

Appendix K
Previous Research Findings this Study is Congruent with

Author	Reasons for using MT in the L2 classroom
Kelly (1969)	For teaching meaning
Rollin (cited in Kelly, 1969)	For teaching grammar
Nation (1978)	For teaching meaning
Lu (1985)	For presentation
Atkinson (1987)	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
Kharma and Hajjaj (1989)	<p><i>In the early stage</i>, as a “framing function, at the beginning and end of the lesson, chatting with students, establishing contact and a relaxed atmosphere in which the core of the lesson is embedded” (Aston, cited in Kharma and Hajjaj, 1989: 231)</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 second language and that of the mother tongue</p> <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>

Appendix K (cont.)

Author	Reasons for using MT in the L2 classroom
Kharma and Hajjaj (1989) (cont.)	<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 a parallel activity</p> <p>In code-switching as a technique of language learning (cf Cloze tests)</p>
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
Harbord (1992)	<p>For facilitating teacher-student communication</p> <p>For facilitating teacher-student rapport</p> <p>For facilitating learning of L2</p>
Stanley (2002) Ed.	For grammar explanations; vocabulary teaching (especially abstract lexical items); classroom management; introduction of the first lesson; and improving teacher-student rapport
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> <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>

Appendix K (cont.)

Author	Reasons for using MT in the L2 classroom
Tang (2002) (cont.)	For students to practice the use of some phrases and expressions and to explain difficult concepts or ideas For helping students understand difficult concepts better, understand new vocabulary, feel less lost, understand jargon, and improve their translation ability
Coelho (2006)	For supporting the acquisition of English through a strong foundation in the L1 For contributing to academic success through continued development of the L1
Kraemer (2006)	For classroom management and administrative vocabulary For translation of individual words For preventing and remedying students' lack of comprehension For talking to individual students during individual, pair, or group activities For grammar instruction For establishing empathy/solidarity with the students For teaching history and culture
Zemach (2006)	For helping teach English; for a far more efficient use of class time
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”