



TeachingEnglish

ELT Research Papers 13–01

Own-language use in ELT: exploring global practices and attitudes

Graham Hall and Guy Cook

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ISBN 978-0-86355-705-7

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Abstract

Throughout the 20th century, professional and methodological discussion and debate within ELT (English language teaching) assumed that English is best taught and learned without the use of the students' own language(s). Recently, however, this English-only assumption has been increasingly questioned, and the role of own-language use is being reassessed. However, there are substantial gaps in our knowledge and understanding of the extent to which, and how, learners' own languages are used in ELT classes, and the attitudes practising teachers hold towards own-language use.

This paper reports on the project *Own-language use in ELT: exploring global practices and attitudes*, a survey of the extent to which, how, and why teachers deploy learners' own-language in English language classrooms around the world. The findings offer clear evidence of widespread own-language use within ELT, and suggest that teachers' attitudes towards own-language use, and their classroom practices, are more complex than usually acknowledged. Although there is variation between individuals and groups of teachers, the survey shows that own-language use is an established part of ELT classroom practice, and that teachers, while recognising the importance of English within the classroom, do see a range of useful functions for own-language use in their teaching.

Consequently, the report provides a resource for teachers, confirming the validity of own-language use and touching on a range of ideas as to how and why learners' own languages can play a role within ELT classes. The findings also suggest that there is a potential gap between mainstream ELT literature and teachers' practices *on the ground*.

1

Introduction

For much of the 20th century, professional discussion, debate and research within ELT has assumed that English is best taught and learned without the use of the students' own language(s), leading to the promotion of monolingual, English-only teaching. In recent years, however, this monolingual assumption has been increasingly questioned, and a re-evaluation of teaching that relates the language being taught to the students' own language has begun. Furthermore, there is an increasing recognition that what has been fashionable in ELT theory and literature does not necessarily reflect what actually happens in classrooms around the world. However, despite this recent interest, there is, as yet, very little data that documents the extent and purpose of own-language use in English language teaching. Thus, stimulated by the current re-appraisal of the issue, this project aimed to address this gap, while also providing a useful resource for teachers who see a place for the learners' own language in their own teaching. The study therefore investigated the use of learners' own languages within ELT and the perceptions and perspectives of own-language use held by English language teachers around the world.

A note on terminology

In this research, the term 'own language' is used in preference to 'first language' (L1), 'native language' or 'mother tongue', all of which seem unsatisfactory. For example, in many language classrooms, the most common shared language of the learners is not the first or native language of all students (e.g. although German is the language used in German secondary schools and therefore the language likely to be used to assist the teaching of English, it is not the first language of all the pupils in those schools who may, for example, be recent arrivals from Turkey or Poland). Furthermore, the term 'native language' is imprecise – it mixes several criteria and can mean the language someone spoke in infancy, the language with which they identify, or the language they speak best; these are not always the same (see Rampton 1990 for further discussion). Finally, 'mother tongue' is not only an emotive term but also inaccurate – for the obvious reason that many people's mother tongue is not their mother's mother tongue!

2

Own-language use in ELT: theoretical background and current debates

For much of the 20th century, the use of learners' own languages in language teaching and learning was banned by ELT theorists and methodologists (Howatt with Widdowson, 2004; G Cook, 2010; Littlewood and Yu, 2011; Hall and Cook 2012), the assumption being that a new language should be taught and learned monolingually, without reference to or use of the learners' own language in the classroom.

Within the ELT literature, grammar translation had been rejected in the late 19th century, criticised for focusing exclusively on accuracy and writing at the expense of fluency and speaking, and for being authoritarian and dull. Consequently, Western European and North American methodologists promoted monolingual (Widdowson, 2003: 149–164) or intralingual teaching (Stern, 1992: 279–299), based around the principle that only the target language should be used in the classroom. In effect, claims against grammar translation were used as arguments against *any and all* own-language use within ELT (Cook, 2010: 15, original emphasis).

Support for and acceptance of monolingual approaches, which include such major current approaches as communicative language teaching, task-based learning and teaching, and content and language integrated learning, can be ascribed to a number of factors including: classes in which learners speak a variety of own languages, the employment of native-speaker English teachers (NESTs in Medgyes' [1992] terminology) who may not know the language(s) of their learners, and publishers' promotion of monolingual course books which could be used by native-speaker 'experts' and be marketed globally without variation. Furthermore, the perceived goals of language teaching changed from the so-called traditional or academic aim of developing learners' abilities to translate written texts and appreciate literature in the original to the (often unstated) goal of preparing learners to communicate in monolingual environments and emulate native speakers of the target language. It is worth noting, however, that for many learners, this goal was, and is, not necessarily useful, desirable or obtainable (Davies, 1995; 2003) in a world in which learners need to operate bilingually or use English in a lingua franca environment with other non-native speakers

of English (Jenkins, 2007; Seidlhofer 2011). In addition, an increasing amount of communication is no longer face-to-face but via computer.

Of course, what is fashionable in the literature does not necessarily reflect what happens in classrooms in all parts of the world, and, despite its disappearance from ELT theory and methodological texts, the use of learners' own languages in ELT classrooms has survived. Adamson (2004) notes that the grammar translation method was employed in China until the late 20th century while V Cook observes that the approach carries an 'academic...seriousness of purpose' which may seem appropriate in those societies that maintain a traditional view of learner and teacher roles in the classroom (2008: 239). Thornbury (2006), meanwhile, notes that the continued survival of grammar translation may be a consequence of its ease of implementation, especially with large classes. Similar translation-based approaches also underpin self-study texts, such as Hodder and Stoughton's 'Teach yourself ...' series and the commercially highly successful language courses of Michel Thomas (see Block 2003).

However, beyond traditional grammar translation, a wider recognition and re-evaluation of the use of the learners' own language in the ELT classroom is now emerging, drawing upon a range of theoretical and pedagogical insights into the nature of language learning and its broader social purposes. Indeed, according to V Cook (2001), those language teachers who can speak the learners' own language use it in class 'every day', while Lucas and Katz (1994: 558) argue that 'the use of native language is so compelling that it emerges even when policies and assumptions mitigate against it'. We shall now briefly summarise key arguments for own-language use (for a more detailed review, see Hall and G Cook, 2012).

Pedagogic functions of own-language use

Pedagogic arguments for own-language use include the efficient conveying of meaning, maintenance of class discipline and organisation, and teacher-learner rapport and contact between the teacher and learners as real people (e.g. Polio and Duff, 1994; V Cook 2001). Rolin-lanziti and Varshney (2008) classify these pedagogic functions in terms of teachers'

'medium-oriented goals' and their 'framework goals', that is, teaching the new language (the medium) itself (e.g. explaining vocabulary items or teaching grammar) and framing, organising and managing classroom events (e.g. giving instructions or setting homework). Meanwhile, Kim and Elder (2008) identify a similar distinction, additionally suggesting that the learners' own language is often used for the social goal of expressing personal concern and sympathy. Similarly, a number of studies highlight the role of own-language use in potentially establishing more equitable intra-class relationships between the teacher and learners than via the exclusive use of the target language (e.g. Auerbach, 1993; Brooks-Lewis, 2009). Indeed, Edstrom (2006) proposes that debates surrounding own-language use go beyond concerns about language learning processes or classroom management and involve value-based judgments in which teachers have a moral obligation to use the learners' own language judiciously in order to recognise learners as individuals, to communicate respect and concern, and to create a positive affective environment for learning.

Theorising own-language use

Reference to the role of the learners' own language as a natural reference system and a pathfinder for learning new languages is widespread (e.g. Butzkamm, 1989; Stern, 1992; Butzkamm and Caldwell, 2009). Socio-cultural theories of learning and education suggest that learning proceeds best when it is 'scaffolded' onto existing knowledge (Vygotsky, 1978), while notions of compound or integrated bilingualism (in which knowledge of two or more languages is integrated in learners' minds rather than kept separate) emerge from cognitive approaches to second-language learning (V Cook, 2001; Widdowson, 2003). Thus, because languages are said to interact and to be interdependent in the minds of language learners (who are bilingual language users), learning is likely to be more efficient if teachers draw students' attention to the similarities and differences between their languages (Cummins, 2007).

Meanwhile, the potential benefits of own-language use and translation as an effective language-learning strategy have been identified (e.g. Oxford, 1996), while the ways in which learners use their own language to guide and direct their thinking about the new language and during language tasks has also been discussed (e.g. Anton and DiCamilla, 1999; Centeno-Cortés and Jiménez Jiménez 2004). Similarly, own-language use has been identified as the most effective way of learning vocabulary, via learners' use of bilingual dictionaries and also as a teaching strategy (e.g. Celik, 2003; Nation, 2003; Laufer and Girsai, 2008).

How much own-language use?

The idea of judicious own-language use has already been touched upon, and there have been a number of calls for research to find an appropriate or optimal amount of own-language use in class (e.g. Stern, 1992; Macaro 2009), one which is 'principled and purposeful' (Edstrom, 2006) and which identifies when and why the learners' own language might be used (Turnbull and Arnett, 2002). While recognising the reality of own-language use and its beneficial effects in many ELT contexts, it is clearly important that learners obtain new language input and practice opportunities. Too much own-language use may deprive learners of the opportunity to use the target language, and using the new language is often motivating for learners who can quickly see its usefulness and achieve immediate success (Turnbull, 2001). There is therefore concern among some researchers that, in the absence of clear research findings or other sources of guidance, that teachers may be devising arbitrary rules concerning the use of the learners' own language. And yet, teachers are also best placed to decide what is appropriate for their own classrooms (Macmillan and Rivers 2011).

Researching predominantly communicative language classrooms, Macaro (1997) has identified three perspectives that teachers hold about own-language use:

- the classroom is a virtual (and unattainable) reality that mirrors the environment of first-language learners or migrants to a country who are immersed in the new language. Macaro points out that these perfect learning conditions do not exist in language classrooms.
- aim for maximal use of the new language in class, with own-language use being tainted, thereby leading to feelings of guilt among teachers.
- the optimal position, in which own-language use is seen as valuable at certain points during a lesson, providing advantages to learners and learning beyond using only the target language. This optimal use of the learners' own language requires principled and informed judgments by teachers, but is also very difficult to define precisely or to generalise across contexts, classrooms and groups of learners.

The current research draws upon Macaro's analysis as we attempt to understand what kind of position teachers hold about own-language use, and what an optimal position might involve for participants in this project.

Teachers' and learners' attitudes

Clearly, the extent to which own-language use occurs in a class depends on the attitudes of teachers and learners towards its legitimacy and value in the ELT classroom, and many studies report a sense of guilt among teachers when learners' own languages are used in class (e.g. Macaro, 1997, 2009; Butzkamm and Caldwell 2009; Littlewood and Yu 2011).

Beyond teachers' guilt, however, a range of more complex attitudes have been identified. Macaro reports that 'the majority of bilingual teachers regard code-switching as unfortunate and regrettable *but necessary*' (2006: 68, emphasis added), while the studies previously noted in this review have elicited a more nuanced view of own-language use from teachers, focusing on its role in classroom management, grammar and vocabulary teaching, empathy and rapport building with learners, its morality, and the search for an optimal position for new and own-language use in the classroom. Summarising the literature, therefore, Macaro notes 'the overwhelming impression that bilingual teachers believe that the L2 should be the *predominant* language of interaction in the classroom. On the other hand, ... [we do not find] a majority of teachers in favour of excluding the L1 altogether' (2006: 68, original emphasis).

Clearly, however, not all teachers hold the same attitudes to own-language use, and there is some evidence that attitudes and beliefs might vary according to teachers' cultural backgrounds and the educational tradition in which they work. For example, while many studies report a belief that the balance between own and new language use in class is most consistently affected by learners' and/or teachers' ability in English (e.g. Macaro, 1997, and Crawford, 2004 for the former, Kim and Elder, 2008 for the latter), van der Meij and Zhao (2010) find that English teachers working in Chinese universities perceive no such link. Meanwhile, potentially differing attitudes between teachers who do or do not share the learners' own language have been noted, Harbord referring to 'frequent differences of opinion' between NESTs and non-NESTs (1992: 50). Yet even here, the picture is not clear cut; McMillan and Rivers (2011) more recent study of NEST and non-NEST attitudes in a specific Japanese teaching context finds little difference of opinion between the two groups – both favouring an 'English mainly' rather than 'English only' approach in the classroom.

Although learners' attitudes will clearly affect the extent and role of own-language use in the classroom, there has been less research into learner perceptions of the issue. That said, a number of studies have uncovered positive attitudes, particularly as a way

of reducing learners' anxiety and creating a humanistic classroom (Harbord, 1992; Rolin-Ianziti and Varshney, 2008; Brooks-Lewis 2009; Littlewood and Yu, 2011).

Thus, twelve years into the 21st century, the reality and value of learners' own-language use in class is now more widely recognised and researched. Studies have ranged from those classrooms where own-language use is officially discouraged but in reality occurs (e.g. Littlewood and Yu, 2011), to classrooms where a balanced and flexible approach to own-language and new-language use is taken (e.g. Carless, 2008), to lessons that actively encourage and employ translation exercises as a tool for second-language development (e.g. Kim, 2011). Thus use of the learners' own language has been found to be prevalent within ELT classrooms, even in contexts where it is ostensibly discouraged (see also, for example, Kim and Elder, 2005).

Justification for the study

Despite the recent focus upon this issue, however, there remain substantial gaps in our knowledge and understanding of the extent to which, and how, learners' own languages are used in ELT classes, and the attitudes practising teachers hold towards own-language use. A global survey of classroom practices, teachers' attitudes and the possible reasons for these attitudes provide a wide-ranging empirical base for further discussion about the role of own-language use within ELT, while also allowing for and acknowledging the differences in perspectives which may emerge as a consequence of contextual factors.

3

Research methodology

Aims and research questions

The project aimed to investigate the ways in which learners' own languages are used in English-language teaching around the world, to explore teachers' perceptions of and attitudes towards the use of learners' own languages in the ELT classroom, and to investigate the factors that influence teachers' reported practices and attitudes. Consequently, the study addressed the following research questions:

1. What types of own-language use activities do teachers report that they and learners engage in?
2. What are teachers' reported attitudes towards and beliefs about own-language use in the ELT classroom?
3. What are teachers' perceptions of their institutional culture, and the culture/discourse of ELT more broadly, in relation to own-language use?
4. To what extent are teachers' reported levels of own language use practices associated with specific background variables such as type of institution, learners' English language level, and teachers' experience?

Research design

The project explored teachers' insider perspectives on own-language use in their classroom teaching (Davis, 1995). We pursued a mixed-method research design (Dörnyei, 2007; Borg, 2009), combining quantitative and qualitative approaches to provide a broad, yet in-depth picture of teachers' reported classroom practices and attitudes. Quantitative data was collected via a survey of teachers' perceptions of own-language use, gathered from a global sample of ELT practitioners (a copy of the final questionnaire can be found in Appendix 1). Qualitative data was collected through semi-structured interviews with teachers who had completed the questionnaire and volunteered to participate further. The mixed-method approach enabled us to verify findings from two perspectives, and to illustrate broad trends within the questionnaire data with examples from the interview data as we sought to understand why teachers had answered specific questions in particular ways.

a. The questionnaire

The strengths and limitations of questionnaires have been widely documented (e.g. Brown 2001; Dörnyei, 2003 and 2007). While they can be administered to large and geographically diverse samples efficiently and economically, and provide data that can be analysed relatively quickly, their reliability and validity depend on careful design and implementation in order to avoid, for example, generating superficial answers from unmotivated respondents (Dörnyei, 2003).

In designing our questionnaire, therefore, it was essential to ensure that individual items were clearly written, while the survey as a whole needed to be relevant and interesting to respondents, and straightforward for them to complete (see also Borg and Al-Busaidi, 2012). Having identified key themes and debates within the literature surrounding own-language use (see Section 2), we thus needed to balance this at times more theoretical background with the practical experiences and attitudes of participating teachers. Key issues that we wished to investigate with teachers included:

- how and to what extent teachers used the learners' own language in their teaching
- how and to what extent learners used their own language in class
- teachers' attitudes towards own-language use in class
- teachers' evaluation of the arguments for and against own-language use in ELT
- teachers' perceptions of general attitudes towards own-language use in their schools/institutions and within the profession of ELT more generally.

Additionally, we required relevant biographic data including an understanding of the participants' professional contexts (their location, type of school, typical number of learners per class, whether classes were monolingual – with learners sharing an own language, or multilingual – with learners coming from different own language backgrounds), and their professional qualifications and experience.

Consequently, the questionnaire consisted of a range of closed items and a number of open-ended questions. Closed questions took the form of Likert-scale items; open-ended questions provided participants with the opportunity to add written

qualitative comments to the quantitative survey data, for example, to develop their views or to provide further examples of how the learners' own language was used in their classroom. The questionnaire was piloted with 19 English language teachers working in 16 different countries around the world, and drawn from private and state institutions within the primary, secondary and tertiary sectors (pilot participants were known to the researchers through their professional contacts). Subsequent revisions were made to the questionnaire's length, wording and overall structure in light of their feedback.

The final version of the questionnaire consisted of nine multipart Likert-scale items and one open 'additional comment' question exploring key aspects of and beliefs about own-language use in teachers' professional contexts, and it should thus be noted that this data represents reported rather than actual own-language practices. The survey also comprised 13 shorter questions establishing participants' biographical data and context, and two questions asking participants if they would be willing to volunteer for the interview phase of the study and wished to receive a copy of the study's final report. The average time, in the pilot study, for completion of the survey was 15–20 minutes.

Given our aim of obtaining a broad snapshot of own-language use practices and attitudes around the world, the only criterion for participation was that respondents were *practising* English language teachers. Data was collected via non-probability opportunity sampling – responses were facilitated by the British Council, by a number of national teachers' associations, and by the researchers' professional contacts across a range of ELT contexts. Following the advice of these contacts, the survey was administered electronically through the online SurveyMonkey site, via email, and in hard-copy form. While the vast majority of respondents completed the survey online, the email and hard-copy versions enabled teachers with more limited technological access to participate. The survey was administered from February to April 2012, with a total of 2,785 teachers from 111 countries responding (for further details of the respondents' profile, see Section 4; for a full listing of all 111 countries, see Appendix 2).

b. The interviews

As noted, follow-up interviews were conducted to explore teachers' responses to the questionnaire in more detail. The aim was to provide greater insight into the thinking behind teachers' answers to questions in the survey, and also to elicit reasons for using or not using the students' own language which had not been envisaged in the questionnaire. The interviews were conducted after the survey, and

could not therefore be used to inform its design, but the themes that emerged in them can be regarded as pointers towards possible directions in future research into attitudes and practices involving own-language use.

Of the 2,785 survey respondents, 1,161 volunteered to be interviewed; given that we were undertaking semi-structured interviews that would last between 35 and 45 minutes, it was clearly unrealistic to speak to all the volunteers. Thus a sample of 20 teachers were invited for interview from a variety of contexts, with the aim of providing a stratified sample (Perry, 2005) in which interviewees reflect key criteria in the same proportions as the wider survey group. These criteria were:

- sector: primary, secondary or tertiary level
- geographical spread: by country/continent
- monolingual or multilingual classes (learners share or do not share the same own language)

Given the project's global reach, interviews were conducted at distance via the online Skype communication tool, a further criteria affecting the sample. Due to online difficulties, 17 teachers were interviewed in total, from the following sectors/countries:

- Primary: China, Indonesia, France, Estonia*, Argentina
- Secondary: Malaysia*, Saudi Arabia, Latvia, Spain, Greece, Egypt
- Tertiary: Armenia, Brazil, Japan, Mexico, Portugal*, Turkey

*Note: Learners shared own language in all classes except those marked **

Clearly, however, although the interview sample aimed to reflect the wider survey group as closely as possible, countries and educational sectors are not homogenous contexts – differences exist within national populations and between institutions. Consequently, the interviews provide illustration and insights into, rather than full representation of, the survey data. Furthermore, as the list of interviewees indicates, there is an absence of inner-circle contexts (e.g. the UK, USA, Australia), meaning that the data provides little information on the Anglophone private language-school sector, in which mixed nationality classes (and where learners do not share a common own-language) are often the norm. Issues surrounding own-language use in this sector clearly differ from those in other ELT contexts.

The interviews aimed to unpack and add more depth to the participants' survey responses. Thus although they were to some extent individualised and dependent on the teachers' previous responses and professional contexts, they all followed the common framework provided by the questionnaire. As semi-structured interviews, they therefore investigated participants' perspectives on teacher and learner uses of own language, their opinions about own-language use and its place in their classroom, and the culture of their institution and of the ELT profession more generally. The interviews took place over a two-week period (in May 2012) and were, with the agreement of all participants, audio-recorded and transcribed. Transcripts were forwarded to participants for checking and comment, and corrections subsequently made as appropriate. We should acknowledge, however, that interviews are collaborative and co-constructed encounters in which the respondents' lack of anonymity and perceptions of the researchers' agenda may have influenced the data (Mann, 2011; Talmy, 2011; Borg and Al-Busaidi, 2012).

c. Data analysis

The closed survey data was analysed via SPSS 19 software. Descriptive statistics (e.g. mean averages, frequencies and distributions) were calculated for all questions, while the relationships between variables were also examined via inferential statistics (e.g., is there a relationship between the sector a teacher works in – primary, secondary or tertiary – and their beliefs about own-language use?). Open responses to questionnaire items provided a further substantial data source (63,000 words) which, together with the interview transcripts, were thematically categorised to find contrasts and commonalities between both the interview participants and between the questionnaire and interview data. Again, we should recognise that the analysis was an interpretive activity supporting the focus of our research goals (Talmy, 2011).

d. Research ethics

Ethical approval for the study was obtained from Northumbria University's Institutional Ethics Committee before the survey was circulated and the interviews undertaken. The survey was accompanied by information outlining the project's aims (also available on the project website) so that teachers' voluntary participation was a result of informed consent. Interview data has been treated so that participants' anonymity is maintained. Furthermore, in order to develop a more balanced and reciprocal relationship between researchers and participants, all respondents who expressed an interest will receive an e-copy of the final project report.

4

Results

In this section, we first outline the profile of our respondents before presenting a summary of results in response to the research questions outlined in Section 3. The discussion will focus first on the findings revealed by the quantitative survey data before briefly examining participants' qualitative interview responses.

Profile of respondents

The survey respondents constituted a non-probability sample of 2,785 teachers working in 111 countries. Five countries returned 100 or more responses to the survey: the People's Republic of China (227), Portugal (190), Spain (189), Indonesia (108) and Turkey (105). A further 11 countries returned 50 or more responses: Latvia (98), United Arab Emirates (83), India (79), Saudi Arabia (79), United Kingdom (71), Egypt (64), Lithuania (61), Netherlands (58), Mexico (55), France (54) and Japan (50).

Most respondents worked in state schools/institutions (58.7 per cent of the sample), and the vast majority taught classes in which learners shared a common own language (87 per cent). Almost two-thirds (62.5 per cent) of participants classed themselves as expert or native speakers of their learners' language, with a further 7.9 per cent identifying themselves as advanced-level speakers of that language. As Figure 1 shows, the survey sample included teachers working with learners of all age groups, while just over half the respondents taught learners at beginner to pre-intermediate English-language levels (see Figure 2).

Figure 1: Age of learners

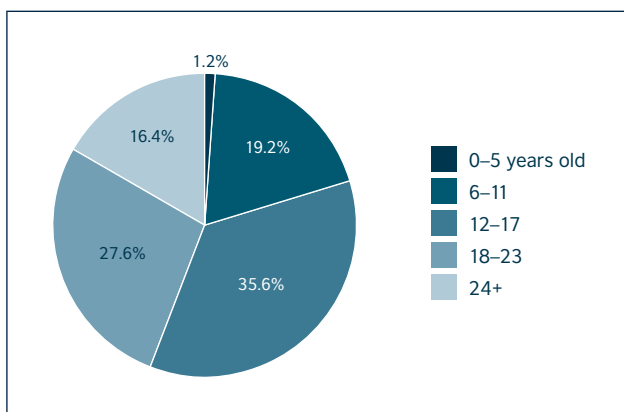
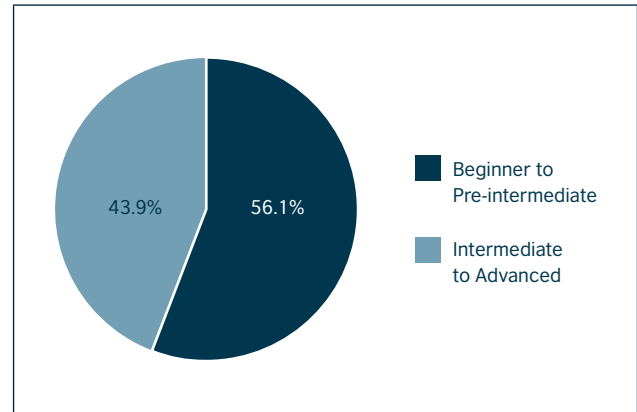


Figure 2: Learners' English language level



Participants generally taught classes of less than 30 students, with around one-third teaching groups of 11–20, and a further third teaching classes of 21–30.

Tables 1 and 2 summarise the respondents' profile according to their years of experience as English-language teachers and their ELT-related qualifications. Participants' ELT experience ranged from 0–4 years (15.8 per cent) to over 25 years of teaching (16.3 per cent), with 5–9 and 10–14 years of experience being most common (20.4 per cent and 20.7 per cent respectively). Just 1.8 per cent of the sample reported that they held no relevant qualifications for English language teaching, while 41.4 per cent held a Master's level qualification and 5.9 per cent a Doctorate.

Table 1: Respondents by years of experience as an English language teacher

Years	Percentage
0–4	15.8
5–9	20.4
10–14	20.7
15–19	14.1
20–24	12.8
25+	16.3

Table 2: Respondents by highest qualification relevant to ELT

Qualification	Percentage
Certificate	10.8
Diploma	11.1
University undergraduate degree (e.g. Bachelor's/first degree)	28.9
University postgraduate degree (e.g. Master's/second degree)	41.4
Doctorate (PhD)	5.9
No relevant qualification	1.8
Other	7.7

RQ 1: What types of own-language use activities do teachers report that they and learners engage in?

a. Teachers’ own-language use in the classroom

According to the survey, many teachers and learners make use of the learners’ own language in the classroom.

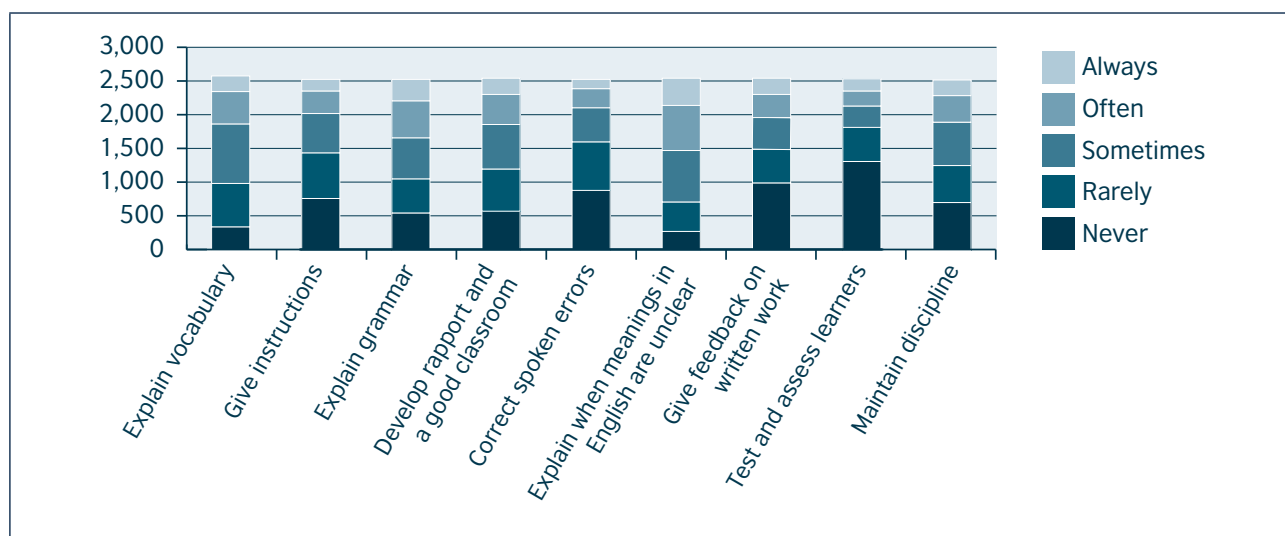
The majority of teachers who participated in the survey reported using the learners’ own language *sometimes* (30.1 per cent), *often* (25.7 per cent) or *always* (16.2 per cent) to explain when meanings in English are unclear; likewise, a total of 61.5 per cent of participants also explained vocabulary via the own language *sometimes*, *often* or *always*. Furthermore, over half the teachers in the survey report a similarly frequent use of own language to explain grammar (58.1 per cent of responses), to develop rapport and a good classroom atmosphere (53.2 per cent) and to maintain discipline

(50.4 per cent). The learners’ own language was less frequently deployed to give instructions to learners, correct spoken errors, give feedback on written work or test and assess learners (see Appendix 3 for a more detailed breakdown of the data).

In addition to the nine teacher activities highlighted within the survey (and listed in Figure 3), a number of respondents noted other ways in which they made use of the learners’ own language. Several highlighted its role in language-awareness activities, identifying the way in which they contrasted English grammar with that of the learners’ own language (the examples provided included Arabic, Estonian, Farsi, Finnish, Hindi and Serbian). Others identified own language as the most appropriate medium for meta-cognitive work, such as discussing with students their learning strategies and study skills or engaging in needs analysis. A number of respondents suggested that own-language use was appropriate in the first few weeks of a course before being phased out or reduced over time. Several suggested that their use of own language would change according to the learners’ age and English-language level; we shall return to this issue when examining Research Question 5.

Within this survey sample, therefore, and, in keeping with key themes and trends identified within the literature surrounding the issue, many respondents acknowledged a range of medium-oriented, framework and social functions underlying own-language use in their classes (e.g. explanations of vocabulary and grammar (the medium), giving instructions and classroom management (framework tasks), and maintaining rapport (a social function); see Section 2, above, for further explanation). However, it is also worth noting that

Figure 3: Reported frequency and functions of teachers’ own-language use in class



*Throughout this report, where totals do not add up to 2,785, this is due to missing data and respondents’ omission of individual questions.

while own-language use appears to be part of many teachers' everyday classroom practice, for each of the functions suggested within the survey, between 20 and 35 per cent of respondents reported that they used only English. Within ELT generally, there is clearly a wide variation in teacher practices.

b. Learners' own-language use

Survey responses focusing on the extent and functions of learner own-language use clearly illustrate that the vast majority of learners use their own language at some point in class. Indeed, only 10 per cent of participants suggest that learners *never* use bilingual dictionaries/word lists and *never* compare English grammar to the grammar of their own language (in fact, over 70 per cent of learners reportedly use bilingual vocabulary resources and actively compare English and own-language grammar items). And even though a substantial proportion of learners reportedly never engage in spoken or written translation activities (31.1 per cent and 40.2 per cent respectively), 43.2 per cent of learners do participate in oral translation tasks *sometimes*, *often* or *always* (with around one third of learners engaging in written translation equally frequently). These trends are illustrated in Figure 4, with a more detailed breakdown of the data provided in Appendix 3.

Survey respondents' additional comments (from 219 participants) add further detail to the quantitative summary of learner behaviour. Many responses highlighted the way in which learners themselves use own language to understand and manage their participation in classroom activities, i.e. own language

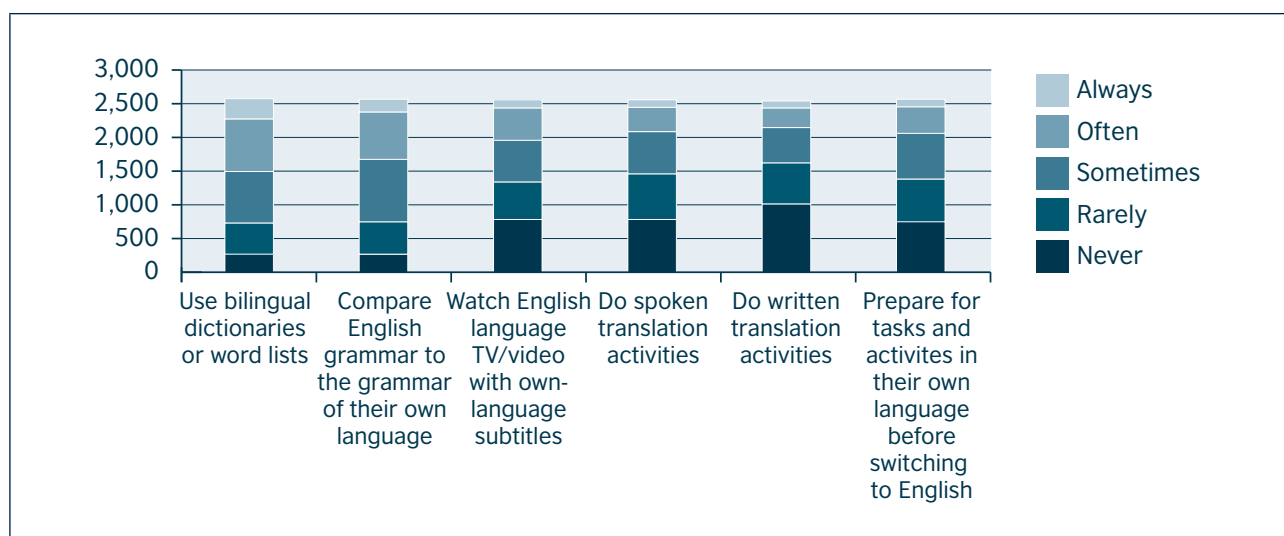
is used by learners for framework functions such as checking teacher instructions with peers and understanding how classroom interaction is to be organised during classroom activities (especially in the early stages of pair and group work). Understandably, learners also appear to use their own language to develop and maintain friendships (i.e. to perform a social function within the classroom). The data thus emphasises the active way in which learners as well as teachers deploy own language to establish and maintain the classroom as a pedagogical and social environment in which language learning can take place.

Finally, a number of respondents also acknowledged the difficulty they had in evaluating how much learners use their own languages in class. This raises the possibility that some respondents may have underestimated the amount of own-language use that occurs in their classes. Given that the data so far reveals reasonably significant levels of own-language use in ELT, the possibility that the data may in fact under-report such activity is potentially significant.

RQ 2: What are teachers reported attitudes towards and beliefs about own-language use in the ELT classroom?

In Section 2 of the survey, teachers were asked to summarise their overall attitude towards own-language use in their teaching, to evaluate a range of arguments for and against its use in class, and to consider the relationship between own-language use and class variables such as learner age, English-language level and group size.

Figure 4: Reported frequency and functions of learners' own-language use in class



a. Teachers' general attitudes towards own-language use

As Figure 5 shows, the majority of teachers suggested that they try to exclude or to limit own-language use (61.4 per cent of respondents strongly agree or agree with excluding own language, with 73.5 per cent reporting that they 'allow own-language use only at certain points of the lesson').

Superficially, therefore, this attitudinal data seems to suggest that teachers continue to reject own-language use within ELT. And yet, as we have seen, survey respondents also reported a notable amount of own-language practices in their classrooms. How might we account for this apparent paradox?

Evidently, the survey data is not as straightforward as it at first appears. For example, while the vast majority of participants clearly believe that 'English should be the main language used in the classroom' (less than 4 per cent of respondents disagreed with this statement), over one third of survey respondents did not agree with the statement 'I try to exclude own-language use'. Similarly, the 73.5 per cent of surveyed teachers who 'allow own-language only at certain parts of a lesson' may be indicating an acceptance that its use is inevitable. Indeed, it seems possible that this particular set of responses may reflect a search by some teachers for Macaro's optimal position (1997; see Section 2), in which own-language use is seen as valuable at certain points during a lesson. Furthermore, only around one third of survey respondents reported that they felt guilty if languages other than English are used in class, while the majority

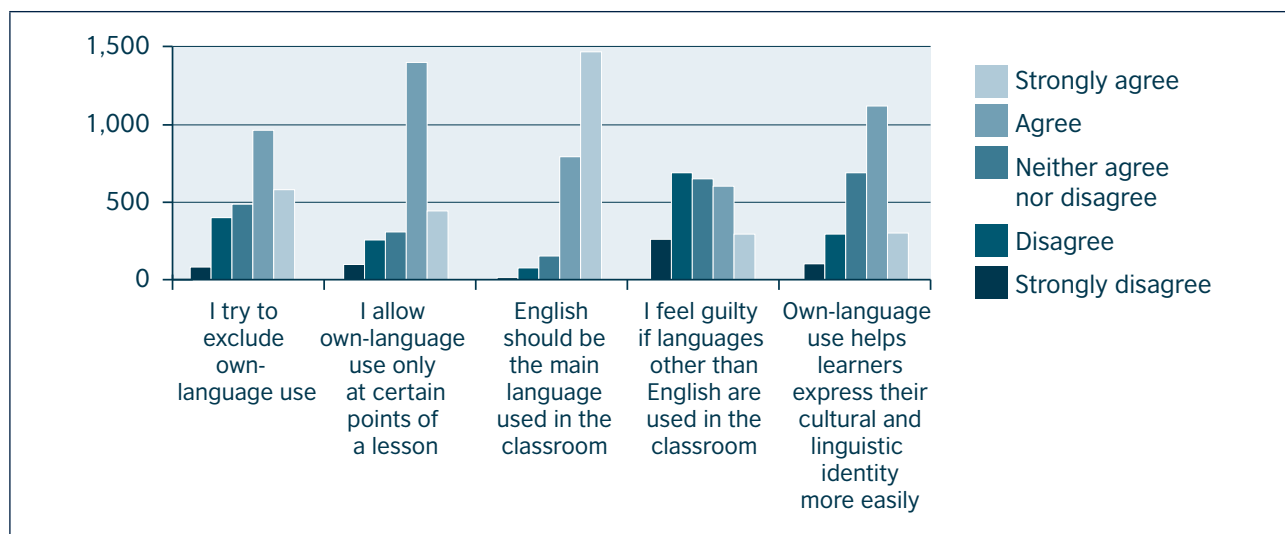
of participants (56.7 per cent) agreed that own-language use helped learners to express their own identity during lessons.

The survey data therefore suggests that teachers' attitudes towards own-language use are more complex than are sometimes acknowledged. Those who accommodate the use of learners' own languages in class are not isolated examples of poor practice within ELT, but are, in fact, typical of many ELT practitioners around the world, albeit teaching in ways that have been widely ignored by the language teaching and learning literature over the past century. In essence, the data supports Macaro's suggestion (2006; see Section 2) that many teachers recognise the importance of English as the *predominant*, but not necessarily the *only* language in the classroom. Clearly, however, it is possible that teachers' attitudes and own-language practices may be associated with variables such as their professional context, experience and type of institution (i.e. the discussion in this section outlines only aggregate trends within the survey data). We shall address variation between groups of teachers when addressing Research Question 5.

b. The case for and against own-language use: teachers' perceptions

This section of the questionnaire brought together key arguments which potentially support or discourage own-language use in ELT. Respondents evaluated the strength of each point for and against own-language practices on a seven-point Likert scale.

Figure 5: Teachers' views of own-language use in their classroom



As Figures 6 and 7 illustrate, respondents generally judged those arguments which point out the disadvantages of (excessive) own-language use in class to be stronger than those which can be categorised as generally supportive of own-language practices. This trend is consistent with the discussion of respondents' general attitudes already noted, whereby teachers regard English as the primary language within the classroom and allow (or aim to allow) own-language use only at certain points of lessons.

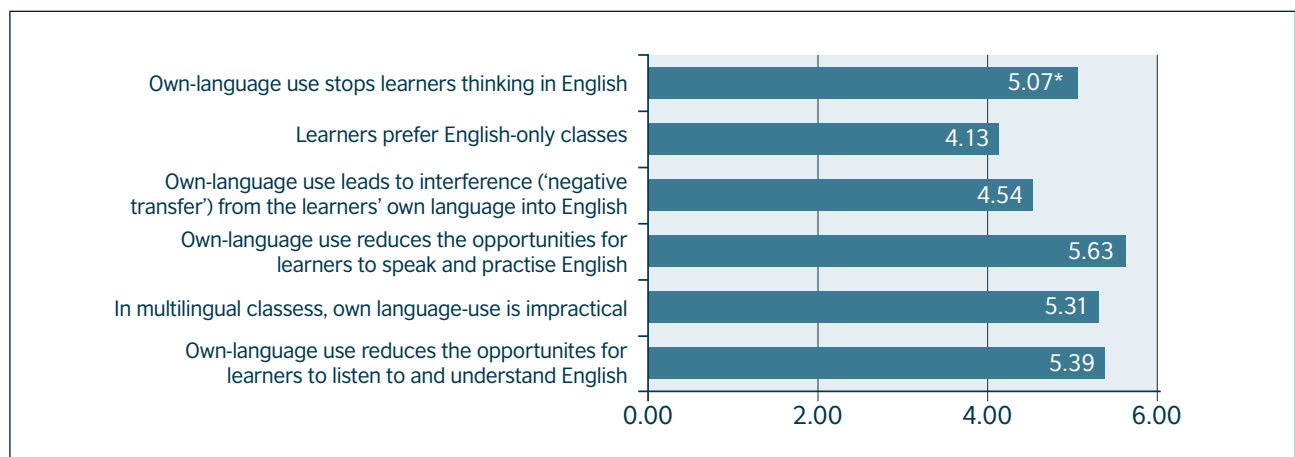
However, examining the data in more detail reveals that some key arguments seem to be more plausible to survey participants than others. As Figure 6 shows, the potential for own-language use to deprive learners of both speaking and listening practice in English was identified as the strongest argument against own-language activities. Meanwhile, respondents perceived the role of own-language interference (negative transfer) into English as being a less significant concern. However, implicit in these findings, and central to a key theme that is becoming clear within the data, is that a substantial minority of respondents did not rate each of the arguments against own-language use listed within the survey as strong or very strong. Indeed, around 20 per cent of all responses evaluated them as weak to very weak. This is, of course, not surprising given the range of professional contexts within global ELT; yet this diversity of attitudes and contexts is often forgotten in the research and methodological literature of our field.

Similarly, when participants evaluated the case for own-language use (Figure 7), the way in which learners might relate new English-language knowledge to existing own-language knowledge and its role in reducing learner anxiety were seen as the two strongest arguments (with mean ratings of 4.21 and 3.98 respectively). Interestingly, however, the very practical suggestion that 'conveying meaning through the own-language saves time' was not quite so well regarded (mean = 3.51). This is potentially encouraging for those calling for principled or judicious own-language use (see Section 2) as it seems to imply that teacher decision-making may centre more on issues of learning and pedagogy rather than expediency and convenience (that said, saving time is clearly an essential part of classroom and course management on occasion!).

c. Own-language use and learner/class characteristics

The survey also examined the extent to which participants consider own-language use more appropriate with some groups of learners than with others. Thus, Figure 8 shows the extent to which survey participants perceived the appropriateness of own-language use according to: learners' English-language level, age, class size and own-language background (columns 4 and 5 deal with different aspects of this final characteristic).

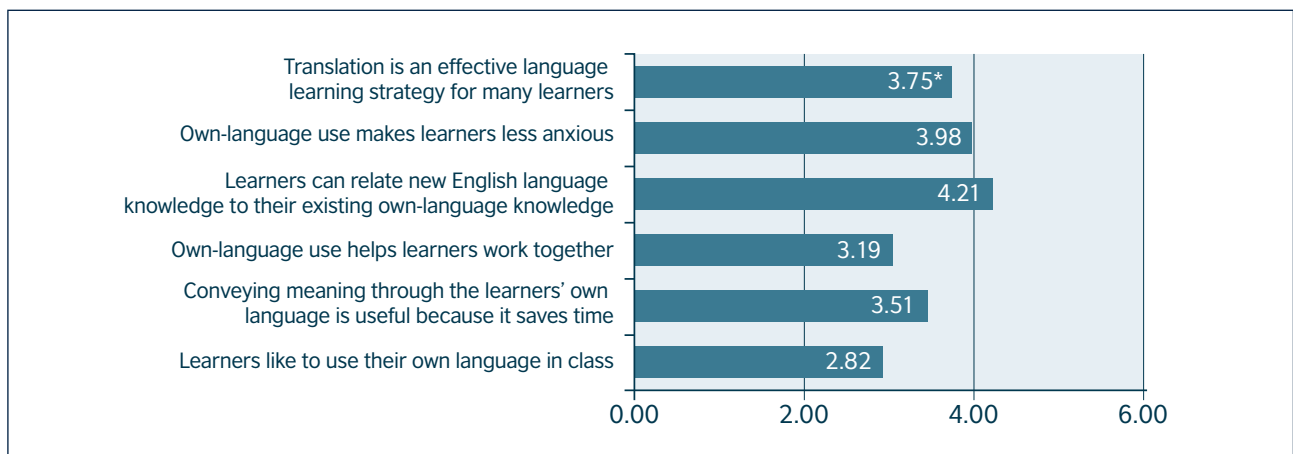
Figure 6: Evaluating arguments against own-language use



1 = a very weak argument for own-language use; 6 = a very strong argument

*indicates mean average for each descriptor

Figure 7: Evaluating arguments supporting own-language use



1 = a very weak argument for own-language use; 6 = a very strong argument

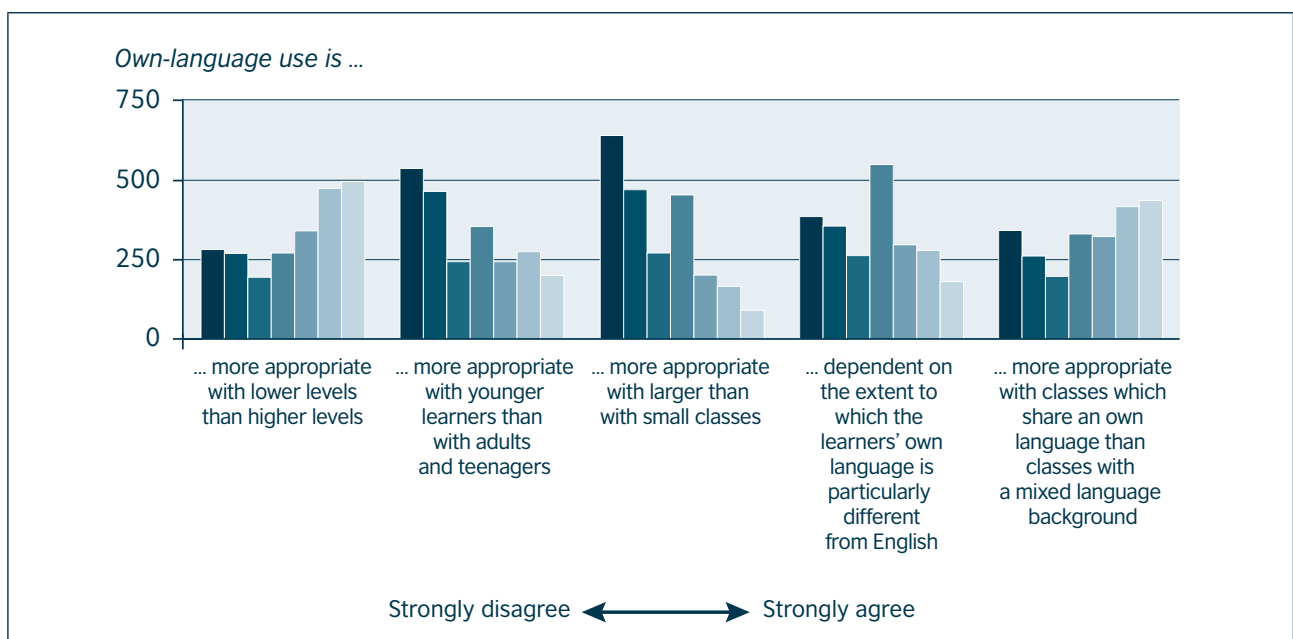
*indicates mean average for each descriptor

Interestingly, as Figure 8 (column 1) shows, the majority of survey respondents believed that own-language use is more appropriate with lower-level learners than higher-level students, with 56.2 per cent of the sample agreeing with this view (and less than one third or 32.1 per cent disagreeing). In contrast, most participants did not think that own-language use is more appropriate with younger learners (column 2) or with larger classes (column 3). Clearly, there may be a tendency for younger learners to be studying English at a lower level than older learners, but according to many teachers participating in this survey, age alone should not determine the extent of own-language use.

Meanwhile, perspectives on the relationship between the learners' own-language background and its use in class are less clear-cut. Although many respondents

were undecided as to the importance of own-language background, there was a slight tendency for participants to disagree with the notion that own-language use 'is more appropriate where the learners' own-language is particularly different from English (e.g. uses a different writing system or has a very different grammar)' – see Figure 8, column 4. Additionally, while the majority of responses note that own-language use is more appropriate with classes where learners share an own language (column 5), a sizeable minority disagreed with this perspective, presumably on the basis that own-language use is to be avoided (rather than suggesting its use is equally appropriate with classes in which learners share an own language compared to those where they do not).

Figure 8: The perceived appropriateness of own-language use with different groups of learners



RQ3: What are teachers' perceptions of their institutional culture, and the culture/discourse of ELT more broadly, in relation to own-language use?

In the survey, participants were asked to consider their professional context and its institutional culture, and to reflect upon the extent to which a range of stakeholders expected English-only classes or allowed for own-language use in the classroom.

As Table 3 shows, survey responses suggested that an institutional culture that favours English-only classrooms (and therefore discourages own-language use) seems to prevail in many contexts. While most teachers agreed that they could decide for themselves the appropriate balance of English and own-language use in class, 63 per cent suggested that their school or institution expected English-only teaching. However, while this is a sizeable majority, the data again presents a far from uniform attitude to own-language use which is often overlooked in the professional and academic literature. Implicitly, over one third of institutions are reported as not expecting

classes to be taught only in English, while almost half the survey responses either disagree or neither agreed nor disagreed that 'learners expect classes to be taught only in English'; interestingly, more parents of younger learners are reported as favouring English-only teaching than learners themselves. Similarly, teachers' perceptions of education ministry policies suggest that, while English-only teaching is favoured by many ministries (46 per cent), a substantial minority (42 per cent) appear to give no strong lead on the issue.

To summarise: although there is a reported tendency towards English-only attitudes among schools, learners and policy-makers, a sizeable minority of responses suggest that English-only teaching is not a universally accepted or expected norm across institutional stakeholders. And yet 59 per cent of respondents' fellow teachers are said to favour (i.e. strongly agree or agree with) English-only classes, that is, according to the survey data, a higher proportion of teachers appear to support English-only classes than do learners, parents, and education ministries.

Table 3: Teachers' perceptions of the institutional culture around own-language use

	Strongly agree %	Agree %	Neither agree / disagree %	Disagree %	Strongly disagree %	Not applicable %
Teachers can decide for themselves the balance of English and own-language use in the classroom	29.6	45.0	8.4	10.0	5.5	1.5
My school/institution expects classes to be taught only in English	29.8	33.2	19.0	11.4	3.0	3.6
Learners expect classes to be taught only in English	14.6	35.0	25.0	20.8	3.7	0.9
Parents expect classes to be taught only in English	21.0	31.3	24.6	11.5	2.3	9.3
The education ministry expects classes to be taught only in English	17.0	29.0	28.7	11.3	3.0	11.0
Teachers in my institution feel that classes should be taught only in English	19.7	39.3	22.2	14.0	2.4	2.4

Figure 9: Own-language use and professional development activities within ELT

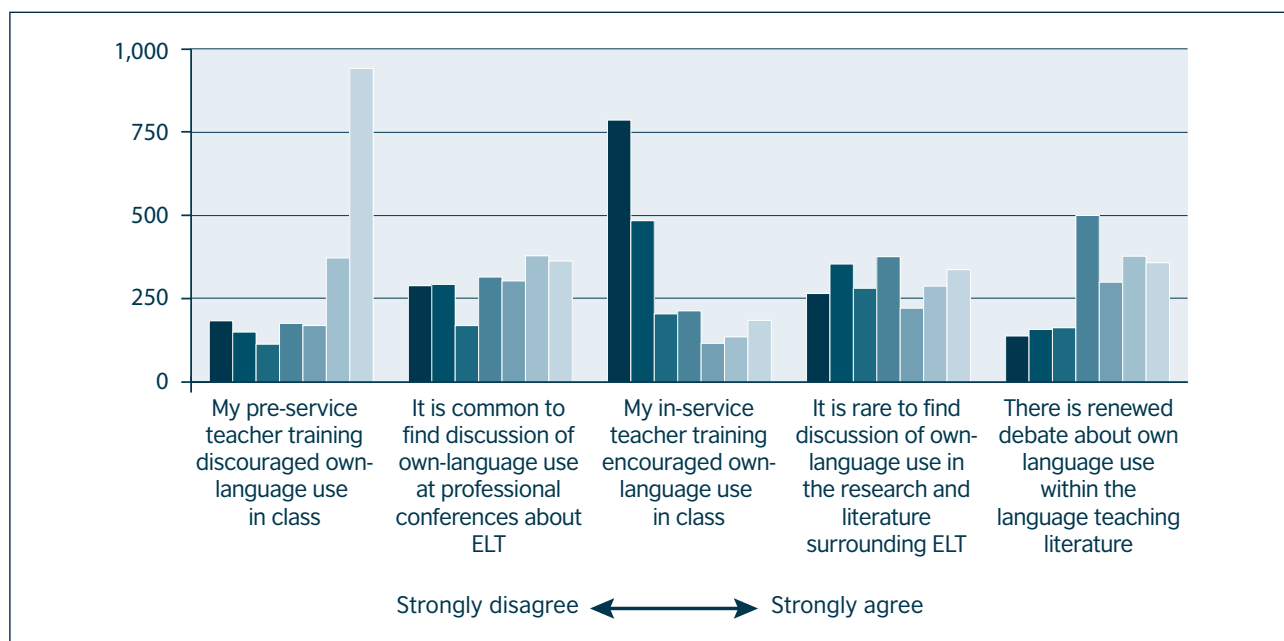


Figure 9 provides an indication as to why this might be the case. Participants overwhelmingly reported that both the pre-service and in-service teacher-training programmes that they had experienced discouraged own-language use in the ELT classroom (columns 1 and 3), and it seems reasonable to assume that the support many teachers have for English-only teaching derives in part from the developmental activities in which they have participated.

However, despite the English-only focus of ELT training, it is also notable that many survey participants acknowledged that it was ‘common to find discussion of own-language use at professional conferences’ (column 2). Participants also noted the recent re-emergence of debate surrounding the use of the learners’ own language (columns 4 and 5), suggesting that, at a practitioner level, the value of own-language use is more widely recognised than the methodological literature and professional training suggests (reflecting the earlier discussion, Section 2). Indeed, numerous qualitative comments in this section of the questionnaire identified a gap between respondents’ experience on teacher-training programmes and their subsequent classroom experiences and professional conversations, one participant from Malta, for example, noting that own-language use ‘is not something we can control even if we want to’. Similarly, summarising the state of current professional debate around the issue, a teacher working in the United States suggested that ‘it is very uncommon to find a presentation on

own-language use at professional conferences about ELT, but it is extremely common to find teachers debating own-language use amongst themselves at professional conferences about ELT’. Thus, as a participant working in China noted, rather than a current renewal of interest in own-language use, ‘the debate has always been there’ among and between practitioners in many contexts.

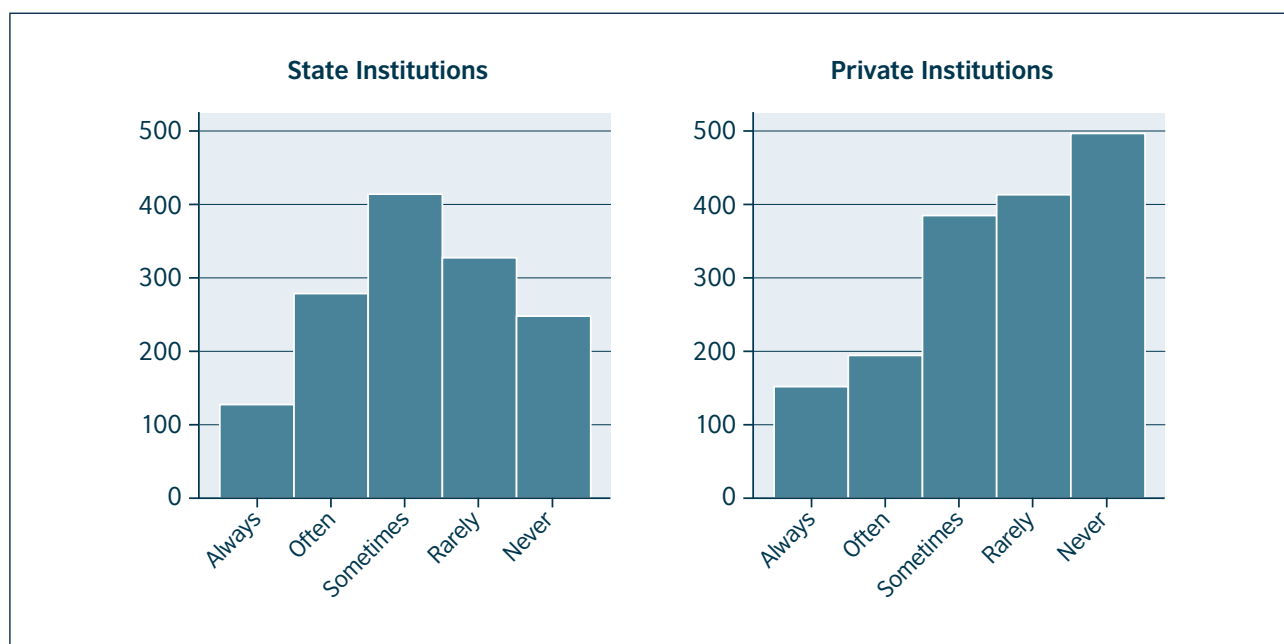
RQ4: To what extent are teachers’ reported levels of own-language use practices associated with specific background variables such as type of institution, learners’ English language level, and teachers’ experience?

The discussion so far has examined the survey responses of all 2,875 participating teachers, identifying a range of broad trends across the data. As noted, however, it seems likely that teachers’ own-language practices and attitudes may be associated with variables such as their professional context and experience, and it is to the potential variation between groups of teachers who completed the questionnaire that we now turn. As it is beyond the scope of this paper to report on all variations within the sample, the discussion of survey data will focus on the type of institution teachers work in (state or private) and the learners’ English-language level. The possible relationship between the English-language teaching experience of respondents and own-language use will be further explored via the qualitative interview data.

Figure 10: Teachers' reported use of own language to explain grammar



Figure 11: Teachers' reported use of own language to develop rapport and a good classroom atmosphere



a. Teachers in state or private institutions

Teachers working in state schools/institutions (58.7 per cent of the total sample) reported using the learners' own language (e.g. to explain vocabulary and grammar, to develop rapport and a good classroom atmosphere) more frequently across a range of classroom functions than those working in the private sector, and also accommodating or encouraging learners' own-language activities more often in class (e.g. bilingual dictionary use, preparing for spoken tasks in the own language). For example, as Figure 10 illustrates, many more teachers reported using the learners' own language *always/often/*

sometimes to explain grammar in state institutions than private schools (69 per cent against 43 per cent respectively); likewise, 59 per cent of state-institution teachers reported using the own language *always/often/sometimes* to develop rapport compared to 45 per cent of teachers in the private sector (Figure 11). Indeed, the difference between private and state teachers was found to be statistically significant for all teacher uses listed in the survey except testing (for fuller results, see Appendix 3).

Similarly, learner own-language use was reported as being more frequent in state-sector institutions for the range of classroom functions highlighted within

Table 5: Frequency with which teachers report using the learners' own language in class

	% Teachers of beginner to pre-intermediate learners	% Teachers of intermediate to advanced learners
To give instructions	54.4*	28.9
To maintain discipline	61.6	36.6
To develop and maintain rapport	60.1	43.4
To explain grammar	67.3	46.7

*Figures denote the percentage of responses categorised as either *always/often/frequent*

the survey. For example, while over three quarters of state-school teachers (77.1 per cent of responses) reported that learners *always/often/sometimes* used bilingual dictionaries in class, the equivalent figure from teachers working within the private sector was just under two thirds (64.7 per cent); learners were reported to engage in spoken-translation activities far more frequently (i.e. *always/often/sometimes*) in state compared to private institutions (50 per cent compared to 33.4 per cent of responses respectively). These examples typify the range of difference between state- and private-sector institutions for reported learner own-language activities within the survey (for full results, see Appendix 3).

b. Teachers of lower or higher English-language level students

Perhaps unsurprisingly, and consistent with the attitudinal data outlined above (Section RQ2, c), own-language use appears to be significantly more frequent in classes with lower level than higher level learners (lower level in this survey defined as beginner to pre-intermediate, higher level as intermediate to advanced learners). Teachers working with lower level students report using the learners' own language significantly more frequently across all functions

highlighted in the survey, in particular to give instructions and maintain discipline (both framework goals in class – Kim and Elder, 2008 and Rolin-lanziti and Varshney, 2008; see Section 2); to develop rapport and a good classroom atmosphere (a social goal); and to explain grammar (a medium-oriented goal; see Section 2), as illustrated in Table 5.

The reported differences between higher- and lower-level learners' use of their own language in class are less straightforward. For example, approximately 70 per cent of learners, independent of level, are reported as using bilingual dictionaries and comparing English grammar to the grammar of their own language *always/often/sometimes* (although within this data, there is a slight tendency for teachers of lower-level classes to indicate *always* or *often*, and for teachers of higher-level students to note *sometimes*). However, survey responses suggest that learners with a lower level of English engage more frequently in spoken translation activities and written translation activities, and also prepare more often for classroom activities in their own language before using English. Table 6 summarises these trends; see Appendix 3 for fuller results.

Table 6: Frequency with which teachers report learners' use of their own language in class

	% Teachers of beginner to pre-intermediate learners	% Teachers of intermediate to advanced learners
Use bilingual dictionaries or word lists	72.1*	71.4
Compare English grammar to the grammar of their own language	69.7	71.6
Do spoken translation activities	50.0	34.3
Do written translation activities	41.1	28.8
Prepare for tasks and activities in their own language before switching to English	50.6	40

*Figures denote the percentage of responses categorised as either *always/often/sometimes*

Although the qualitative analysis (see below) will investigate teachers' accounts for the reported differences in own-language use between higher- and lower-level learners (see below), the survey data provides also some explanation of these trends. While all teachers agree that English should be the main language used in the classroom and try to limit own-language use to certain points of a lesson, a higher proportion of teachers of lower-level students identified the way in which own-language use can save time, help learners to work together and reduce learner anxiety as strong arguments for using the learners' language in class. Meanwhile, the survey suggests that higher-level learners are more likely to expect English-only classes than learners with a lower level of English (61.4 per cent compared to 40.2 per cent of responses *strongly agree/agree* with the questionnaire item 'learners expect classes to be taught only in English').

c. Teacher experience ... and beyond

For our final example of variation within the sample, this report turns to the issue of teacher experience, drawing, in this section, upon the qualitative interview data. As the number of interviews was small and space in this report is limited, the findings reported here are introductory, rather than conclusive.

As already indicated, the sample of 17 teachers was chosen to reflect both the geographical spread of the survey and to provide equal representation of primary, secondary and tertiary teachers. It also serendipitously included a mix of beginner and established teachers, with individuals' length of service ranging from less than four years (France, primary; China, primary; Turkey, tertiary) to 44 years (Saudi, secondary). In addition, it contained a mix of native and non-native speakers of English, as well as two cases of teachers whose native language was neither English nor that of their pupils – a native Greek speaker teaching English in Japan, and a native Russian speaker teaching English in Egypt – a presence which, emerging as it did in a sample determined by other factors, perhaps suggests that the usual binary distinction native English speakers who do not know their students' language and non-native English speakers teachers who do, no longer does justice to the complexity of contemporary linguistic identities.

The experience factor appeared to be a more significant determiner of views on own-language use than the national context in which the interviewee is working, suggesting a community of practice that cuts across other parameters. There was a strong tendency across the whole sample for the most experienced teachers to be more pragmatic and less dogmatic in their views on own-language use

than the less-experienced teachers. Even those who generally favoured maximising target-language use also extolled the virtues of a 'middle road' (Egypt, secondary), and regarded 'resort' (Greece, secondary) to the students' own language as a 'handy tool' (Mexico, tertiary) to be used when necessary. One explicitly referred to the softening of her views as she became more experienced:

as I said, at the beginning I was like very pious, maintaining this English only policy. But then I thought, wait a second, it's not working. It doesn't work. (Japan, tertiary)

Conversely, one of the least-experienced teachers, who strives to be strictly English-only in his teaching for reasons of principle, reported that his older and more experienced colleagues consider him 'idealistic' for his English-only approach (Turkey, tertiary). The more experienced teachers, moreover, seemed comfortable and confident in their views that own language should be used when necessary, even in the face of opposition from their institution, managers or colleagues. (An exception to this trend was the tertiary teacher from Brazil who not only endorsed the strict monolingualism of her institution, but also maintained this policy outside the classroom, speaking to her students in English on all occasions and wherever she encountered them, even outside the school or when they addressed her in Portuguese.)

The more experienced interviewees also expressed the view that the decision to switch to the students' own language should not be determined by any pre-existing theory or belief but taken as and when necessary. The reasoning behind the use of the students' language was not written anywhere and did not arise from following 'specific rules' (Latvia, secondary). It should rather be a spontaneous response to a perception of student need:

It depends on the moment. I am a kind of face reader. (Japan, tertiary)

Thus, the own language is used:

when they're struggling with meaning (Greece, secondary)

when I could see that they didn't get it (Japan, tertiary)

And decisions to make the switch are intuitive:

the trick is to know how much is enough (Saudi Arabia, secondary)

I just know (Latvia, secondary)

Close monitoring of student mood was said to play a more significant role than principles, and the cues for the decision to switch languages comes from the students themselves, prompted by their 'body

language' (Estonia, primary), or when there are 'blank faces staring back at me' (Spain, primary).

There were a number of other common uses of students' own languages referred to by more than one interviewee. One was intervention when they 'get it wrong' or are 'struggling with meaning' (Greece, secondary). Another was to ensure that weaker students in mixed-ability classes did not fall behind. For the same reason, the English NS interviewees (France, primary; China, primary; Estonia, primary; Egypt, secondary) said that they allow the better students to use their own language in order to help the weaker ones:

whenever I'm not able to get across to the students in English what it is that I need them to do. OK, it's OK for them to talk amongst themselves just for more clarification (Estonia, primary)

Interviewees were also unanimous in regarding own-language use to be most needed and most appropriate with lower-level and young learners, the aim being to then use it 'less and less' as they progressed (Mexico, tertiary). Other uses referred to by more than one interviewee included clarification (Japan, Estonia, Greece), confirmation of understanding (Brazil, Estonia, Malaysia), the reduction of anxiety (Estonia, Mexico, Turkey), the explanation of difficult vocabulary (Armenia, Egypt, Greece), and the maintenance of control and interest in larger classes (Armenia, China). Arguments against own-language use included the encouragement of thinking in English, parent pressure (China, Greece, Brazil), and as a balance to excessive reliance on translation in the state system (China, Greece).

d. Further variation

Due to limitations of space, it is beyond the scope of the current report to examine all potential variation within the data. Thus, the discussion above clearly suggests that both the (reported) attitudes and practices of English-language teachers and their learners differ according to the respondents' professional context, in relation to the different groups of learners they work with, and with respect to teachers' own professional experience. Undoubtedly, further close examination of the data will reveal further variation within the data, with areas of interest including the behaviour and attitudes of teachers: of younger and older learners; from differing national contexts (e.g. Spain and China, or Saudi Arabia and Brazil); who speak/do not speak the learners own language, or teach classes where learners themselves share/do not share an own language. Thus the analysis illustrated here provides only a starting point in the relationship between own-language use and contextual and background variables in ELT.

5

Summary

The insights reported here provide a valuable addition to the literature surrounding the use of learners' own languages in the ELT classroom. While there is a re-emerging debate and many localised case studies of own-language use practices, to our knowledge this is the first global survey of teachers' reported classroom practices and their attitudes and beliefs towards the issue.

The findings offer clear evidence of widespread own-language use within ELT, and provide a foundation for those who wish to explore the issue further. We aim also to have provided a useful resource for teachers, confirming the validity of own-language use and touching on a range of ideas as to how and why learners' own languages can play a role within ELT classes. We hope that this report encourages teachers to make own-language use a more considered element of classroom life around which principled pedagogic decision-making can be developed.

To summarise the key findings from this research:

1. A majority of participating teachers reported using the learners' own language to explain when meanings in English are unclear, and to explain vocabulary and grammar when they considered this necessary (as in, for example, Polio and Duff, 1994; V Cook, 2001). Many participants also identified a role for own-language use in developing rapport and a good classroom atmosphere (as in Kim and Elder, 2008).
2. Learners were reported as drawing upon their own language to a significant degree in the classroom, notably through the use of bilingual dictionaries and by comparing English grammar to the grammar of their own language. Learners' own-language preparation for classroom tasks and activities was also widely noted (and is consistent with the case-study findings of, for example, Anton and DiCamilla, 1999; Centeno-Cortés and Jiménez Jiménez, 2004).
3. In contrast to several other studies of teacher attitudes to own-language use (e.g. Macaro, 1997; Littlewood and Yu, 2011), the majority of participants in this research did not report a sense of guilt when languages other than English are used in the classroom. Teachers seemed to hold more complex and nuanced attitudes towards own-language use.
4. Thus, while teachers generally agree that English should be the main language used in the classroom, most do not try to exclude completely the learners' own language, but allow its use only at certain parts of the lesson. However, the extent to which this takes place in a planned and principled way (Edstrom, 2006; Macaro, 2009) or arbitrarily requires further investigation.
5. The majority of participants agreed that own-language use is more appropriate with lower-level English-language learners than higher-level students, but did not feel that learner age, class size or own-language background should affect the extent to which learners' own language is used in class.
6. While most teachers reported that they can decide for themselves the extent of own-language use in their classrooms, they also generally noted that institutions, learners and, where applicable, parents often expect English-only classes. Meanwhile, both pre- and in-service teacher-training programmes were strongly identified as discouraging own-language use in class. (Interestingly – and perhaps inconsistently – education ministries were less strongly identified as sources of support for English-only teaching). Thus despite the widespread deployment of learners' own language in the classroom, there remains a lack of engagement with the issue at a broader theoretical or methodological level within ELT. This is a concern if the search for optimal own-language use is to develop further, and if teachers are to be supported in their search for principled and purposeful own-language use.

7. There are clear variations between the practices and attitudes of different groups of teachers. Own-language use appears to be more frequent in state schools than in the private sector and among teachers of lower-level students (which is consistent with Finding 5, above). Furthermore, more experienced teachers report a more positive attitude towards own-language use, perhaps as the influence of English-only discourses within pre-service teacher training fades as teachers establish effective practice in light of their own classroom realities and experiences (it seems likely that further variation between teachers from, for example, different cultural or national contexts may exist, but this is beyond the scope of the current report).

Clearly, however, the place of own-language use within ELT requires further investigation and discussion, not only by methodologists, but by teachers and other ELT practitioners. Although our research was global in scope, the number of survey responses might have been even higher and was potentially limited by access to web-based technology. It would also have been useful to drill down into the data with a greater number of interviews, and to continue the analysis to recognise more inter-group variation within ELT. That said, we believe the study is methodologically valid and that the instruments developed here provide a basis for further research of this kind. It would be interesting, for example, to investigate in further detail settings in which the use of the own language has been more prevalent (for example, secondary or tertiary ELT in Eastern Europe or China), or to examine countries such as Brazil or India, where the wide range of English-language teaching contexts suggests variation in own-language use practices and beliefs is likely.

Overall, therefore, our study suggests that teachers' attitudes towards own-language use, and their classroom practices, are more complex than are often acknowledged. Although there is variation between individuals and groups of teachers, the survey shows that own-language use is an established part of ELT classroom practice, and that teachers, while recognising the importance of English within the classroom, do see a range of useful functions for the own language in their teaching. It seems that there is a potential gap between mainstream ELT literature and practice on the ground, a gap that should prompt further investigation of this central practice within English language teaching.

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Appendix 1 – The Questionnaire

Use of the learners' own language in the English-language classroom

To what extent do you make use of the learners' own language in the English language classroom? Alternatively, to what extent do you maintain an 'English-only' classroom? Do you allow or encourage your learners to use their own language in class? If so, why and in what kind of ways? And if not, again, why?

Northumbria University and the Open University in the UK, in conjunction with the British Council, are carrying out a survey into the use of the learners' own language in the English language classroom. The survey asks you about your experiences of, and your views about, the use of learners' own language in your teaching. We are interested in finding out what English teachers do (or don't do), the activities they use, and the reasons for this. Participation in this survey is voluntary and your answers are confidential: no individual's answers can be identified. However, if you are willing to be contacted by us for a follow-up interview, please give your contact details at the end of the questionnaire.

The survey will take approximately 20 minutes to complete. Thank you for your interest in contributing.

Note: In this survey, the term 'own language' is used in preference to 'first language' (L1), 'native language' or 'mother tongue'. To find out why, visit:

www.northumbria.ac.uk/sd/academic/sass/about/humanities/linguistics/linguisticsstaff/g_hall/ownlanguageuseproject/howyoucanhelp/?view=Standard

ABOUT YOUR PROFESSIONAL CONTEXT

1. Country where you work:

2. Type of school/institution you teach English in most often: *(tick ONE)*

Private State Other (please specify)

3. Age of learners you teach most often: *(tick ONE)*

0-5 6-11 12-17 18-23 24+

4. English language level of the learners you teach most often: *(tick ONE)*

Beginner to Pre-intermediate Intermediate to Advanced

5. Number of learners in your classes, on average: *(tick ONE)*

1-10 11-20 21-30 31-50 51-100 100+

6. How would you describe the curriculum in your institution?

Learners study only English	<input type="checkbox"/>
Learners study English and other academic subjects	<input type="checkbox"/>

7. How would you describe your work as an English language teacher?

I teach English	<input type="checkbox"/>
I use English to teach other academic subjects	<input type="checkbox"/>
Other (please specify):	<input type="checkbox"/>

8. How would you describe the classes you teach?

Learners share a common own language	<input type="checkbox"/>
Learners do not share a common own language	<input type="checkbox"/>

9. If learners in your classes share a common own language, how well can you speak their own language (in your opinion)?

Beginner	
Elementary	
Intermediate	
Upper-intermediate	
Advanced	
Expert or native speaker	
Not applicable	

OWN-LANGUAGE USE IN YOUR CLASSROOM

This section of the questionnaire is interested in whether, how, and how often teachers and learners use the learners' own language in the classroom.

10. Here is a list of ways in which teachers might use the learners' own language in class. In the class you teach most often, how frequently do you use the learners' own language to: *(Tick ONE box for each activity)*

	Always	Often	Sometimes	Rarely	Never
Explain vocabulary					
Give instructions					
Explain grammar					
Develop rapport and a good classroom atmosphere					
Correct spoken errors					
Explain when meanings in English are unclear					
Give feedback on written work					
Test and assess learners					
Maintain discipline					
Other (please specify):					

11. Here is a list of the ways in which learners might use their own language in class. In the class you teach most often, how frequently do learners: (Tick ONE box for each activity)

	Always	Often	Sometimes	Rarely	Never
Use bilingual dictionaries or word lists					
Compare English grammar to the grammar of their own language					
Watch English-language TV/video with own language subtitles					
Do spoken translation activities					
Do written translation activities					
Prepare for tasks and activities in their own language before switching to English					
Other (please specify):					

12. Tick ONE box for each statement below to summarise your views of own-language use in your classroom.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I try to exclude own-language use					
I allow own-language use only at certain points of a lesson					
English should be the main language used in the classroom					
I feel guilty if languages other than English are used in the classroom					
Own-language use helps learners express their cultural and linguistic identity more easily					

YOUR OPINIONS

13. Here is a list of possible arguments **for** using learners' own language in the classroom. To what extent do you think each is a strong argument for own-language use in class. (Tick **ONE** box for each statement)

	Weak argument for own language use		↔	Strong argument for own language use	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners like to use their own language in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conveying meaning through the learners' own language is useful because it saves time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Own-language use helps learners work together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners can relate new English-language knowledge to their own language knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Own-language use makes learners less anxious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Translation is an effective language-learning strategy for many learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other reason(s) for own-language use:	<input type="text"/>				

14. Here is a list of possible arguments **against** using learners' own language in the classroom. To what extent do you think each is a strong argument against own-language use in class. (Tick **ONE** box for each statement)

	Weak argument for own language use		↔	Strong argument for own language use	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Own-language use reduces the opportunities for learners to listen to and understand English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In multilingual classes, own-language use is impractical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Own-language use reduces the opportunities for learners to speak and practise English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Own-language use leads to interference (negative transfer) from the learner's own language into English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learners prefer English-only classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Own-language use stops learners thinking in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other reason(s) against own-language use:	<input type="text"/>				

15. To what extent do you agree or disagree with the following statements?
(Tick ONE box for each statement)

	Strongly disagree		↔	Strongly agree	
Own-language use is more appropriate with lower level learners than higher-level learners					
Own-language use is more appropriate with younger learner than with adults and teenagers					
Own-language use is more appropriate with larger classes than with smaller classes					
The amount of own-language use depends on the extent to which the learners' own language is particularly different from English (e.g. uses a different writing system or has a very different grammar)					
Own-language use is more appropriate with classes that share an own language than classes that have a mixed-language background					

OWN-LANGUAGE USE AND INSTITUTIONAL CULTURE

16. For each statement, give your opinion about the general attitude to own-language use in your institution. (Tick ONE box for each statement)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
Teachers can decide for themselves the balance of English and own-language use in the classroom						
My school/institution expects classes to be taught only in English						
Learners expect classes to be taught only in English						
The government/education ministry expects classes to be taught only in English						
Teachers in my institution feel that classes should be taught only in English						

17. For each statement, comment on how often the teaching/learning materials used in your institution include own-language use activities. (Tick ONE box for each statement)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
The teaching materials used include own-language explanations of English						
The teaching materials used encourage learners to use their own language during classroom activities						

OTHER INFLUENCES ON YOUR TEACHING

18. Based on your own experiences, give your opinion as to how far own-language use is supported or discouraged through teacher training and other forms of professional development within ELT. (Tick ONE box for each statement)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
My pre-service teacher training discouraged own-language use in class						
It is common to find discussion of own-language use at professional conferences about ELT						
My in-service teacher training encouraged own-language use in class						
It is rare to find discussion of own-language use in the research and literature surrounding ELT						
There is renewed debate about own-language use within the language teaching literature						
Further comments:						

FURTHER COMMENT

19. If you have any further comments about the use of the learners' own language in the ELT classroom, please add them here: (optional)

ABOUT YOU

20. Years of experience as an English-language teacher:

0–4 10–14 20–24
 5–9 15–19 25+

21. Highest qualification relevant to ELT: (*Tick ONE*)

Certificate	<input type="checkbox"/>
Diploma	<input type="checkbox"/>
University undergraduate degree (e.g. Bachelor's/first degree)	<input type="checkbox"/>
University postgraduate degree (e.g. Master's/second degree)	<input type="checkbox"/>
Doctorate (PhD)	<input type="checkbox"/>
No relevant qualification	<input type="checkbox"/>
Other (please specify):	<input type="checkbox"/>

22. What is your level of English, in your opinion?

Elementary	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>
Upper-intermediate	<input type="checkbox"/>
Advanced	<input type="checkbox"/>
Expert or native speaker	<input type="checkbox"/>

23. As a regular part of your job, do you:

	Yes	No
Teach English language classes	<input type="checkbox"/>	<input type="checkbox"/>
Prepare your own lessons	<input type="checkbox"/>	<input type="checkbox"/>
Choose your own course book	<input type="checkbox"/>	<input type="checkbox"/>
Develop course syllabuses	<input type="checkbox"/>	<input type="checkbox"/>
Lead teacher-training/development sessions	<input type="checkbox"/>	<input type="checkbox"/>

24. If you are willing to be contacted by email or Skype for a follow-up interview, add your contact details here:

25. If you would like to receive an e-copy of the final report on this project, add your contact details here:

**Thank you for completing the questionnaire; your help is invaluable.
 We hope to publish our findings with the British Council in Autumn 2012.**

Appendix 2 – Questionnaire participants, by country

Country where you work	Response (%)	Response (N)	Country where you work	Response (%)	Response (N)
Afghanistan	0.0	1	Macedonia	0.9	23
Albania	0.1	2	Malaysia	0.7	20
Algeria	0.8	22	Malta	0.9	25
Angola	0.0	1	Marshall Islands	0.0	1
Argentina	1.1	30	Mauritius	0.1	3
Armenia	1.2	32	Mexico	2.0	55
Australia	0.5	13	Moldova	0.1	2
Austria	0.1	4	Montenegro	0.0	1
Azerbaijan	0.5	13	Morocco	0.1	4
Bahrain	0.8	21	Mozambique	0.0	1
Bangladesh	0.5	14	Myanmar	0.1	2
Belgium	0.1	4	Nepal	0.1	2
Bosnia and Herzegovina	0.1	2	Netherlands	2.1	58
Brazil	1.8	48	New Zealand	0.1	2
Brunei	0.0	1	Nigeria	0.1	2
Bulgaria	0.3	9	Norway	0.2	5
Canada	0.4	10	Oman	1.1	31
Chile	0.1	4	Pakistan	0.4	11
China	8.4	227	Palestine	0.1	2
Colombia	0.3	9	Peru	0.3	7
Congo	0.0	1	Philippines	0.1	4
Congo, Democratic Republic	0.0	1	Poland	0.7	20
Costa Rica	0.1	2	Portugal	7.0	190
Croatia	0.3	8	Qatar	0.0	1
Cyprus	0.7	19	Romania	0.2	5
Czech Republic	0.4	10	Russia	1.1	29
Denmark	0.0	1	Saudi Arabia	2.9	79
Ecuador	0.1	3	Senegal	0.1	3
Egypt	2.4	64	Serbia	1.6	43
Estonia	1.2	32	Singapore	0.0	1
Finland	0.1	4	Slovakia	0.1	2
France	2.0	54	Slovenia	0.9	23
Georgia	0.9	25	South Africa	0.0	1
Germany	1.8	49	Spain	7.0	189
Greece	1.5	41	Sri Lanka	1.4	39

Country where you work	Response (%)	Response (N)	Country where you work	Response (%)	Response (N)
Guatemala	0.0	1	Sudan	0.2	6
Haiti	0.0	1	Sweden	0.1	3
Honduras	0.1	2	Switzerland	0.8	21
Hungary	1.2	33	Syria	0.1	2
Iceland	0.6	15	Taiwan	0.7	20
India	2.9	79	Tanzania	0.0	1
Indonesia	4.0	108	Thailand	0.8	21
Iran	1.7	45	Tunisia	0.2	6
Iraq	0.5	13	Turkey	3.9	105
Ireland	0.1	2	Uganda	0.1	2
Israel	0.4	12	Ukraine	1.2	32
Italy	1.4	37	United Arab Emirates	3.1	83
Japan	1.9	50	United Kingdom	2.6	71
Jordan	0.0	1	United States	1.2	32
Kazakhstan	0.2	5	Uruguay	0.1	3
Korea, South	0.7	19	Uzbekistan	0.5	13
Kuwait	0.0	1	Venezuela	0.0	1
Latvia	3.6	98	Vietnam	0.6	15
Libya	0.1	4	Yemen	0.0	1
Lithuania	2.3	61	Zimbabwe	0.0	1
Macao	0.0	1	(Other)	0.2	5
Answered question					2,699
Skipped question					86

Appendix 3 – Descriptive statistics for Section 2 (questions 10, 11 and 12) of the questionnaire – ‘Own-language use in your classroom’

Part 1: All responses

Part 2: Responses by type of institution (state/private)

Part 3: Responses by learners’ English language level

Part 1: All survey responses

Question 10

Here is a list of ways in which **teachers** might use the learners’ own language in class. In the class you teach most often, how frequently do you use the learners’ own language to:

	Always (%)	Often (%)	Sometimes (%)	Rarely (%)	Never (%)
explain vocabulary	8.0	18.8	34.7	25.4	13.1
give instructions	7.2	12.5	23.4	26.7	30.2
explain grammar	12.6	21.1	24.4	19.6	22.3
develop rapport and a good classroom atmosphere	9.6	16.7	26.9	24.0	22.8
correct spoken errors	5.6	10.6	20.4	27.8	35.6
explain when meanings in English are unclear	16.2	25.7	30.1	16.4	11.6
give feedback on written work	9.5	13.2	18.3	20.0	39.0
test and assess learners	7.0	8.8	12.8	19.3	52.1
maintain discipline	10.2	14.9	25.3	21.1	28.5

Question 11

Here is a list of the ways in which **learners** might use their own language in class. In the class you teach most often, how frequently do learners:

	Always (%)	Often (%)	Sometimes (%)	Rarely (%)	Never (%)
use bilingual dictionaries or word lists	11.6	29.9	30.3	17.9	10.3
compare English grammar to the grammar of their own language	7.3	27.0	36.3	19.3	10.0
watch English-language TV/video with own-language subtitles	4.6	18.5	24.5	21.4	31.0
do spoken translation activities	3.7	14.3	25.2	25.8	31.1
do written translation exercises	4.0	11.1	20.6	24.0	40.2
prepare for tasks and activities in their own language before switching to English	3.9	15.5	26.6	24.5	29.6

Question 12

Tick ONE box for each statement to summarise your views of own-language use in your classroom.

	Strongly agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)
I try to exclude own-language use	23.0	38.4	19.4	15.9	3.3
I allow own-language use only at certain points of a lesson	17.6	55.9	12.3	10.2	4.0
English should be the main language used in the classroom	58.6	31.5	6.1	3.2	0.6
I feel guilty if languages other than English are used in the classroom	11.9	24.1	26.1	27.5	10.4
Own-language use helps learners express their cultural and linguistic identity more easily	12.1	44.6	27.4	11.7	4.2

Part 2: By type of institution (state/private)

Question 10

Here is a list of ways in which **teachers** might use the learners' own language in class. In the class you teach most often, how frequently do you use the learners' own language to:

		Private (%)	State (%)
explain vocabulary	Always	6.0	9.3
	Often	14.5	21.8
	Sometimes	32.2	36.6
	Rarely	27.9	23.7
	Never	19.5	8.6
give instructions	Always	6.5	7.3
	Often	8.8	15.5
	Sometimes	16.8	28.2
	Rarely	27.5	26.3
	Never	40.4	22.7
explain grammar	Always	7.7	15.8
	Often	12.6	27.7
	Sometimes	22.7	25.7
	Rarely	23.1	17.0
	Never	34.0	13.7
develop rapport and a good classroom atmosphere	Always	9.3	9.3
	Often	12.4	19.9
	Sometimes	23.4	29.8
	Rarely	25.1	23.4
	Never	29.9	17.6
correct spoken errors	Always	5.0	5.9
	Often	6.9	13.3
	Sometimes	14.9	24.4
	Rarely	26.7	28.8
	Never	46.5	27.5
explain when meanings in English are unclear	Always	12.2	18.7
	Often	18.7	31.0
	Sometimes	29.3	30.9
	Rarely	21.6	12.6
	Never	18.3	6.9
give feedback on written work	Always	7.9	10.7
	Often	7.0	17.9
	Sometimes	13.4	22.1
	Rarely	19.2	20.4
	Never	52.5	28.8

		Private (%)	State (%)
test and assess learners	Always	6.8	7.3
	Often	5.8	11.0
	Sometimes	7.7	16.6
	Rarely	15.7	21.9
	Never	63.9	43.2
maintain discipline	Always	7.8	11.6
	Often	9.8	18.9
	Sometimes	19.5	30.1
	Rarely	23.0	20.0
	Never	39.8	19.4

Question 11

Here is a list of the ways in which **learners** might use their own language in class. In the class you teach most often, how frequently do learners:

		Private (%)	State (%)
use bilingual dictionaries or word lists	Always	9.3	13.1
	Often	25.7	32.8
	Sometimes	29.6	31.2
	Rarely	19.0	17.3
	Never	16.3	5.5
compare English grammar to the grammar of their own language	Always	6.5	7.7
	Often	21.4	31.4
	Sometimes	36.5	36.7
	Rarely	21.6	17.6
	Never	14.0	6.5
watch English-language TV/video with own-language subtitles	Always	4.8	4.3
	Often	18.2	18.9
	Sometimes	22.8	26.0
	Rarely	18.2	23.5
	Never	35.9	27.3
do spoken translation activities	Always	3.2	3.7
	Often	10.4	17.2
	Sometimes	19.9	29.0
	Rarely	27.0	25.0
	Never	39.6	25.0
do written translation exercises	Always	3.4	4.2
	Often	6.5	14.5
	Sometimes	15.3	24.8
	Rarely	22.4	25.2
	Never	52.4	31.4
prepare for tasks and activities in their own language before switching to English	Always	3.3	4.1
	Often	11.9	18.4
	Sometimes	24.4	28.6
	Rarely	23.7	25.2
	Never	36.8	23.7

Question 12

Tick ONE box for each statement to summarise your views of own-language use in your classroom.

		Private (%)	State (%)
I try to exclude own-language use	Strongly agree	29.9	18.2
	Agree	33.5	42.6
	Neither agree nor disagree	17.1	20.4
	Disagree	15.2	16.3
	Strongly disagree	4.3	2.5
I allow own-language use only at certain points of a lesson	Strongly agree	16.9	18.3
	Agree	50.7	60.1
	Neither agree nor disagree	12.3	11.6
	Disagree	13.0	8.2
	Strongly disagree	7.1	1.8
English should be the main language used in the classroom	Strongly agree	66.0	53.3
	Agree	26.1	35.4
	Neither agree nor disagree	4.1	7.5
	Disagree	3.1	3.2
	Strongly disagree	0.7	0.6
I feel guilty if languages other than English are used in the classroom	Strongly agree	15.5	9.3
	Agree	22.1	25.3
	Neither agree nor disagree	24.9	27.5
	Disagree	26.0	28.3
	Strongly disagree	11.5	9.5
Own-language use helps learners express their cultural and linguistic identity more easily	Strongly agree	11.7	12.4
	Agree	39.5	48.0
	Neither agree nor disagree	27.9	27.1
	Disagree	14.1	10.3
	Strongly disagree	6.9	2.2

Part 3: By learners' English-language level

Question 10

Here is a list of ways in which **teachers** might use the learners' own language in class. In the class you teach most often, how frequently do you use the learners' own language to:

		Beginner to Pre-intermediate (%)	Intermediate to Advanced (%)
explain vocabulary	Always	10.8	4.5
	Often	21.6	15.3
	Sometimes	35.2	34.2
	Rarely	23.2	28.1
	Never	9.3	17.8
give instructions	Always	9.1	4.8
	Often	16.7	7.1
	Sometimes	28.5	17.0
	Rarely	25.4	28.4
	Never	20.4	42.8
explain grammar	Always	16.8	7.3
	Often	26.5	14.6
	Sometimes	24.0	24.8
	Rarely	17.3	22.5
	Never	15.5	30.9
develop rapport and a good classroom atmosphere	Always	11.6	7.1
	Often	20.9	11.5
	Sometimes	28.6	24.8
	Rarely	22.4	25.9
	Never	16.5	30.7
correct spoken errors	Always	6.7	4.3
	Often	13.4	6.8
	Sometimes	23.7	16.7
	Rarely	26.5	29.3
	Never	29.7	42.9
explain when meanings in English are unclear	Always	20.0	11.3
	Often	30.1	20.2
	Sometimes	28.6	31.9
	Rarely	13.9	19.8
	Never	7.4	16.9
give feedback on written work	Always	12.0	6.5
	Often	18.1	7.0
	Sometimes	21.1	14.9
	Rarely	18.8	21.6
	Never	30.2	50.0

		Beginner to Pre-intermediate (%)	Intermediate to Advanced (%)
test and assess learners	Always	8.6	5.0
	Often	12.1	4.8
	Sometimes	15.4	9.4
	Rarely	21.6	16.2
	Never	42.3	64.6
maintain discipline	Always	12.4	7.6
	Often	20.1	8.2
	Sometimes	29.1	20.8
	Rarely	18.7	24.0
	Never	19.7	39.5

Question 11

Here is a list of the ways in which **learners** might use their own language in class.

In the class you teach most often, how frequently do learners:

		Beginner to Pre-intermediate (%)	Intermediate to Advanced (%)
use bilingual dictionaries or word lists	Always	14.5	8.0
	Often	28.5	31.5
	Sometimes	29.1	31.9
	Rarely	17.7	18.0
	Never	10.1	10.6
compare English grammar to the grammar of their own language	Always	9.4	4.4
	Often	26.8	27.1
	Sometimes	33.5	40.1
	Rarely	19.2	19.7
	Never	11.2	8.7
watch English-language TV/video with own-language subtitles	Always	5.9	2.9
	Often	17.6	19.5
	Sometimes	26.2	22.7
	Rarely	22.0	20.7
	Never	28.3	34.2
do spoken translation activities	Always	4.6	2.6
	Often	17.3	10.2
	Sometimes	28.1	21.5
	Rarely	24.3	28.0
	Never	25.8	37.8
do written translation exercises	Always	4.6	3.4
	Often	13.0	8.6
	Sometimes	23.5	16.8
	Rarely	22.4	26.3
	Never	36.5	44.9
prepare for tasks and activities in their own language before switching to English	Always	4.9	2.5
	Often	17.5	12.8
	Sometimes	28.2	24.7
	Rarely	22.7	26.6
	Never	26.6	33.3

Question 12

Tick ONE box for each statement to summarise your views of own-language use in your classroom

		Beginner to Pre-intermediate (%)	Intermediate to Advanced (%)
I try to exclude own-language use	Strongly agree	19.7	27.0
	Agree	38.6	38.6
	Neither agree nor disagree	21.4	16.9
	Disagree	17.4	13.9
	Strongly disagree	3.0	3.7
I allow own-language use only at certain points of a lesson	Strongly agree	16.4	18.9
	Agree	59.3	51.9
	Neither agree nor disagree	12.3	12.3
	Disagree	9.1	11.6
	Strongly disagree	2.9	5.2
English should be the main language used in the classroom	Strongly agree	53.3	65.3
	Agree	33.8	28.5
	Neither agree nor disagree	7.9	3.9
	Disagree	4.4	1.6
	Strongly disagree	0.6	0.7
I feel guilty if languages other than English are used in the classroom	Strongly agree	11.0	13.1
	Agree	26.1	21.4
	Neither agree nor disagree	25.7	26.6
	Disagree	27.3	27.8
	Strongly disagree	9.8	11.1
Own-language use helps learners express their cultural and linguistic identity more easily	Strongly agree	12.4	11.7
	Agree	46.5	42.2
	Neither agree nor disagree	27.2	27.5
	Disagree	10.6	13.1
	Strongly disagree	3.3	5.5

ISBN 978-0-86355-705-7

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