FIRST LANGUAGE USE IN SECOND LANGUAGE CLASSROOMS
SELECTED BIBLIOGRAPHY
February 2015

REFERENCE	CONTENT	URL
Azkarai, A., Mayo, M. (2014) Task-modality and L1 use in EFL oral interaction, Language Teaching Research 1362168814541717	This study examines whether task-modality (speaking vs. speaking + writing) influences first language (L1) use in task-based English as a foreign language (EFL) learner–learner interaction. Research on the topic has shown that different task-modality triggers different learning opportunities with collaborative speaking tasks drawing learners' attention to meaning and tasks that also incorporate a written component drawing attention more to formal linguistic aspects. Research has also shown that a balanced L1 use might be positive in learner–learner interaction, as it helps learners maintain their interest in the task and acts as a strategy to make difficult tasks more manageable. This article analyses L1 use and the functions it served during the oral interaction of 44 EFL Spanish learners while they completed four collaborative tasks: two speaking tasks (picture placement and picture differences) and two speaking + writing tasks (dicto-gloss and text editing). Findings point to a clear impact of task-modality on L1 use, as speaking + writing tasks made learners fall back on their L1 more frequently. L1 functions were also task dependent with grammar deliberations more frequent in speaking + writing tasks and vocabulary searches in speaking tasks	Free online PDF not available http://ltr.sagepub.com/content/early/2014/07/18/1362168814541717.abstract
Carless, D. (2008) Student use of the mother tongue in the task-based classroom, ELT Journal October 1, 2008 62: 331-338	This article draws on interviews with teachers and teacher educators about student use of L1. A number of dimensions are addressed: the extent of classroom interaction in English in the context under review; informants' perspectives on mother tongue use; strategies for encouraging use of the target language; and relevant implications for teaching methodology. The conclusion calls for a balanced and flexible view of student use of the mother tongue. Some avenues for further exploration are also sketched, in particular the need to investigate the relationship between task-types and mother tongue use.	Free online PDF not available http://eltj.oxfordjournals.org/content/62/4/331.abstract

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Cook, V. (2001) [Using the First Language in the Classroom Canadian Modern Language Review](#) **57(3), University of Toronto Press, Ontario**	This paper argues for the re-examination of the time-honoured view that the first language should be avoided in the classroom by teachers and students. The justifications for this rest on a doubtful analogy with first language acquisition, on a questionable compartmentalisation of the two languages in the mind and on the aim of maximising the second language exposure of the students, laudable but not incompatible with use of the first language. The L1 has already been used in alternating language methods and in methods that actively create links between L1 and L2, such as the New Concurrent Method, Community Language Learning and Dodson's Bilingual Method. Treating the L1 as a classroom resource opens up ways of employing the L1, for the teacher to convey meaning and explain grammar and to organise the class, and for the students to use as part of their collaborative learning and of their individual strategy use. The first language can be a useful element in creating authentic L2 users rather than something to be shunned at all costs.	http://homepage.ntlworld.com/vivian.c/Writings/Papers/L1inClass.htm
Cummins, J. (2007) Rethinking monolingual instructional strategies in multilingual classrooms, Canadian Journal of Applied Linguistics, 10(2), 221-240	Implementation of bilingual instructional strategies in the classroom can promote identities of competence among language learners from socially marginalized groups, thereby enabling them to engage more confidently with literacy and other academic work in both languages. Bilingual instructional strategies can also promote identity investment among both majority and minority students in bilingual/immersion programs by encouraging them to express themselves through both of their languages by means of collaborative multimedia projects that are accessible to a wide audience. The basic proposition of the paper is that students' L1 is not the enemy in promoting high levels of L2 proficiency; rather, when students' L1 is invoked as a cognitive and linguistic resource through bilingual instructional strategies, it can function as a stepping stone to scaffold more accomplished performance in the L2.	http://www.aclacaal.org/wp-content/uploads/2013/08/7-vol-10-no2-art-cummins.pdf
[Lehti-Eklund](#)**, H. (2013) Code-switching to first language in repair – A resource for students' problem solving in a foreign language classroom, International Journal of Bilingualism 17(2),**	In foreign language classrooms, students and teachers together create practices for language use; they talk the institutional context and institutional identities into being. According to Lave and Wenger, learning can be seen as a deepening process of participation in a community of practice. Learning a language in a classroom can be regarded as gradual changes in language use that are accomplished through participation in collaborative work. In that case, the study of variation in language alternation, code-switching and the activities the students and the teachers are engaged in can contribute to understand language learning in a foreign language classroom context. The purpose of this article is to describe and analyse how code-switching as a local practice is used in teaching and learning Swedish as a foreign language. The context of the study is classes in Swedish as a foreign language in upper secondary schools in Finland. The material consists of video recordings of one lesson in second grade where the students have been studying Swedish for 5 years. The article focuses especially on the practices of language choice in repair. Students tend to keep up a division of labour between FL used for institutional work and L1 as the language reserved for interaction. The article discusses the conditions of learning repair practices in an FL classroom	Free online PDF not available http://ijb.sagepub.com/content/17/2/132.abstract

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Mady, C., Garbatti, J. (2014) Calling Upon Other Language Skills to Enhance Second Language Learning: Talking Taboo about First Language, What Works?	Developing students' language skills in a second language is a complex issue without a clearly defined set of best practices for teachers. Classroom exposure to the target language is essential for student success, and some teachers would argue that the greater the target language use, the higher student achievement in that language. The impact of other languages on students' target language proficiency and the degree to which they should be used in the second language classroom, however, remain topics of debate. Although target language use is often associated with higher proficiency, using the direct method can also result in the lowering of expectations for both teachers and students. With regard to diminishing cognitive expectations, literacy teachers have been shown to reduce cognitively demanding tasks for second language learners3 by, for example, using reading material intended for lower grades or by providing written models for students to copy. Similarly, it has been noted that, rather than engaging second language learners with academic topics or rigorous content, some mainstream teachers lower their expectations for students Sole use of the target language has also resulted in neglecting students' prior knowledge – in particular as it relates to strategy use. The use of other languages should be kept to a maximum of 15 per cent of class time in order to maximize students' second language achievement. It is, therefore, within these limitations that we offer the following recommendations for practice. Implement strategies to help students use their languages Implement strategies to help students use their languages: Speak with colleagues and administrators about providing students with first language support outside of the second language or mainstream classrooms	http://www.edu.gov.on.ca/eng/literacyn umeracy/inspire/research/WW_otherLa nguages.pdf
Mohebbi, H., Alavi, S.M. (2014) An Investigation into Teachers' First Language Use in a Second Language Learning Classroom Context: A Questionnaire-Based Study, Bellaterra Journal of Teaching and Learning Language and Literature 7(4), Departament de Didàctica de la Llengua, la Literatura i les Ciències Socials , Campus Bellaterra, Facultad d'Educació, Barcelona Spain	There have been many claims and counter-claims with respect to L1 use in L2 learning. Findings to date cast doubt on the rationales of proponents of exclusive use of L2. L2 researchers and practitioners have identified different functions of L1. This study (N=72) investigates teachers' beliefs/perceptions about L1 use in EFL learning contexts. Findings showed that L2 teachers used L1 mainly to provide feedback, teach new vocabulary, explain grammar, build rapport, manage the class, provide individual help and save time explaining tasks.	http://www.researchgate.net/publicatio n/269988859_An_Investigation_into_Te achers'_First_Language_Use_in_a_Seco nd_Language_Learning_Classroom_Con text_A_Questionnaire-based_Study

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Meyer, H. (2008) The Pedagogical Implications of L1 Use in the L2 Classroom, Author	The amount of L1 use and how it is employed should vary with classroom environment. The L1 provides scaffolding that should be gradually dismantled as the students' progress. Not enough L1 and affective filters may be raised, too much L1and progress is slowed. The use of the L2 should be maximized whenever possible. The L1's primary role is to supply scaffolding to lower affective filters* by making the L2 and the classroom environment comprehensible. The L1 plays a secondary role by helping students to anchor L2 concepts to the L1 through use of loan words, translation activities, and code switching within story telling activities. * Affective-filter hypothesis When learners are bored, angry, frustrated, nervous, unmotivated or stressed, they may not be receptive to language input and so they 'screen' the input. This screen is referred to as the affective filter. This suggests that when learners are bored, angry, frustrated, nervous, unmotivated or stressed, they may be unsuccessful at learning a second language. Source: ESL Glossary http://bogglesworldesl.com/glossary/affectivefilterhypothesis.htm	http://www.kyoai.ac.jp/college/ronshuu/no-08/meyer1.pdf
Nakatsukasa, K., Loewen, S. (2014) A teacher's first language use in form-focused episodes in Spanish as a foreign language classroom (2014) Language Teaching Research July 16, 2014 0: 1362168814541737v1-1362168814541737	This study investigates a teacher's L1 use during focus-on-form episodes (FFEs). FFEs assist L2 learning by bringing learners' attention to language. We conducted a qualitative analysis to depict the situations in which the teacher employed the L1 and L2. There was a significant relationship between the teacher's language and the FFEs' linguistic areas. Specifically, the L1 and L2 were used equally when FFEs concerned vocabulary and grammar. However, when FFEs concerned semantics, frequent code-switching occurred. The qualitative data illustrate that the language choice may depend on the interactional patterns and the complexity of the linguistic structure.	http://www.academia.edu/8398231/A_teachers_first_language_use_in_form-focused_episodes_in_Spanish_as_a_foreign_language_classroom
Nation, P. (2003) The role of the first language in foreign language learning, Asian EFL Journal, New Zealand	L2 use in the foreign language classroom needs to be maximised, wherever possible, by encouraging its use and by using it for classroom management. However, research shows that the L1 has a small but important role to play in communicating meaning and content. This role is important across all four strands of a course. In a well-balanced foreign or second language course, there are roughly equal opportunities for learning through the four strands of: 1 meaning focused input - learning through listening and reading 2 meaning focused output - learning through speaking and writing 3 language focused learning - learning through deliberate attention to language features 4 fluency development - learning through working with known material across the four skills at a higher than usual level of performance.	http://www.asian-efl-journal.com/june_2003_pn.pdf
Pappamihiel, E., Allen, C. (2014) How can monolingual teachers take advantage of learners' native language in class? Childhood Education July 2014	With the increasing linguistic diversity of students in many classrooms around the world, teachers need to be well-equipped with strategies to address the learning needs of students with limited proficiency in the dominant language of the classroom. This article outlines various strategies that might help teachers reach that goal by taking advantage of students' proficiency in their first language, using examples from the United States. Conversations about the significance of students' first language can contribute to enhancing students' confidence and learning abilities. What can be learned about the value of first language in education has relevance for multi-lingual learning environments across the world	http://www.thefreelibrary.com/How+can+monolingual+teachers+take+advantage+of+learners'+native...-a0377775419

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Swain, M., Lapkin, S. (2013/ a Vygotskian sociocultural perspective on immersion education: The L1/L2 Debate, Journal of Immersion and Content-Based Language Education 1(1), John Benjamins Publishing Company, Amsterdam	A controversial issue when immersion education programs began, and persisting to this day, is te question of first-language use during target-language instructional time. There exists a wide range of views — some teachers believe in using the target language exclusively, some use it frequently and transition into the second language while others reliy heavily on the first language in class. Research findings suggest the principled used of the fist and target language in immersion programs: Students should be permitted to use their L1 during collaborative dialogue or private speech in order to mediate their understanding and generation of complex ideas ['languaging'] as they prepare to produce an oral or written end product in the target language. As student L2 proficiency increased, student should be encouraged to 'language' using the L2. When new, complex material is introduced, students should again be allowed to make initial use of L1 to mediate their thinking. Teachers need to set clear expectations about L1/L2 use to create classroom environment in which students can interact with confidence. For younger children this can be accomplished via a teacher's consistent use of L1 and the target language. Older students and teachers can negotiate a set of classroom practices regarding the use of L1 and L2. Teachers should always give priority to the L2 in order to achieve a high level of L2 proficiency. Use of the L1 should be purposeful, not random. Using L1 to illustrate cross-linguistic comparisons or to define abstract vocabulary items can mediate L2 development in the target language.	https://benjamins.com/#catalog/journals/jicb.1.1.05swa/fulltext
Swain, M., Lapkin, S. (2005) The evolving sociopolitical context of immersion education in Canada: some implications for program development , International Journal of Applied Linguistics 15(2)	In 1997 Swain and Johnson defined immersion as one category within bilingual education, providing examples and discussion from multiple international perspectives. In this article, we review the core features of immersion program design identified by Swain and Johnson and discuss how current sociopolitical realities and new research on second language learning serve to update and refresh the discussion of these features. One feature identified by Swain and Johnson is that "the classroom culture is that of the local L1 community". The dramatic increase in ethnic diversity in Canada's urban centres calls into question the notion of a monolithic culture in the school community. A second example concerns the use of the L1 in the classroom: while a central feature of immersion education is the use of the L2 as medium of instruction, new research suggests that allowing a judicious use of the L1 on the part of learners may be warranted. The article concludes with suggestions for building on multiple L1s in the immersion classroom.	http://www.yorku.ca/fmougeon/documents/IJAL_086.pdf
Swain, M., Lapkin, S. (2000) Task-based second language learning: the uses of the first language, Language Teaching Research 4(3), Sage Publications, California	The article focuses on the uses of the first language (L1) made by 22 pairs of grade 8 French immersion students as they complete one of two different tasks: a dicto-gloss and a jigsaw. The outcome of each task is a story written by each student pair. We propose a coding scheme for the uses made of the L1, exemplify them, and report on exploratory analyses intended to describe differences between and within the tasks in terms of the amount of English (L1) used. We also address the relationship between the amount of L1 use and the quality of students' writing, and the variability in task performance across student pairs	Free online PDF not available

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Turnbull, M., Dailey- O'Cain, J. (2010) First Language Use in Second and Foreign Language Learning, Second Language Learning, Multilingual Matters, UK	Most studies and articles relating to this topic have examined the issues from either a pedagogical perspective or from a sociolinguistic one; few have combined both perspectives. Consequently, the overall goal of this edited volume is to offer new perspectives on this controversial issue by focusing on the use of L1 in communicative or immersion-type classrooms, situations where L1 use is generally expected to be rare or nonexistent. This requires a reconceptualization of code-switching as something which is natural for bilinguals– and not just proficient ones, but also aspiring ones – and classroom code-switching as being inherently linked with bilingual code-switching. This does not suggest overusing the L1 and becoming so dependent on L1 that teachers and learners cannot function in a second or foreign language classroom without it. Whatever benefits L1 use may bring, it is clear that the ultimate goal of a second or foreign language classroom remains the learning of the target language; practices that undermine this ultimate goal must be avoided.	https://majdi123.files.wordpress.com/2010/11/184769196x.pdf
White, J. (2011) First Language Use in Second and Foreign Language, Turnbull, Miles, & Jennifer Dailey–O' Cain. (Ed), Canadian Modern Language Review 67(3), University of Toronto Press, Toronto.	Book review of Turnbull, M., Dailey- O' Cain, J. (2010) First Language Use in Second and Foreign Language Learning.	http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/canadian_modern_language_review/v067/67.3.white.html