

Appendix E
Summary of Authors' Opinions in Favor of and Against the Use of L1 in the L2 Classroom

Author	Reasons IN FAVOR of using MT in the L2 classroom	Through	Reasons AGAINST using MT in the L2 classroom
Kelly (1969)	For teaching meaning	Exact translation and paraphrasing in the pupil's own language	
Rollin (cited in Kelly, 1969)	For teaching grammar	Explanation in MT	Direct Methodists argued explanations in MT were contrary to common sense (Kelly, 1969)
Nation (1978)	For teaching meaning	Translation	
Sood (1981)	For teaching learners to choose the appropriate form of the indefinite article	Using the sounds and orthographic symbols of the MT	
Baynham (1983)	For overcoming a block in motivation For developing coherent discourse organization	Diverse translation activities from Spanish into English and English into Spanish Use of bilingual methodology	
Titford (1983)	For building on what the <i>advanced</i> learner already knows by leading him to find translations for himself	Translation	
Lu (1985)	For presentation	Presentation in the L1 and repetition in the L2	

Appendix E (cont.)

Author	Reasons IN FAVOR of using MT in the L2 classroom	Through	Reasons AGAINST using MT in the L2 classroom
Edge (1986)	As a successful classroom procedure	Translation	
Atkinson (1987)	<p>For developing a 'post-communicative' approach to TEFL for adolescents and adults</p> <p>For eliciting language, checking comprehension, giving instructions, co-operation among learners, discussions of classroom methodology, presentation and reinforcement of language, checking for sense, testing, and development of useful learning strategies</p>	The mother tongue as a classroom resource	<p>The teacher and/or the students begin to feel that they have not "really" understood any item of language until it has been translated</p> <p>The teacher and/or the students fail to observe distinctions between equivalence of form, semantic, and pragmatic features, and thus oversimplify to the point of using inaccurate translation</p> <p>Students speak to the teacher in the mother tongue as a matter of course, even when they are quite capable of expressing what they mean</p> <p>Students fail to realize that during many activities in the classroom it is crucial that they use only English</p>

Appendix E (cont.)

Author	Reasons IN FAVOR of using MT in the L2 classroom	Through	Reasons AGAINST using MT in the L2 classroom
Tudor (1987)	For English for Specific Purposes	Translation	
Kharma and Hajjaj (1989)	<p><i>In the early stage, as a “framing function, at the beginning and end of the lesson, chatting with ss, establishing contact and a relaxed atmosphere in which the core of the lesson is embedded” (Aston, cited in Kharma and Hajjaj, 1989:231)</i></p> <p>For providing context for presentation and practice where otherwise the use of second language would be time consuming</p> <p>For providing explanation for certain new items (e.g. abstract words) or complicated grammatical structures</p> <p>For drawing comparisons between the structure of the L2 and that of the mother tongue</p>		As soon as a few phrases and expressions have been learnt by the students, e.g. greetings, routine expressions, it is advisable to start with these as a means of “warming up” for the new activity

Appendix E (cont.)

Author	Reasons IN FAVOR of using MT in the L2 classroom	Through	Reasons AGAINST using MT in the L2 classroom
Kharma and Hajjaj (1989) (cont.)	<p>As comprehension checks where the sole purpose of reading/listening exercise is purely comprehension</p> <p>As partial checking of students' out-of-the-classroom reading, e.g. supplementary of free reading</p> <p>For explaining some of the second language cultural aspects which would otherwise be difficult for the students to understand or appreciate</p> <p>As parallel activity</p> <p>In code-switching as a technique of language learning (cf Cloze tests)</p>	Translation	
Richards and Rodgers (cited in Kharma and Hajjaj, 1989)	For explaining new items and to enable comparisons to be made between the foreign language and the students' native language	Grammar Translation Method	Proponents of the Direct Method argued that an FL can be taught without the use of the learner's MT if meaning is conveyed directly through action and demonstration

Appendix E (cont.)

Author	Reasons IN FAVOR of using MT in the L2 classroom	Through	Reasons AGAINST using MT in the L2 classroom
Harbord (1992)	<p>For facilitating teacher-student communication</p> <p>For facilitating teacher-student rapport</p> <p>For facilitating learning of L2</p>	<p>Chatting in L1 before the start of the lesson to reduce student anxiety, telling jokes in L1</p> <p>Translation of single words or phrases <i>in context</i> (Duff, cited in Harbord, 1992:355)</p>	
Stanley (2002) Ed.	<p>For grammar explanations; vocabulary teaching (especially abstract lexical items); classroom management; introduction of the first lesson; and improving teacher-student rapport</p>	<p>Use of the L1 (beginner-level students, adults)</p>	
Tang (2002)	<p>For explaining the meaning of words, complex ideas, and complex grammar points</p> <p>For explaining parts of the text or to give instructions, as well as to compare the two languages</p>		

Appendix E (cont.)

Author	Reasons IN FAVOR of using MT in the L2 classroom	Through	Reasons AGAINST using MT in the L2 classroom
Tang (2002) (cont.)	<p>For discussing the meaning of some difficult, abstract words and the grammar and ideas expressed in long and complicated sentences and to keep order in the classroom</p> <p>For students to explain complex grammar points and to help define some new vocabulary items</p> <p>For students to practice the use of some phrases and expressions and to explain difficult concepts or ideas</p> <p>For helping students understand difficult concepts better, understand new vocabulary, feel less lost, understand jargon, and improve their translation ability</p>		
Coelho (2006)	<p>For supporting the acquisition of L2</p> <p>For contributing to academic success</p>	<p>A strong foundation in the L1</p> <p>Continued development of L1</p>	

Appendix E (cont.)

Author	Reasons IN FAVOR of using MT in the L2 classroom	Through	Reasons AGAINST using MT in the L2 classroom
Coelho (2006) (cont.)	For supporting their sense of identity and help maintain effective communication within the family and the community	Students' native languages	
Kraemer (2006)	<p>For classroom management and administrative vocabulary</p> <p>For translation of individual words</p> <p>For preventing and remedying students' lack of comprehension</p> <p>For talking to individual students during individual, pair, or group activities</p> <p>For grammar instruction</p> <p>For establishing empathy/solidarity with the students</p> <p>For teaching history and culture</p>	<p>Repetitions or explanations in the L1</p> <p>Grammar explanations presented in the L1</p>	

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Author	Reasons IN FAVOR of using MT in the L2 classroom	Through	Reasons AGAINST using MT in the L2 classroom
Zemach (2006)	For helping teach English; for a far more efficient use of class time	Using the native language	It excludes students who do not understand that language. It increases a teacher's paranoia (Are they talking about you?). It decreases the opportunities for those students to practice speaking and listening to English
Balosa (2007)	For helping students achieve the instructional goals, improve their self-image and motivation, and "overcome some of the limitations of the English-only instruction"	Using the students' first language in class	