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**DEPARTAMENT DE FILOLOGIA ANGLESA I DE GERMANÍSTICA**

**L1 in the EFL Classroom: Teachers' and  
Students' Perspectives**

Treball de Fi de Grau/ BA dissertation

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Finally, I would like to include a quote by Nelson Mandela which Sònia told me about in one of the first meetings we had which made me reflect on the topic of this TFG.

“If you talk to a man in a language he understands, that goes to his head.

If you talk to him in his language, that goes to his heart.”

(Nelson Mandela)

## TABLE OF CONTENTS

INDEX OF TABLES (AND FIGURES) .....	ii
Abstract .....	1
1. Introduction .....	2
2. Literature Review .....	2
3. The Study .....	5
3.1 Objectives & Methodology .....	5
3.2 Participants .....	6
4. Results .....	7
4.1 Students' Questionnaires .....	7
4.2 Teachers' Questionnaires .....	9
5. Discussion .....	12
6. Conclusion.....	17
References .....	18
Appendices .....	19

## INDEX OF TABLES (AND FIGURES)

Table 1. Classroom situations and frequency of L1 use .....	10
Table 2. Frequency of L1 use according to age .....	11
Table 3. Frequency of L1 use according to level .....	11
Figure 1. Students: Results for Question 3 .....	7
Figure 2. Students: Results for Question 4 .....	8
Figure 3. Students: Results for Question 5 .....	9
Figure 4. Students: Results for Question 6 .....	9
Figure 5. Teachers: Frequency of L1 use .....	10

## **Abstract**

English has been taught as a foreign language for quite a long time, a fact that has led to the appearance of different methodologies to teach it. With the advances in the study of language acquisition and, more specifically, in foreign language acquisition, the attention has been drawn towards the possible benefits of using the students' first language (L1) when teaching a foreign language. However, many language centres, schools or institutions still ban the use of the students' L1 in the English as a Foreign Language (EFL) classroom, without taking into account research on the topic or teachers' and students' opinions.

The purpose of this TFG was to carry out a study to portray the perspectives that teachers and students of English have regarding the use of Catalan/Spanish (L1) in the EFL classroom. The data for the study was gathered through online questionnaires which were completed by teachers and students of English. Results showed that teachers use the students' L1 in their classes. The results of the study also confirmed that students appreciate the use of L1 because it helps them understand the target language.

**Keywords:** L1, EFL, ELF, teachers' perceptions, students' perceptions, non-native teachers.



## **1. Introduction**

Non-native English speakers currently outnumber native speakers of the language; it has become a *lingua franca* (Lasagabaster, 2005) and therefore offers a wide range of opportunities to those who are able to use it. The teaching of English as a foreign language (EFL) has spread over time and, additionally, the methodologies used for teaching this language have changed throughout the years. For a long time, it was believed that English should be the only language spoken in the classroom, as it was thought that total immersion in the target language was required in order to learn this language more effectively. However, with the study of the acquisition of second languages, attention has been drawn to the possible benefits of using the students' first language (L1) in the EFL classroom. Despite research on the use of L1, many centres still implement an English-only policy without taking into account the insights from research and from many teachers themselves, namely, that using the students' first language in the EFL setting may actually be beneficial for some students and in certain contexts or settings.

## **2. Literature Review**

Research findings indicate that some teachers have a positive attitude towards the use of L1 in the foreign-language classroom. According to previous research (Crawford, 2004; Debreli, 2016; Edstrom, 2006; Gallagher, 2020; McMillan & Rivers, 2010; Dailey-O'Cain & Liebscher, 2009; Schweers, 1999), the reasons teachers use the students' L1 can be listed as follows: to avoid misunderstandings and to establish successful teacher-student communication; to establish rapport; to show respect and value towards L1; and to compare L1 with the target language.

A clear distinction between the views of native and non-native teachers on this matter has been noticed. Research has shown that native teachers generally oppose to the use of L1 in the classroom.

B. McMillan and D. J. Rivers (2010) carried out research in 2008 to determine teachers' opinions on the English-only policy. They asked volunteers to complete a survey with open-answer questions. All respondents worked in an institution in which an English-only policy was implemented. The surveys showed that most teachers were in favour of the use of L1 in the classroom, with only a small number of teachers opposing it. Most of the arguments against the use of L1 concerned the importance of providing the students with exposure to the target language. The arguments for the use of L1 were similar to those indicated above. What is interesting in this research is that "teachers who viewed student L1 use more positively tended to be less proficient speakers of Japanese" (McMillan, 2010:258) which was the students' L1.

Along the same lines, F. Gallagher (2020) interviewed native English teachers. According to Gallagher, "all teachers believed that maximising the use of the target language was important" (Gallagher, 2020:5). Nevertheless, they admitted allowing the students to use their L1 in monolingual classes. It is worth noting that the participants in Gallagher's research acknowledged not having thought about the implications of the use of L1 when teaching a foreign language. Furthermore, most of the participants did not speak a second language or have a good level of proficiency in the students' mother tongues.

The literature about this topic is also enriched by specialists such as Crawford (2004) and Debreli (2016), who focus only on the teachers' perspective.

Crawford (2004) provided an online questionnaire for language teachers. All participants taught a foreign language to groups who shared the same L1. In contrast to what previous research had shown, the participants in this research were opposed to the idea of using the target language as the main language of communication in the classroom, especially with young students. According to these results, the more proficient the class was the more likely teachers were to use the target language; with low proficiency groups, meanwhile, the students' L1 was more likely to be used.

E. Debreli (2016) interviewed 54 non-native English teachers working with groups of distinct levels of proficiency. All participants said that L1 should be used in the classroom and that it was in fact unavoidable. The reasons given for using L1 in the classroom match those found in other studies (McMillan & Rivers, 2020; Schweers, 1999; Edstrom, 2006). The participants in Debreli's research added that avoiding the use of L1 in the classroom would "lead to a fall in students' enthusiasm. [...] reflected in students' performance, as they become unwilling to participate in class on subsequent occasions" (2016:29).

While the studies listed above focus on teachers' perspectives, some others also take into account students' views.

C.W. Schweers (1999) focused on the use of L1 in an ESL class in Puerto Rico. To that end, four classes were recorded for 35 minutes and 19 teachers were asked to complete a questionnaire. A similar questionnaire was also given to the students. Regarding the students' perspective, 99% were in favour of the use of L1 in the classroom. As for the teachers' perspectives, the reasons given also coincide with those across the literature. With the class recordings, Schweers noticed that L1 was used, although to

different extents. Interestingly, the teacher who used L1 most in class was also the most experienced.

A. Edstrom (2006) takes a different approach to collecting data, opting for a self-centred study to analyse her own use of L1 and L2 in her classes. In order to collect data, she kept a reflective journal and recorded the classes themselves. In addition, her students completed a questionnaire. In this case, the teacher is also non-native and the class has a shared L1. The results revealed that the students and the teacher did not always have the same perspective towards the use of L1. Although they both agreed on L1 being a helpful tool in the classroom, the teacher expressed some guilt when using it.

In addition to this, J. Dailey-O’Cain and G. Liebscher (2009) claim that the use of L1 is inevitable because codeswitching is common among bilingual speakers. Therefore, according to Dailey-O’Cain and Liebscher “When teachers give students permission to use both languages during classroom interaction, they tend to use them in ways that promote both second-language learning and bilingual language behaviour” (2009:143).

### **3. The Study**

#### **3.1 Objectives & Methodology**

This TFG aims to give voice to the perceptions of teachers and students regarding the use of L1 in the EFL classroom. For this purpose, third- and fourth-year students of ESO (obligatory lower-secondary education) and, on the other hand, some English Language teachers were asked to complete an online questionnaire (see Appendices).

The data was collected through a questionnaire following the approach taken in previous research (Crawford, 2004; Edstrom, 2006; McMillan & Rivers, 2010; Schweers,

1999). Specifically, the questionnaire given to the students was based on that used by Schweers in his research (1999). The questionnaires (see Appendices) were administered online (sent to teacher, carried out online by both groups) because of its practicality and also the limitations due to COVID-19.

### **3.2 Participants**

For the present study, teachers and students of English as a foreign language were asked to complete a questionnaire. All participants of the study were living in Catalonia (Spain) which has Catalan and Spanish as the official languages. Therefore, English is taught as a foreign language and accordingly, teachers and students share a common language (Catalan/Spanish). Participants were divided into two groups: teachers and students.

As for the first group, 62 teachers completed the online questionnaire. Regarding their experience teaching English as a foreign language, 24 (38.7%) had 5 or fewer years of experience; 11 (17.7%) had between 6 and 10 years of experience; 12 (19.4%) had between 11 and 19 years of experience and 15 (24.2%) had 20 or more years of experience. As for their workplace, the majority of the participant teachers (38.7%) worked at a language centre. However, there were five teachers (8.1%) working in a primary school; seven (11.3%) in a high school; one (1.6%) at university. Three of them (4.8%) were working as private tutors. Nevertheless, there was a large group of teachers (35.5%) who indicated that they were working for different institutions at the same time (high schools, language centres, in-company, privately, etc.). For instance, the most common combination was high school and language centres. All teachers were native speakers of Catalan and Spanish for whom English was a foreign language, except for

one participant who responded as being a learner of Catalan and Spanish and for whom their mother tongue was not indicated. In addition, they all taught monolingual groups in which the students had a common shared language (Catalan/Spanish).

The second group of participants of this study were students. All of them were third- and fourth-year students of ESO (obligatory secondary education) studying at the INS Duc de Montblanc High School in the city of Rubí (Barcelona province), Spain. In the context of this study, most students have Catalan/Spanish as their L1 although occasionally there may be some students who have a different L1. However, the working language in the high school is Catalan and Spanish. All students were studying English as a foreign language.

## 4. Results

### 4.1 Students' Questionnaires

The first question that the students were asked was whether Catalan/Spanish (L1) should be used in the EFL classroom. Of the 59 students, 34 (57.6%) disagreed on the use of L1 in classroom, whereas 25 students (42.4%) were in favour of using L1 in class.

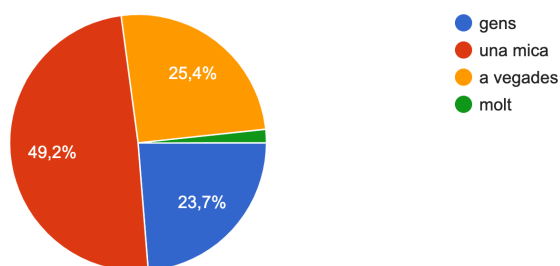


Figure 1. Students: Results for Question 3

However, as shown in Figure 1, 45 students (76.3%) said that they liked it, to different extents, when their teacher used Catalan/Spanish in class, while only 14 students (23.7%) said they did not like it at all.

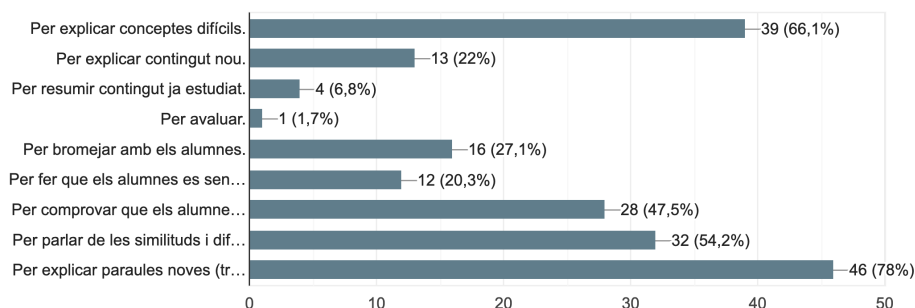


Figure 2. Students: Results for Question 4

In question 4, students were given a list of situations in which the teacher could use Catalan/Spanish and they were asked to identify the ones they preferred L1 to be used. As it is represented in Figure 2 above, most students appreciate the use of L1 when dealing with new vocabulary (78%), for instance to provide translations as well as a method to teach difficult concepts (66.1%). Half of the students (54.2%) also agreed on its use when talking about the similarities and differences between Catalan/Spanish and English. Almost half of the students (47.5%) also think that L1 can be useful for teachers to check for understanding. However, the majority of students prefer teachers to use English when explaining new content as only 22% of the students selected that option. In addition, the situations in which fewer students think L1 should be used are to summarise content which has already been covered (6.8%) and to evaluate (1.7%).

Although the students had different opinions regarding the use of L1 in the EFL classroom, 41 students (69.5%) agreed on the use of Catalan/Spanish on certain occasions and 15 students (25.4%) said that L1 should sometimes be used (see Figure 3). None of

the students in the present study believed in a frequent use of Catalan/Spanish and only 3 students (5.1%) said that L1 should never be used.

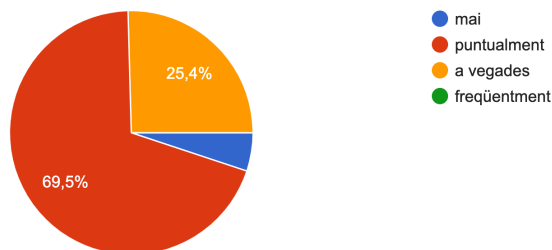


Figure 3. Students: Results for Question 5

In fact, the majority of students (89.9%) reported finding the use of Catalan/Spanish useful when learning English whereas only 6 students (10.2%) reported not finding it useful at all (see Figure 4). Of the students who find the use of L1 useful for their learning process, 35.6% said that its use helps them fairly much; 45.8% said it helps them a little and 8.5% said it helps them a lot.

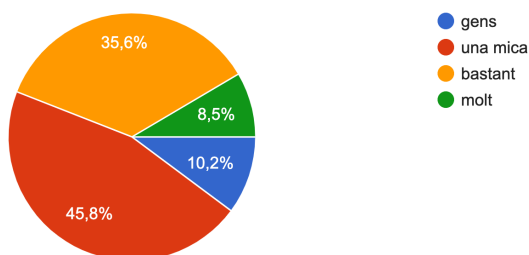


Figure 4. Students: Results for Question 6

## 4.2 Teachers' Questionnaires

The majority of teachers (77.4%) who completed the questionnaire acknowledged using Catalan/Spanish in the EFL classroom, while 14 teachers (22.6%) said they did not use their students' L1. Of the 48 teachers who use L1 in class, 16 (32.7%) responded as



having felt uncomfortable using it. Moreover, 9 out of the 16 teachers had five or fewer years of experience.

In regard to the frequency of L1 in the EFL classroom, 45 teachers (72.6%) said that it should be used occasionally; 8 (12.9%) said it should sometimes be used; 2 (3.2%) reckoned that it should be used frequently and 7 (11.3%) that it should never be used (see Figure 5).

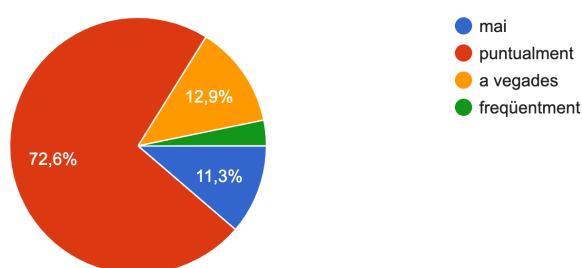


Figure 5. Frequency of L1 use

	never	occasionally	sometimes	frequently
To explain difficult concepts.	25.8%	41.9%	21%	11.3%
To explain new content.	51.6%	33.9%	12.9%	1.6%
To summarise material already covered.	80.6%	14.5%	4.8%	0%
To test & evaluate.	79%	19.4%	1.6%	0%
To joke around with students (establish rapport).	33.9%	38.7%	21%	6.5%
To help students feel more comfortable and confident.	27.4%	43.5%	24.2%	4.8%
To check understanding.	37.1%	29%	25.8%	8.1%
To establish differences and similarities between Catalan/Spanish and English.	24.2%	38.7%	29%	8.1%
To explain new vocabulary (translations, definitions...).	24.2%	38.7%	29%	8.1%

Table 1. Classroom situations and frequency of L1 use

Teachers were also given the same situations as the students in the questionnaire but were instead asked to indicate the frequency in which they had used Catalan/Spanish

for each situation. Results to this question are shown in Table 1 above. The results do not show a clear tendency of L1 use towards certain situations, and rather confirm that most teachers adhere to an occasional use of L1. Nevertheless, there is an overall agreement in not using L1 when evaluating students (79%) and summarising material which has already been covered (80.6%). Moreover, half of the teachers (51.6%) avoid using L1 when explaining new content, although 41.9% of teachers may resort to Catalan/Spanish occasionally when the concepts taught are perceived as difficult.

	never	occasionally	sometimes	frequently
12-year-old children and younger	12.9%	41.9%	35.5%	9.7%
Teenagers (13-18 years old)	16.1%	72.6%	9.7%	1.6%
Young Adults (19-25 years old)	32.3%	59.7%	8.1%	0%
Adults	17.7%	64.5%	12.9%	4.8%

Table 2. Frequency of L1 use according to age

Table 2 shows the teachers' opinions regarding frequency in which Catalan/Spanish should be used in the EFL class according to the age of the students. In line with the results of previous questions, most teachers say that L1 should be used occasionally independently of the students' age. Nonetheless, Table 2 above shows that teachers tend to use more L1 with young learners and with adults; and less with young adults.

	never	occasionally	sometimes	frequently
Beginner (A1-A2)	8.1%	30.6%	41.9%	19.4%
Lower-intermediate (B1)	12.9%	59.7%	24.2%	3.2%
Upper-intermediate (B2)	40.3%	56.5%	3.2%	0%
Advanced (C1-C2)	64.5%	33.9%	1.6%	0%

Table 3. Frequency of L1 use according to students' level

Teachers also adjust their L1 use depending on the level of the students. As it can be observed in Table 3, the lower the level is, the more L1 the teachers say they use. For instance, with beginner students 41.9% of the teachers claimed to use L1 *sometimes*, 30.6% use it *occasionally* and 19.4% use it *frequently*. Only 8.1% of the teachers said they never use Catalan/Spanish with beginner students. With lower-intermediate learners, the frequency of L1 slightly decreases, with the majority of teachers (59.7%) using it *occasionally*.

With upper-intermediate students there is an overall agreement in not using L1 at all (40.3%) or using it on occasions (56.5%), which indicates that the higher the level is the less L1 teachers claim to use. This pattern is confirmed with advanced students, with whom some teachers responded as using it only *occasionally* (33.9%) or not to use L1 at all (64.5%).

## **5. Discussion**

The aim of the present study was to draw the attention to the opinions of some students and teachers in Catalonia in reference to the use of L1 in the EFL classroom. The results show that most teachers use L1 in class, while students do not think it should be used. Therefore, it can be speculated that the ideal of English-only lessons is still present, especially among students. In fact, some students commented that no language other than English should be heard in the EFL classroom (see Appendix C). In spite of that, students said they liked it when their teachers used Catalan/Spanish and what is more, a large group of students said L1 helps them understand English. While students and teachers did not coincide in the first question, both groups agreed on the occasional use of L1.

The study also made the teachers reflect on the frequency of L1 according to the level and age of the students. Regarding the level of the students, there is a clear pattern to the use of L1 being more frequent with lower levels and less so with higher levels. Regarding the age of the students, a teacher commented that age does not play an important role and that she feels more comfortable giving the classes entirely in English. On the other hand, another teacher said that L1 should be used more frequently with adults (especially adults over 40) as they have already consolidated their own linguistic structures (see Appendix D). The results did not show any clear pattern regarding the age as the majority of teachers say that Catalan/Spanish should be used occasionally. Nevertheless, teachers use L1 more frequently with children while the age group in which more teachers stated not to use the students' L1 was young adults. Still, most of the teacher participants agreed on the occasional use of L1 for all age groups.

The results of the present study show concordance with previous research findings. To begin with, teachers have a positive attitude towards the use of L1 in the EFL classroom (Crawford, 2004; Debreli, 2016; Edstrom, 2006; Gallagher, 2020; McMillan & Rivers, 2011; Dailey-O'Cain & Liebscher, 2009; Schweers, 1999). Nonetheless, teachers appear to be conscious of the importance of maximising the use of English in a classroom setting (Crawford, 2004; Gallagher, 2020), keeping the use of Catalan/Spanish basically for certain occasions. For instance, a teacher commented that the use of Catalan/Spanish in their class “is limited to explaining *false friends* and difficult vocabulary such as phrasal verbs (...). Catalan is a helpful tool, but never the working language.” Another teacher recalled on her experience as a learner of Catalan and Spanish: “I see the use of L1 as a tool in my toolbox. Because I have been a learner of Catalan and Spanish, I often find drawing similarities useful.” Accordingly, it can be

speculated that students of foreign languages studying in shared-language settings will likely be exposed to both L1 and the target language.

In line with the findings of Debreli (2016), teachers use less L1 with students of higher levels while with lower levels the usage of L1 is more frequent (McMillan & Rivers, 2011). Although the frequency of L1 may vary depending on the level of the students, the main reasons why the teachers in this study claim to use L1 also coincide with previous research. Referring back to Table 1, Catalan/Spanish is used somewhere between “*sometimes*” and “*frequently*” to explain difficult concepts, to check understanding and to explain new vocabulary. Therefore, it can be argued that our participant teachers rely on L1 to avoid misunderstandings (Debreli, 2016). As an example, this is what one of the teachers stated: “What I mainly want in my classes is that students understand what I am explaining or what we are commenting on as a class. If this implies using Catalan or Spanish from time to time, I use it.”

According to Edstrom’s research (2006), L1 can also be used “to relate on a human level” (Edstrom, 2006:284). This idea is also reflected in the results of the present study. For instance, Catalan/Spanish is more frequently used with children, probably due to the fact that teachers want to cater for their young students’ needs, as well as with students of lower levels. In addition, Table 1 shows that teachers use Catalan/Spanish between *sometimes* and *frequently* when helping students feel comfortable and safe in the classroom and when telling jokes. Moreover, a few teachers also commented on the fact that the use of Catalan/Spanish sometimes comes up when joking with the students, or they have also found themselves using it when a student is not feeling well. Thus, teachers see L1 as an advantageous tool when building rapport with the students.

McMillan and Rivers (2011) reported in their research that many teachers had to follow English-only policies in their classes. Some of the teachers they interviewed expressed that even though they saw L1 as a useful tool, they had to adhere to the institution's regulations. In contrast to their findings, the teachers of the present study who responded as working in institutions with English-only policies acknowledged not always following these policies. For example, a teacher said that she sometimes writes the translations of words on the whiteboard, whereas a different teacher who worked at two different institutions (one of them with English-only policy) responded as having answered the questionnaire based on the classes in which L1 is allowed.

Although across literature most of the teachers support the use of L1 in the foreign-language classroom, some worry that it might result in an overuse of L1 by the students (McMillan & Rivers, 2011). Some of the teachers in the present study who expressed an opposition to the use of Catalan/Spanish in the EFL classroom argued that “the less students know you speak their language and the less you use it, the more effort the students will make speaking English” or that “students get used to you only speaking English; there are always other students who translate it in case some do not understand” and that linguistic immersion is needed when learning a foreign language.

Contrary to what Schweers' (1999) study indicated, and along the same lines of McMillan & Rivers (2011), the results of the present study do not show a relation between the years of experience of the teachers with the use of Catalan/Spanish in the EFL classroom. This factor may indicate that teachers have background knowledge regarding the acquisition of foreign languages. This hypothesis may also be the reason why most teachers of the present study, contrary to what Debreli (2016), Gallagher (2020) and

Edstrom (2006) had reported, have not felt uncomfortable when using the students' L1 in the classroom.

Concerning the students' perspectives, the results show disagreement with Schweers' (1999) study as they believe that Catalan/Spanish should not be used in the classroom. However, the students like its use and say that it facilitates learning, which confirm Schweers (1999) results.

When comparing teachers' and students' perspectives Schweers's reported that there is not a general agreement between both groups. Yet, the present study shows a partial agreement between teachers and students. Both groups disagree on the use of L1 but agree in general terms that it should only be used only occasionally.

The student participants of this study agree that L1 is useful when teachers explain difficult concepts, as well as Edstrom's (2006) students. Nevertheless, teachers prefer to use the target language in this situation and save the use of Catalan/Spanish to connect with the students on a more personal level. It is important to notice that both students and teachers agreed in not using L1 when testing and evaluating.

Regarding the limitations of the present study, it should be acknowledged that it would have been interesting to carry out class observations to see how Catalan/Spanish is actually used in a live classroom setting. Unfortunately, this could not be done because of the limitations due to COVID-19. Another limitation to take into account is the format of the questionnaires. Having revised the answers given by the students, it would have been interesting to add an item after question six asking whether they would change their answer to question one or not. That way, the students would reflect on whether Catalan/Spanish should be used in the EFL classroom and thus, the hypothesis which

considers students to have answered question one by instinct could be confirmed or rejected.

Another factor to take into account is that the study was focused on third- and fourth-year students of ESO. It could be argued that opinions may differ across ages and levels of education. Therefore, more research is needed to determine differences and similarities among the students of different age groups and in different settings.

## **6. Conclusion**

The aim of this study was to provide an insight into the perspectives that teachers and students of English as a Foreign Language have concerning the use of L1 in the classroom. The study was focused on the opinions and perspectives of non-native teachers of English currently teaching English as a Foreign Language in Catalonia and students of third- and fourth-year of ESO. The participants of the study were asked to complete a questionnaire that was administered online.

Results show both similarities and differences to previous research. For instance, results confirm that the use of L1 helps students have a better understanding of English. Moreover, it also confirms that teachers resort to the use of L1 in their classroom to connect with their students and to help them have a good understanding of the language. In addition, results reflect that teachers are aware of the importance of maximising the use of English in the classroom and, therefore, use L1 as an extra tool for specific situations only.

Overall, this study confirms that teachers have a positive attitude towards the use of L1 in the classroom and, in fact, that they use it in their teaching. Finally, the study also reflects that there is no general agreement among the students regarding the use of



L1 in the EFL classroom. Thus, although the tendency appears to be changing, students seem to prefer to have their English classes given through complete language immersion.

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## Appendices

### Appendix A: Students' questionnaire

#### L1 in the EFL Classroom – Students

**1. Què estàs estudiant?**

- a. Educació Primària
- b. Educació Secundària
- c. Batxillerat
- d. Cicles Formatius
- e. Grau Universitari
- f. Altres: \_\_\_\_\_

**2. S'hauria d'utilitzar català/castellà a les classes d'anglès?**

- a. Sí
- b. No

**3. T'agrada o t'agradaria que el professor utilitzi català/castellà a les classes d'anglès?**

- a. Gens
- b. Una mica
- c. A vegades
- d. Molt

**4. Marca 3 situacions en les que t'agrada que el professor utilitzi català/castellà a l'aula d'anglès:**

- a. Per explicar conceptes difícils.
- b. Per explicar contingut nou.
- c. Per resumir contingut ja estudiat.
- d. Per avaluar.
- e. Per bromejar amb els alumnes.
- f. Per fer que els alumnes es sentin còmodes i segurs a l'aula.
- g. Per comprovar que els alumnes entenen les instruccions i el contingut.
- h. Per parlar de les similituds i diferències que hi ha entre el català/castellà i l'anglès.
- i. Per explicar paraules noves (traduccions, definicions...).
- j. Altres: \_\_\_\_\_

**5. Amb quina freqüència creus que s'hauria d'utilitzar el català/castellà a l'aula d'anglès?**

- a. Mai
- b. Puntualment
- c. A vegades
- d. Freqüentment

**6. Creus que l'ús del català/castellà a l'aula t'ajuda a comprendre millor l'anglès?**

- a. Gens
- b. Una mica
- c. Bastant
- d. Molt

**7. Comentaris**

## Appendix B: Teachers' questionnaire

### L1 in the EFL Classroom – Teachers

**1. Quants anys d'experiència tens en l'ensenyament d'anglès com a llengua estrangera?**

- a. 0-5 anys  
 b. 6-10 anys  
 c. 11-19 anys  
 d. Més de 20 anys

**2. Actualment, on ensenyes anglès?**

- a. Escola d'Educació Infantil i Primària  
 b. Institut d'Educació Secundària i Batxillerat  
 c. Cicles Formatius  
 d. Centre d'idiomes  
 e. Classes Particulars  
 f. Altres: \_\_\_\_\_

**3. Utilitzes català/castellà a l'aula?**

- a. Sí  
 b. No

**4. En cas positiu, t'has sentit mai incòmode utilitzant català/castellà a l'aula?**

- a. Sí  
 b. No

**5. Amb quina freqüència creus que s'hauria d'utilitzar el català/castellà a l'aula d'anglès?**

- a. Mai  
 b. Puntualment  
 c. A vegades  
 d. Freqüentment

**6. Durant el que portem d'any, indica la freqüència en la que has utilitzat el català/castellà a l'aula per les següents situacions:**

	mai	puntualment	a vegades	freqüentment
Per explicar conceptes difícils.				
Per explicar contingut nou.				
Per resumir contingut ja estudiat.				
Per avaluar.				
Per bromejar amb els alumnes (establir <i>rapport</i> )				
Per fer que els alumnes es sentin còmodes i segurs a l'aula.				
Per comprovar que els alumnes entenen les instruccions i el contingut.				
Per parlar de les similituds i diferències que hi ha entre el català/castellà i l'anglès.				
Per explicar paraules noves (traduccions, definicions...).				

**7. Indica quina creus que ha de ser la freqüència d'us del català/castellà a l'aula de llengua anglesa segons l'edat de l'alumnat:**

	mai	puntualment	a vegades	freqüentment
Infants fins a 12 anys				
Adolescents (entre 13 i 18 anys)				
Joves (entre 19 i 25 anys)				
Adults				

**8. Indica quina creus que ha de ser la freqüència d'us del català/castellà a l'aula de llengua anglesa segons el nivell de l'alumnat:**

	mai	puntualment	A vegades	freqüentment
Principiant (A1-A2)				
Mitjà-baix (B1)				
Mitjà-alt (B2)				
Avançat (C1-C2)				

**9. Comentaris**

## Appendix C: Student's questionnaire - Comments

<p>A la pregunta 6 he posat una mica, però penso que pot ser contraproductiu. És cert que et pot ajudar a entendre alguna definició, però alhora estàs perdent el fet d'haver d'esforçar-te per entendre alguna cosa que et costa, cosa que pot ser una situació real.</p>
<p>Penso que quant més anglès s'utilitzi a l'aula millor pels alumnes. Si més no, trobo que hi ha conceptes que comparant-los o traduint-los amb el català o castellà, poden ser més fàcils d'aprendre.</p>
<p>De vegades va bé que el professorat d'anglès utilitzi el català i el castellà, per la raó de que hi ha alumnes que no ho entenen bé.</p>
<p>Depèn de l'edat i el nivell dels alumnes. Si són més petits i tenen poc nivell, els hi costarà més entendre tot. Per a partir de cert nivell, no s'hauria de sentir mai altre idioma a l'aula.</p>
<p>Quiero que la gente comience a pronunciar bien las palabras.</p>
<p>Evitar fer ús d'una altra llengua que no sigui l'anglès.</p>

## Appendix D: Teachers' questionnaire – Comments

<p>Els alumnes s'acostumen a saber que tu només parles en anglès... altres alumnes més espavilats ja els tradueixen si no ho entenen.</p>
<p>Només utilitzo L1 en situacions molt excepcionals on l'alumne, per exemple es troba malament, etc.</p>
<p>Llevo muchos años sin utilizar la lengua materna en clase, y pienso que funciona muy bien y los alumnos agradecen que crees en ellos.</p>
<p>La resposta també pot variar segons el grup. Quan he hagut d'utilitzar més el castellà o català ha sigut amb grups més disruptius i de difícil maneigament.</p>
<p>L'acadèmia on treballa té la política de no parlar en català o castellà mai. Alguna vegada he escrit les paraules en català a la pissarra perquè els alumnes no ho entenen de cap altra manera. En general, em puc entendre amb gestos, dibuixos, imatges o parafrasejant.</p>
<p>Les meves respostes són referents a les meves classes universitàries... A les classes del centre d'idiomes està prohibit utilitzar el català; per tant, allà les meves classes sempre són completament en anglès.</p>
<p>El que principalment vull a classe és que els meus alumnes puguin entendre el que estic explicant o estem comentat a nivell classe. Si això significa utilitzar el català o el castellà de tant en tant, doncs tiro endavant! El que no m'interessa és que es quedin amb dubtes o no demanin per vergonya, perquè això no ajuda a ningú. Des del meu centre es reforça molt la idea que les classes han de ser 100% en anglès, sobretot pel que fa a alumnes de primària, però no sempre és possible fer-te entendre, principalment quan s'introdueixen conceptes nous a classe (tant vocabulary, grammar, listening/reading skills, el que sigui).</p>
<p>No crec que l'edat dels alumnes tingui relació amb utilitzar més o menys la L1. Jo em sento segura conduint la classe només en anglès per es cert que pot ser una eina per acostar-se a l'alumne en un moment que no es trobi bé, que t'explica algun problema personal o que pot ser una eina amb alumnes que tenen un bloqueig molt gran amb la llengua estrangera.</p>
<p>Faig classes d'angles a infantil. Si les sessions estan ben planificades i estructurades no cal utilitzar mai la llengua catalana.</p>

The less students know you actually speak their language and the less it is used in class, the more effort they will make speaking English... I think.

L'ús de la primera llengua, en el meu cas, es limita a explicar False Friends i vocabulari difícil d'entendre com Phrasal Verbs. En cap moment em dirigeixo als alumnes en català per donar instruccions. El català es una ajuda puntual, però mai un vehicle lingüístic dins l'aula.

I see the use of L1 as a tool in my toolbox. Because I have been a learner of Catalan and Spanish I often find drawing similarities useful, e.g. Spanish present subjunctive = past form in English. The students associate the 'feeling' of subjunctive, which is familiar to them, with the past simple form in English. If you don't point out this relationship, they tend to associate the past simple form only with past simple, rather than the subjunctive mood. There are other 'shortcuts' which I find useful, e.g. haber = have (auxiliary) tener = have (main verb). I fan idiom has an equivalent, I tend to point it out or elicit it.

En el cas dels adults considero que l'ús de la seva llengua materna ha de ser major ja que el procés d'aprenentatge de un cervell ja desenvolupat es centra més ne l'assimilació amb allò conegut que no past en adquisició de nous conceptes aïllats.

En el nivell més bàsic pot tenir sentit donar la traducció d'una paraula o fer la similitud o diferencia amb una estructura del català o castellà, especialment amb gent major de 40 anys. Però si es pot evitar, millor.

Mai usar el català o castellà, cal immersió lingüística.

No faig servir castellà-català normalment, però a vegades surt fent bromes i sobretot el trobo necessari amb nens de mes o menys 7 anys que no es porten bé i es una lluita convèncer-los en angles. En quan es facin més grans, no segueix el problema, trobo.