learning process.

On the students' side of view, the results of the study show that they, to a great extent, favor L1 in the classroom and all of them agree that it serves as a learning aid. This belief coincides with the idea that Swain & Lapkin (2000) discuss, that L1 is an important cognitive tool that serves as a learning aid to students.

As for now, the justified circumstances for L1 use in the foreign language classroom will be discussed according to the perspectives of the teachers and the points of view of the students.

- **Justified reasons for L1 use**

The results of the study indicate that teachers employ L1 to explain and clarify difficult concepts. However, the concept “difficult concepts” is so broad, therefore, it has been divided into two categories. On the one hand, teachers mention that they employ L1 to give instructions and explanations, when a concept is difficult, and students are lost with only the explanation in L2. Cook (2001a) states that sometimes instructions in L2 are not entirely understood by students, therefore, it is helpful to use L1 in this context so as to get the activity going. Moreover, Harbord (1992) mentions that one of the main reasons for using L1 is to facilitate communication, as it has been noted, teachers prefer that students understand the instructions in L1 rather than try to repeat it several times in L2. So, not only L1 serves as a tool to give instructions but also it facilitates communication when L2 alone is too difficult. On the second hand, teachers mention that they employ L1 to explain difficult grammar and new vocabulary words, when they need to check if students are understanding the language. This coincides with Atkinson (1987) who describes the principal uses of L1 in the classroom in which they mention that L1 serves as a tool to check comprehension to examine if students understand the concept behind a structure. Moreover, as some studies have determined, teachers use L1 to explain difficult concepts (Algazo, 2020; Macaro, 1997; Mora Pablo et al., 2011). However, Algazo (2020) details that teachers use L1 as a tool to save time when new vocabulary is presented, complex grammar is explained, and difficult concepts are described.

These results are in line with students' contexts of preference of L1 use (Figure 4). Students state that they like it when teachers use L1 to clarify concepts, to give instructions, to explain and refresh vocabulary and to explain difficult grammar concepts. These results show that for the reasons described above, L1 use is justified, and not only

teachers find it helpful in their classroom but also students have a positive perception of it.

In addition to what has been mentioned, the results of the study show that L1 enhances learning of L2, and it helps to establish a safe learning environment in the classroom. Students clarify that they favor L1 use in the foreign language classroom and all of them state its use is beneficial for them. In accordance with Auerbach (1993), using L1 in the classroom brings some positive effects, such as enhancing the affective environment for learning. The results of the study show that teachers use L1 as a learning tool to provide individual help and to establish rapport, and students agree that L1 serves as a learning aid, in line with Harbord (1992), L1 facilitates teacher-student relationships and facilitates the learning of L2.

- **Negative aspects of using L1**

Even though teachers and students favor L1 use in the classroom, the results of the study show that there are some negative aspects as well when employing L1 in the foreign language classroom. This study shows that students employ L2 to communicate with the English teacher in most cases when the teacher communicates in the target language. However, only a little number of students continue to communicate in L2 when the teacher starts communication in L1. Therefore, when the teacher provides space for communication in the target language, most students feel more predisposed to communicate in L2. This follows the lines of Cook (2001b) in which they state that using L1 in the language classroom means that L2 is not being favored and it impedes students from real communicative situations in the target language. If the teacher uses L1 for reasons other than the stated previously, they may be impeding students from communicative situations in the target language leading students to a lack of exposure to the target language, as Rolin-Ianziti & Varshney (2008) mention that overusing L1 causes a lack of exposure to the target language.

In addition to what has been discussed, this research shows that there are moments in the foreign language classroom in which students clarify that they do not favor the use of L1. They state that L1 should not be the language of instruction for the whole lesson, as in Tamimi Sa'd & Qadermazi (2015) study, in which the researchers conclude that some students agree that avoiding the use of L1 in the foreign language classroom maximizes the exposure to the target language as well as it improves speaking and listening skills.

All in all, using L1 in the foreign language classroom has some benefits, that we have already discussed. However, when the use of L1 impedes students from useful communicative situations in the target language it results in a lack of exposure to the target language. It is in those given contexts where teachers and students discuss that L1 should be avoided and L2 use should be maximized.

6. Conclusions

At the beginning of this study, we laid out the issue about L1 use in the foreign language classroom in a specific educational context. The aim of this study was to analyze what perspectives teachers held towards L1 use in their classrooms and to describe in which contexts they favored the first language of the students. Moreover, with this study we also sought to analyze the points of view of students towards L1 use by their English teachers.

The present research reveals that teachers in the context where this study has been carried out employ L1 in their classroom, and students view this use as something positive rather than negative. However, teachers and students agree that L1 should not be used indiscriminately. On the contrary, they agree that L1 has its place in the classroom, but it is set aside for specific moments during the lesson.

Teachers and students concur that allowing L1 in the language classroom has some benefits that can be distinguished mainly into two categories. It serves as a pedagogical tool for students and, when L1 is allowed in the language classroom, it enhances learning of L2 since it provides a safe learning environment in the classroom. Moreover, students acknowledge that L1 serves as a learning aid when their teachers use it to provide individual help.

It shall not be forgotten that, even though teachers agree on employing L1 at some moments during the lessons, they all favor the maximization of the target language in the foreign language classroom. In addition to that, students concur that they do not hold with the idea of using L1 indiscriminately, during the whole lesson, since it would impede them from having opportunities to communicate in L2.

All in all, with the research that has been carried out, the research question we had described “what beliefs do teachers and students have about using L1 in the EFL classroom?” has been answered. In addition to that, the three main objectives of the study, described at the beginning, have been accomplished. This research has allowed to

describe the beliefs that teachers of English in a school in Catalonia have about the use of the L1 in the classroom, to study in which contexts they use L1 and to examine in which contexts students favor the use of L1.

An issue regarding L1 use in the foreign language classroom that could not be discussed with meaningful data is related to the amount of L1 employed in the classroom. The present research explored the amount of L1 that teachers employed depending on the level of L2 of the students. However, the data obtained could not represent meaningful results to discuss this issue in detail. This is due to the fact that in the educational context where this study has been carried out, students are grouped according to their grade, not their level of L2. Therefore, the teachers' input does not vary depending on the proficiency of the students since there are many levels of L2 in the same group of students. Moreover, in this context teachers only teach students in the same grade; hence they could not compare their input with other groups of students in the upper or lower grade. This issue shall be covered in further research in another context, such as a language school, where students are grouped according to their level of proficiency in the target language and teachers usually teach more than one group of students in different levels.

Moreover, this study was limited in participants since they all belonged to the same school, a rather small institute with few students and even fewer teachers. Further research is needed in a similar context, another public secondary school in Catalonia, in order to maintain the same research conditions and extend the study with more participants, teachers and students. Another limitation to the research worth underlining is the lack of insight into the students' perspectives. A questionnaire has contributed to a first analysis of the students' points of view on the issue, but a group discussion interview with them could provide a deeper analysis of their thoughts. This combination of research techniques would allow to triangulate the data as well as to obtain a broader, varied, and contextualized view of the phenomenon. Furthermore, as it has been already mentioned, the development of the interviews with the participating teachers had to be through an online platform, due to the difficulty to arrange a videocall with all of them and the lack of time to do the research. Notwithstanding the reality that more profound conclusions might have been gathered in a face-to-face interview, with the chance to guide the topic to the requests of the situation, it should be noted that the participating teachers provided exhaustive explanations that have been extremely valuable to put together the results of the current research.

7. References

- Algazo, M. (2020). Functions of L1 use in EFL classes: Students' observations. *International Journal of Linguistics*, 12(6), 140–149.
<https://doi.org/10.5296/ijl.v12i6.17859>
- Atkinson, D. (1987). The mother tongue in the classroom: A neglected resource? *ELT Journal*, 41(4), 241–247. <https://doi.org/10.1093/elt/41.4.241>
- Atkinson, D. (1993). The L1 in the classroom: some general points. In *Teaching monolingual classes* (pp. 12–19). Longman.
- Auerbach, E. R. (1993). Reexamining English only in the ESL classroom. *Teachers of English to Speakers of Other Languages*, 27(1), 9–32.
- Barker, D. (2003). Why English teachers in Japan need to learn Japanese. *The Language Teacher Online*. <https://jalt-publications.org/tlt/articles/2003/02/barker>
- Blaxter, L., Hughes, C., & Tight, M. (2008). Consideraciones sobre los métodos. In *Cómo se investiga* (pp. 67–111). Graó.
- Chambers, F. (1991). Promoting use of the target language in the classroom. *Language Learning Journal*, 4(1), 27–31.
- Cole, S. (1998). The use of L1 in communicative English classrooms. *The Language Teacher Online*, 22. https://jalt-publications.org/old_tlt/files/98/dec/cole.html
- Cook, V. (2001a). The L2 user and the native speaker. In *Second language learning and language teaching* (Fourth, pp. 170–193). Hodder Education.
- Cook, V. (2001b). Using the first language in the classroom. *The Canadian Modern Language Review*, 57(3), 402–423.
<http://www.viviancook.uk/Writings/Papers/L1inClass.htm>
- Ellis, R. (1994). Cognitive accounts of second language acquisition. In *The study of second language acquisition* (pp. 347–414). Whi.
- Galindo, M. (2011). L1 en el aula de L2 : ¿por qué no? *ELUA Estudios de Lingüística Universidad de Alicante*, 25, 163–204. <https://doi.org/10.14198/ELUA2011.25.06>

- Guest, R., & Pachler, N. (2001). Teaching in the target language: A critical appraisal. In N. Pachler & K. Field (Eds.), *Learning to teach modern foreign languages in secondary school* (2nd ed., pp. 84–101). RoutledgeFalmer.
- Harbord, J. (1992). The use of the mother tongue in the classroom. *English Language Teaching*, 46(4), 350–355.
- Hernández-Sampieri, R. (2014a). Recolección de datos cuantitativos. In R. Hernández-Sampieri, C. Fernández Collado, & P. Baptista Lucio (Eds.), *Metodología de la investigación* (6ª, pp. 198–268). McGraw-Hill.
- Hernández-Sampieri, R. (2014b). Recolección y análisis de los datos cualitativos. In R. Hernández-Sampieri, C. Fernández Collado, & P. Baptista Lucio (Eds.), *Metodología de la investigación* (5ª, pp. 408–488). McGraw-Hill.
- Macaro, E. (1997). *Target language, collaborative learning and autonomy* (5th ed.). Multilingual Matters.
- Mora Pablo, I., Lengeling, M. M., Rubio Zenil, B., Crawford, T., & Goodwin, D. (2011). Students and teachers' reasons for using the first language within the foreign language classroom (French and English) in Central Mexico. *Profile: Issues in Teachers' Professional Development*, 13(2), 113–129.
- Nguyen, B. H., Jang, S. H., & Yang, Y. (2010). English-Only classrooms: Ideology versus reality. *Australian Association for Research in Education Annual Conference*, 1–13.
- Nussbaum, L. (1991). La lengua materna en clase de lengua extranjera: entre la ayuda y el obstáculo. *Signos Teoria y Practica de La Educación*, 4, 36–47.
http://quadernsdigitals.net/datos_web/hemeroteca/r_3/nr_34/a_560/560.html
- Phillipson, R. (1992a). ELT: the native speaker's burden? *ELT Journal*, 46(1), 12–18.
- Phillipson, R. (1992b). *Linguistic imperialism*.
- Polio, C. (1994). Comments on Elsa Roberts Auerbach's "reexamining English only in the ESL classroom." *Teachers of English to Speakers of Other Languages*, 28(1), 153–157.

- Rolin-Ianziti, J., & Varshney, R. (2008). Students' views regarding the use of the first language: An exploratory study in a tertiary context maximizing target language use. *The Canadian Modern Language Review*, 65(2), 249–273.
<https://doi.org/10.3138/cmlr.65.2.249>
- Swain, M., & Lapkin, S. (2000). Task-based second language learning: The uses of the first language. *Language Teaching Research*, 4(3), 251–274.
<https://doi.org/10.1177/136216880000400304>
- Swan, M. (1985). Communicative Approach (2). *English Language Teaching*, 39(2), 76–87.
- Tamimi Sa'd, S. H., & Qadermazi, Z. (2015). L1 use in EFL classes with English-only policy: insights from triangulated data. *Center for Educational Policy Studies Journal*, 5(2), 159–175.
- Turnbull, M., & Arnett, K. (2002). Teachers' uses of the target and first languages in second and foreign language classrooms. *Annual Review of Applied Linguistics*, 22, 204–218. <https://doi.org/10.1017/s0267190502000119>
- Weschler, R. (1997). Uses of Japanese (L1) in the English classroom: Introducing the functional-translation method. *The Internet TESL Journal*, 3(11).
<http://iteslj.org/Articles/Weschler-UsingL1.html>

Appendices

1. Appendix A: script of the interview

EINA DE RECOLLIDA DE DADES 1 → ENTREVISTA DOCENTS

Docent (número): _____ **Data:** _____
Entrevistador/a: Anna Pareja _____.

Introducció: Bon dia, soc l'Anna i estic fent el meu Treball de Final de Màster per al màster de Formació del Professorat d'ESO de l'especialitat de llengua anglesa. En aquest treball, estic estudiant quines són les raons dels docents per utilitzar la llengua inicial (L1) a l'aula de llengua estrangera i què en pensen els alumnes.

La primera variable que estudio és la visió que els docents d'anglès tenen sobre el tema, per aquesta raó poder-te fer una entrevista m'és de molta utilitat, ja que obtindré dades que em seran de molta ajuda. Les preguntes són variades i d'opinió personal sobre la teva experiència com a docent d'anglès.

Així doncs, voldria recordar-te que l'entrevista serà enregistrada amb una gravació de veu, que serà totalment confidencial i anònima, no s'anotará cap nom ni dada personal. A més a més, les dades obtingudes tenen una finalitat educativa.

Preguntes

(Variable 1: Creences dels docents)

1. Quina és la teva experiència com a docent d'anglès?
2. A l'escola on treballes, hi ha una norma general per a regular l'ús de les llengües inicials (català i castellà) dels estudiants a l'aula de llengua estrangera? *Volem saber si els contextos d'ús estan condicionats per l'entitat educativa.*
3. En l'àmbit teòric hi ha diferents posicionaments en relació a l'ús de la llengua inicial dels estudiants a l'aula de llengua estrangera. Quina és la teva opinió sobre el tema?

(Variable 2: Contextos en els quals utilitzen l'L1 a l'aula d'anglès)

4. Pel que fa a les teves classes, has creat una norma pròpia per regular l'ús del català o el castellà a la classe d'anglès? *Si és que sí, demanar:*
 - 4.1. Pots explicar en quina mesura et resulta efectiva?
5. Per què (o per què no) utilitzes el català o el castellà a la teva classe d'anglès? *Per saber les opinions.*
6. Si utilitzes el català o el castellà, en quins contextos i sota quines circumstàncies ho fas? *Per conèixer els contextos d'ús.*
7. Creus que l'ús del català o el castellà afavoreix o desfavoreix l'aprenentatge de l'anglès dels alumnes? Pots donar alguns exemples per il·lustrar la teva opinió?
8. Creus que quan utilitzes el català o el castellà a la classe d'anglès els alumnes se senten més predisposats a fer-ho també?

9. A totes les aules hi ha diversitat de nivells d'anglès. Creus que hi ha una correlació entre el nivell de llengua dels alumnes i la quantitat de català i castellà que empres a l'aula?

9.1. Podries exemplificar-ho?

10. Finalment, actualment a les aules hi conviuen diverses L1. Pel que fa a l'ensenyament de llengües estrangeres, en quina mesura consideres que és important tenir en compte aquesta realitat?

11. Per acabar, vols afegir o comentar alguna cosa que no s'hagi mencionat?

Aquí acaba l'entrevista, t'agraeixo la teva ajuda i que hagi dedicat una part del teu temps en el meu estudi. M'agradaria recordar-te que l'entrevista és totalment confidencial. Si vols obtenir els resultats de l'estudi només t'has de posar en contacte amb mi i et compartiré el meu treball. Gràcies de nou.

2. Appendix B: questionnaire used in the research

EINA DE RECOLLIDA DE DADES 2 → QÜESTIONARI ALUMNES

Alumne (número): _____

Data: _____

Entrevistador/a: Anna Pareja.

Instruccions: Bon dia, soc l'Anna i estic fent el meu Treball de Final de Màster per al màster de Formació del Professorat d'ESO de l'especialitat de llengua anglesa. En aquest treball, estic estudiant quines són les raons dels professors i professores per utilitzar la llengua inicial (L1) a l'aula de llengua estrangera i quines actituds tenen els alumnes envers això.

El motiu d'aquest qüestionari és recollir dades per tal de poder fer una anàlisi del tema a les escoles de secundària de Catalunya, per aquesta raó m'és de gran ajuda que responguis aquest qüestionari per tal d'obtenir la major representació possible. El qüestionari està format per 12 preguntes les quals prego que contestis amb total honestat. Per les preguntes que contenen un requadre () has de marcar amb una "X" una sola resposta i a les preguntes en forma de taula has de marcar una "X" a cada fila segons les dimensions de les columnes. Algunes preguntes contenen instruccions extra per tal de guiar-te.

M'agradaria recordar-te que el qüestionari és totalment anònim, no escriguis el teu nom ni cap dada que pugui identificar-te, només jo coneixeré les respostes. Moltes gràcies per la teva ajuda!

Preguntes:

(Preguntes demogràfiques)

1. Edat: ___ anys.
2. Nivell d'anglès
 Molt alt Alt Mitjà Baix Molt baix
3. Estudies anglès fora de l'institut?
 Sí No
- 3.1. Si és que sí, quants anys fa que estudies anglès fora de l'institut?
_____ anys/mesos.

(Variable 3: Actituds envers l'ús de la L1 a l'aula d'anglès)

4. Creus que a les classes d'anglès la professora o el professor permeten l'ús del català o del castellà? A vegades No
 Sí
5. Com consideres que la professora o el professor d'anglès permeti l'ús del català o el castellà a classe? (*per saber percepcions*)
 Positiu Neutre Negatiu
6. T'agrada quan la professora o el professor d'anglès utilitza el català o el castellà a classe d'anglès? (*per saber opinions*)
 Sí No

(Variable 3: Contextos en els quals tenen actituds positives o negatives envers l'ús de l'L1)

7. M'agrada quan la professora o el professor d'anglès utilitza el català o el castellà per ...
 (respon les situacions de la taula, marca X sota la casella que representi la teva resposta)

	Sí	Regular	No
... Explicar les instruccions d'una activitat.			
... Explicar una paraula que no entenc.			
... Explicar el vocabulari difícil.			
... Traduir els textos de les lectures.			
... Explicar la gramàtica que no entenc.			
... Parlar de temes que no son de la classe d'anglès.			
... Dirigir tota la lliçó.			
... Aclarir idees clau.			

(Variable 4: Utilitzar l'L1 afecta l'aprenentatge de la llengua dels alumnes?)

8. Si la professora o el professor d'anglès parla en català o en castellà a la classe d'anglès penso que ...
 Aprenc més l'anglès
 Aprenc igual l'anglès
 Aprenc menys l'anglès
 No afecta en l'anglès que aprenc
9. Si la professora o el professor utilitza el català o el castellà a l'aula d'anglès li contesto en ...
 Català o castellà
 Anglès
10. Quan la professora o el professor parla en anglès li contesto en ...
 Català o castellà
 Anglès
11. T'ajuda quan la professora o el professor aclareix allò que no entens en català o en castellà?
 Sí
 No
12. T'agradaria afegir alguna cosa que no s'hagi comentat sobre l'ús del català o el castellà a l'aula d'anglès?

_____.

3. Appendix C: data analysis grid 1

EINA D'ANÀLISI DE DADES 1 → Graella d'anàlisi de dades variable 1

Docent (número): _____

Data: _____

Teachers' beliefs	Comments from the teachers	Observations
1. School regulations		
1.1. Only English		
1.2. Allows L1 use		
1.3. Free choice for teachers		
1.4. Doesn't exist		
2. View of the use of L1 in the EFL classroom		
2.1. Positive		
2.2. Negative		
2.3. Neutral		
2.4. Others		
3. Use of L1 in their lessons		
3.1. Yes		
3.2. No		
3.3. Others		

4. Appendix D: data analysis grid 2

EINA D'ANÀLISI DE DADES 2 → Graella d'anàlisi de dades variable 2

Docent (número): _____

Data: _____

Contexts of uses of L1	Comments	Remarks
1. L1 as a pedagogical tool		
1.1. To teach new vocabulary		
1.2. To explain grammar		
1.3. To clarify key terms		
1.4. To give instructions		
1.5. To save time		
1.6. To translate		
1.7. To explain differences between L1 and L2		
1.8. Others		
2. L1 to establish rapport		
2.1. To create relationships with students		
2.2. To create a comfortable learning environment		
2.3. To provide individual help		
2.4. Others		
3. The amount of L1 varies depending on the level of L1		
3.1. Yes		
3.2. No		
3.3. Others		
4. Other comments		
4.1. Negative aspects		