

Degree Thesis 2

Master's Level

Using Swedish in the ESL Classroom

An interview study about students and teachers use of Swedish in the ESL classroom

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Abstract:

The aim of this empirical study is to investigate the role of the L1 (Swedish for the purpose of this study) at upper secondary schools in Sweden, in English class. It also examines teachers' and students' attitudes towards the use of the L1 in the ESL classroom. The method that has been used for this thesis is a qualitative research method. In order to collect data, structured open-ended interviews were conducted. A total of eleven upper secondary students from the same school, and six upper secondary ESL teachers from four different schools, participated in this study. The results show that almost all of the participating students and teachers think that the L1 should be allowed in the classroom, as it can be used as a resource for learning. For instance, as the results demonstrate, the L1 was mainly used as a tool to clarify instructions, explain difficult terms, explain vocabulary and grammar rules, when translating, to manage discipline, and when they are socializing with each other. The majority of the participants suggest that the L1 worked as a very helpful tool in the learning process, especially in situations where students lacked understanding. However, there were also critical responses towards the use of the L1, particularly since the L1 can be easily overused. Previous research shares these latter views regarding the use of the L1 in the classroom, and confirms that it is important that learners are exposed to as much English as possible for successful language learning and development.

Keywords: Upper secondary school, L1, L2, ESL Classroom, Translanguaging, English-medium instruction, Swedish Curriculum, Swedish, English, target language

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1. Introduction

English is a language that people use all over the world, and in Swedish upper secondary schools it is a mandatory subject every student must take. How to create the best possibilities for students to learn the English language is much disputed, especially regarding the use of other languages in the learning process.

Research indicates both advantages and disadvantages regarding the use of the L1 in the English classroom. For instance, using the L1 for translation activities, to create and maintain relationships with the students, to explain things that students do not understand such as grammar can have beneficial effects on learners' language development (Harmer, 2007, p. 133). Palmer, Martinez, Mateus and Henderson (2014) agree about the valuable function the L1 carries in the ESL classroom for students' language development. If students and teachers are only allowed to use English in the classroom, it can lead to students possibly misunderstanding the teacher's instructions (p. 758). However, there are also some disadvantages in the use of the L1, which can affect learners negatively. For instance, allowing the L1 to be used in the classroom can result in its overuse, which lowers students' exposure to the English language (Harmer, 2007, p. 133; Harbord, 1992, p. 351). Cummins (2005) and Jacobson and Faltis (1990) also support the policy about the target language being the only language allowed in the ESL classroom, as the learners' L1 has a negative impact on their language development (Cummins, 2005, p. 588; Jacobson & Faltis, 1990, p. 4).

In a recently conducted systematic literature review by the author, the data demonstrated the purposes for which the L1 was being used. It also examined teachers' and students' attitudes towards the use of the L1. The results of the literature review showed that the L1 was being used mainly for task management, task clarification, translation activities, explaining difficult terms, vocabulary and grammar, preserving class discipline and socialising in the classroom. Both teachers and students indicated that the L1 was very instructive and that it was important to allow the L1 in order to make content understandable. However, just as Harmer (2007) and Harbord (1992) point out, there is a danger of overusing the L1, which was not appreciated, especially not by the students who participated in these studies (Alrabah et al., 2015; Anh, 2010; Copeland & Nukleous, 2011; Debreli & Kucuk, 2016; Littlewood & Yu, 2009; Mahmoudi, 2011).

1.1. Aim and Research Questions

The aim of this empirical study is to investigate the role of the L1 in Swedish upper secondary schools. It will also examine teachers' and students' attitudes towards the use of the L1 in the ESL classroom. The research questions are limited to Swedish pupils only, and in order to achieve the aim for this thesis, the following questions will be examined:

- For what purposes do students and teachers use L1 in the Swedish upper secondary ESL classroom?
- What are teachers' attitudes towards the use of the L1 in the Swedish upper secondary ESL classroom?
- What are students' attitudes towards the use of the L1 in the Swedish upper secondary ESL classroom?

2. Background

2.1. Definitions of terms

ESL – ESL is a shortened term for English as a Second Language. Learners who have another first language than English are included in this group.

L1 – L1 is a shortened term for first language, which refers to a learner's mother tongue. In this study the L1 is Swedish

L2 – L2 is a shortened term for second language. In this study the L2 is English.

EFL – EFL is a shortened term for English as a foreign language.

ELT – ELT is a shortened term for English Language Teaching, which stands for the teaching of English to speakers of other languages.

2.2. The English subject in the Swedish Curriculum

The English subject in Swedish upper secondary schools is divided into three courses, which consist of 100 points each, and are referred to as English 1, 2 and 3, respectively. Since English is a language used all over the world, it is important that students get the opportunity to learn and develop their language (Lgy11, p. 1). As the Swedish curriculum points out, the aim of the English subject is to give students the opportunities to develop:

- An understanding of spoken and written English, and also the ability to interpret content.
- The ability to express oneself and communicate in English in speech and writing.
- The ability to use different language strategies in different contexts.
- The ability to adapt language to different purposes, recipients and situations.
- The ability to discuss and reflect on living conditions, social issues and cultural features in different contexts and parts of the world where English is used (Lgy11, p. 2).

In order for these opportunities to be created, it is therefore, according to the Swedish curriculum, important that “teaching should as far as possible be conducted in English” (p. 1). In the process of achieving and developing these goals, it allows the students to be a part of the global world where they can “participate in different social and cultural contexts, as well as in global studies and working life” (p. 1). It also enhances the opportunity to both create contacts, but also to get a broader understanding of other lifestyles in the world (p. 1).

2.3. L1 Language use Vs Target Language use

There is an on-going debate regarding teachers' and students' language use in the ESL classroom. One of the supporters of the policy that target language use should be maximised in the ESL classroom is Lundberg (2016), who argues that it is important that learners are exposed to the English language as much as possible during lessons, since research shows that “language

exposure enables linguistic production” (p. 98). This implies that when learners are not given the opportunity to listen to the English language, it will probably affect their linguistic production negatively (p.98). Cummins (2005) and Jacobson and Faltis (1990) agree on this point, and argue that within the context of second language learning, learners should use the target language exclusively. By not allowing other languages in the ESL classroom, it will result in successful learning and development in the target language (Cummins, 2005, p. 588; Jacobson & Faltis, 1990, p. 4). Gibbons (2015) also points out the importance of using the target language in the ESL classroom. Giving learners the opportunity to communicate in the target language can have beneficial effects for their language development, as it enables a deeper reflection on what is being produced. Not only do they think about what they are saying, but they also become aware of how it is being expressed (p. 25). Moreover, Gibbons (2015) argues that teachers should encourage learners to use the target language, as it permits learners to “go beyond what is easy and familiar, and take risks with their language use” (p. 27). Learners must become confident in using the English language, because if they do not practice the language it will become more difficult for them in situations where they need to use it (Gibbons, 2015, p. 26).

However, there are also supporters for the use of the L1 in the ESL classroom (Cook, 2001; Turnbull, 2001; Palmer et al., 2014). According to Palmer et al. (2014), the use of the L1 can be valuable in order to achieve a natural second language development. Teachers’ use of the L1 can also facilitate the learning process; for instance, if students do not understand a task stated in English, the L1 could be used as a clarifying tool. Consequently, if teachers are not allowed to use the L1, it can result in the purpose of the task not being carried out as intended (p. 758). Moreover, Cook (2001) states that the L1 can be considered as useful for learners’ language development, if learners lack language proficiency. Restricting learning from useful resources, such as the use of the L1, can therefore be seen as ineffective. Cook also states that the L1 is useful when explaining grammar, to discipline students, and to clarify tasks (p. 418). Turnbull (2001) also argues that the L1 can be useful for specific purposes, such as when students do not understand when something is being explained or stated in the target language. However, he also claims that it is important that learners are exposed to the target language as much as possible, since many students only come into contact with the target language during class. Ultimately, it is important that teachers reflect on their choice of language use in the classroom (pp. 534-535).

Edge (1993) encourages the use of the target language in the ELT classroom and argues that everything should be done in English as it:

- Demonstrates very clearly that English is a form of living communication to be used, not just a subject to be studied;
- Gives students extra practice in hearing and using English;
- Gives students a chance to acquire some language naturally;
- Introduces forms and uses of the language, which the syllabus will not cover (p. 74).

What Edge (1993) alludes to is that when learners are given these opportunities, it will contribute to effective language learning and language development (p. 74). However, Edge (1993) also states that teachers should be allowed to use the L1 in certain situations, for instance, when students do not understand or cannot express something in the target

language. Using the L1 in these situations is therefore important to avoid frustration towards language learning (p. 74).

Furthermore, Gibbons (2015) agrees on the point that the use of the L1 should not be neglected as it is seen as an essential resource for making input comprehensible for English language learners. The L1 can in some situations simplify the learning process for ESL learners; for instance, when a teacher uses the L1 when introducing a topic or explaining important concepts, to make it understandable for the learners (p. 25). Moreover, Gibbons (2015) states that the L1 can be used as a resource for learning:

Allow students, at times, to work with others who speak the same language – for example, in some problem-solving situations, in some prereading activities, when being introduced to complex concepts, when listening to instructions about what to do, or for some barrier activities” (p. 29).

Allowing students to use their L1 in these situations will according to Gibbons (2016) precede related work in English, and learners are able to use all of their language resources for successful language development. Encouraging students to read and write about a given topic in the L1 can result in a deeper and extended understanding of it (Gibbons, 2015, p. 29).

3. Theoretical perspectives

This section will present the theoretical perspective concerning language use in a L2 setting. This thesis is based on the translanguaging method since it is relevant to the topic of the thesis.

3.1. A Translanguaging Classroom

A translanguaging classroom is teaching method that allows students to use a mixture of different language resources in the process of learning and developing skills in another language (Garcia, Johnson & Seltzer, 2017, pp. 1-2). According to Garcia, Johnson and Seltzer (2017), translanguaging revolves around three principles, which are:

1. Bilinguals use their linguistic repertoires as resources for learning, and as identity markers that point to their innovative ways of knowing, being and communicating.
2. Bilinguals learn language through their interaction with others within their home, social, and cultural environment.
3. Translanguaging is fluid language use that is part of bilinguals' sensemaking processes (p. xi).

Moreover, translanguaging is described as strategic and purposeful, and there are four translanguaging purposes, which are the following:

1. Supporting students as they engage with and comprehend complex content and texts
2. Providing opportunities for students to develop linguistic practises for academic contexts
3. Making space for students' bilingualism and ways of knowing
4. Supporting students' bilingual identities and socioemotional development (Garcia et al. 2017, p. 8).

The first purpose about translanguaging stated above underlines the important point that students should be allowed to use all of their linguistic resources to learn and develop their knowledge. Knowledge is developed *interpersonally*, and in order for students to get a better understanding of content, it is important that teachers allow the use of other languages in the classroom. Knowledge is also developed *intrapersonally*, which is grounded in the importance of students trying out new methods both in internal dialogue and private speech. There are teachers who are very strict about language use in the classroom and tell the students to only use English. This can in turn lead to silenced students, where students will only use a part of their linguistic repertoires. The translanguaging pedagogy can therefore help students not only to overcome this silence, but also give them the opportunity to work with and to understand complex contentful texts (Garcia, Johnson & Seltzer, 2017, p. 8). According to Baker (2001) learners benefit from the translanguaging method, as it enables learners to achieve a deeper understanding of the content (p. 289).

Something that many learners encounter and strive to achieve is an academic language. Translanguaging helps students to achieve an academic language since it supports students to develop their abilities to use language to “gather, comprehend, evaluate, synthesize, and report on information and ideas” (Garcia, Johnson & Seltzer, 2017, p. 11). Translanguaging can also be useful in the classroom as it helps them to develop learners’ ability to use language to “persuade, explain, and convey real or imaginary experience” (Garcia, Johnson & Seltzer, 2017, p. 11). In the process of learning another language, it is important that learners get the opportunity and are encouraged to “make connections and comparisons, ask deep questions, and practise and play with language” (Garcia, Johnson & Seltzer, 2017, p. 11), in order to develop their language skills.

Furthermore, translanguaging contributes to an understanding of that different social groups structure language for their own purposes. When students are allowed to use their complete language repertoires, it can result in students becoming aware of their abilities as bilinguals. The translanguaging method also encourages students’ identities and socio-emotional development, which supports social justice, as it allows students to use their L1 in the classroom. Permitting other languages in the ESL classroom can reduce student alienation, and it can model bilingualism as valuable and something unique, rather than lacking (Garcia, Johnson & Seltzer, 2017, pp. 13-14).

4. Method and Material

This section will provide a presentation of the chosen method for this thesis, the implementation of data collection, how the analysis of the material was conducted, the reliability and validity of the study and how ethical aspects were considered in this thesis.

4.1. Method

The method that has been used for this thesis is a qualitative research method. In order to collect data, structured open-ended interviews were conducted. According to Cohen, Manion and Morrison (2011) an interview is different from an everyday conversation, as it has a specific purpose and is often question-based. The interviewer asks the questions and it is important that the responses are as explicit and detailed as possible (p. 409). The interview is constructed where the questions for the interviews have been determined in advance, and all of the interviewees have been asked the same questions in the same order in order to ensure reliability and validity (Cohen et al., 2011, p. 413).

4.2. Method analysis

Cohen et al. (2011) argue the importance of transcribing the data, as there is the “potential for massive data loss, distortion and the reduction of complexity” (p. 426). All the data from the interviews have therefore been transcribed after conducting the interviews. Moreover, Cohen et al. (2011) argue that transcriptions enable the researcher to identify and discover important and interesting features when analysing the data. For instance, it can reveal what was being said, and the mood and tone of the speaker (p. 427). The wording in a transcription does not have to be literal, rather that the transcription covers the important and useful parts of the interviews (Cohen et al., 2011, p. 426). Consequently, the transcripts reflect only the relevant parts of the interview. The first step before analysing the data was to transcribe and translate the gathered data.

The method of analysis follows McKay’s (2006) suggested approach of content analysis. First of all, the researcher must carefully examine the collected data several times. The second step is to code and identify key topics in the data. Once the researcher has made a list of different categories, the data can be listed according to the stated categories (McKay, 2006, p. 57).

4.3. Implementation

In order for this study to be carried out, both students and teachers needed to participate. As a first step, English teachers from nine different upper secondary schools were contacted and asked to participate in this study. As many of the teachers’ answers were that they did not have the time to participate, it was difficult to get a broader perspective of teachers’ attitudes to the use of Swedish in the ESL classroom. A total of six ESL teachers from four different schools agreed to participate in the study, and these teachers were also asked, if they could ask their students to participate in this study. However, only one of the teachers managed to help out with this, which resulted in eleven participating students.

The next step in the procedure of conducting the interview was to inform students and teachers about the interview. The information was given in the form of a consent letter (See Appendix 3 and 4), which explained more in detail about the aim of the interview, that the interviews ensure participants’ anonymity and confidentiality, that the interviews are being recorded, and that it seeks their permission to do this. This is, according to Cohen et al. (2011), a vital step a researcher needs to consider before conducting interviews (p. 421).

It is, according to Cohen et al. (2011), important to consider the following factors to conduct an effective interview. For instance, the place where the interviews are conducted must be appropriate in order for the participants to feel secure to speak freely. The interviews should prevent the meetings from being interrupted from the outside (p. 423). The informants were therefore asked to turn off their phones, and the meetings were held at the end of the day to prevent distractions such as noises in the hallway. Moreover, the interviewer must take into account that the participants include children, which has a bearing on the interview. It is therefore important to use straightforward language and that the questions are formulated in an understandable manner (Cohen et al., 2011, p. 433). The interviews with the participating students were therefore conducted in Swedish, the interviewees’ L1, due to the fact that it could be difficult for students to understand and answer the questions in English (McKay, 2006, p. 53). However, the interviews with the teachers were conducted in English and the interviews took approximately 35 minutes per meeting.

Furthermore, Arksey and Knight (1999, p. 53) discuss the role of the interviewer during the meeting. They argue that the interviewer should avoid any signs of approval or disapproval of the received responses, and the importance of how the interviewer responds to a comment made by the interviewee as it can discourage the participant from their actual opinion (Cohen et al., 2011, pp. 423-424). Due to this fact, the interviewer has taken this into consideration during the interviews to prevent inaccurate responses.

4.4. Pilot study

Piloting a study means that the study is tested on a group who are similar to the group that will be surveyed (McKay, 2006, p. 41). In this study, the interview was first piloted on both an upper secondary ESL teacher, and an upper secondary student. The purpose of piloting a study can be very effective, as it can help the researcher “to find out what problems exist in the clarity of directions and which items might be confusing and difficult” (McKay, 2006, p. 41). McKay (2006) states that once the researcher has received the responses from the group that the study has been tested on, the researcher needs to do an item analysis of the questions that were asked, to see if there were any problems with the design of the questions (p. 41). The pilot showed that the teacher did not have any problems understanding the questions. However, when it comes to the student, the researcher realized that it was not a good idea to ask the questions in English as the student who participated in this pilot study had difficulties in understanding the questions, and formulating answers to the questions in English. The researcher took this into consideration, and changed the interview questions from English to Swedish instead. Since the teacher did not have any problems with having the interview being conducted in English, the questions were asked in English in the main study. Find the complete interview questions for students in Appendix 1, and the interview questions for teachers in Appendix 2.

4.5. Selection of informants

The selection of informants consists of both students and teachers in Swedish upper secondary schools. The students attend the same school, while the teachers work in four different schools. A total of eleven upper secondary students and six upper secondary ESL teachers, who lives in a small community, participated in this study.

To be able to participate in this study, some factors about students’ and teachers’ background information were considered. Firstly, the students needed to attend an upper secondary school in Sweden. A second requirement for teachers is that they teach English for upper secondary students.

4.6. Validity and Reliability

Cohen et al. (2011) argue that it is important to assess validity in qualitative method research (p. 179). Validity refers to the research method measuring what it intends to measure. According to LeCompte (2010) validity refers to the creation of meaningful, credible and useful results. Two types of validity that need to be considered in qualitative research are *internal validity* and *external validity*. Internal validity refers to the credibility of the study, which can be achieved by recording and analysing the collected data and by presenting it in an unbiased manner. External validity refers to transferability, which involves how the findings can be applied to other contexts (McKay, 2006, p. 13) In order for transferability to be attained in qualitative research and to make the results generalizable, the research must provide a clear “description of the participants and context” (p. 13). This does in turn entail the concept of replicability, which LeCompte (2010) describes as “whether or not results

obtained in one study can be applied to other studies with similar or identical people or situations” (p. 152).

In qualitative studies it is also important to assess reliability, which McKay (2006) construes as *dependability*. This term refers to the process of reporting the results in a reliable way. Dependability can be achieved if the researcher provides the reader with detailed information about the method and the data, which in turn can lead to others being able to “retrieve and review the evidence they provide in their research reports” (McKay, 2006, p. 14). What McKay (2006) alludes to is the importance of providing detailed descriptions of the participants and the context of the study (p. 14). This does in turn lead to other researchers being able to replicate the study. However, the replication does not aim to achieve similar or the same results as other studies. It aims to repeat the procedure only, for instance the chosen method of data collection and the method of analysis (Cohen et al., 2011, p. 202). Cohen et al. (2011) also state that it is important that the researcher takes certain things into consideration in order to attain reliability. For instance, it is important that the participants in an interview understand the stated questions in the same way (pp. 204-205). Moreover, Cohen et al. (2011) explain that there can be an issue with leading questions, which means that a researcher “makes assumptions about interviewees or ‘puts words into their mouths’” (p. 205), which also relates to the point above about the interviewer’s reaction to answers.

This study has taken the importance of validity and reliability into consideration in several ways. Firstly, validity and the credibility of the study have been assured as the collected data have been recorded, transcribed and analysed very carefully. Secondly, the participants and the context have been described in detail, in order for other researchers to be able to replicate this study. Moreover, all of the questions have been worded and asked in the same way to the interviewees, and the researcher has completely avoided the use of leading questions to ensure reliability.

4.7. Ethical aspects

Hammerslay (2014) and Cohen et al. (2011) identify general ethical considerations that a researcher needs to take into account. One of the considerations is the promise of confidentiality, which involves participants’ right to privacy. This means that if the participants do not want their personal information to be exposed, the researcher must make the data anonymous (Hammerslay, 2014, p. 435; Cohen et al., 2011, p. 92). Moreover, Cohen et al. (2011) point out the requirements of informed consent, which explains the process, the purpose, and the possible consequences and dangers of research. When the participants have received all of the information they choose whether they want to participate in the study or not. The participants must enter into a contract, which indicates agreement to participate in the study and the right to pull out of the study at any time (pp. 77- 80).

As Cohen et al. (2011) and Hammerslay (2014) argue, it is important that these ethical principles are considered in the process of conducting research. This study has therefore taken this into account before data collection. Parents, students and teachers have received information about all of the important aspects of the study in the form of a letter, which required the participants’ signature as an indication of agreement.

5. Results

This section will provide the results that have been collected from interviews with both students and teachers. The results demonstrate the purposes for which Swedish is used in the classroom, but also teachers' and students attitudes towards its use. In order to clarify the data, the results have been divided into two sections, which are 1. The results derived from the interviews with students, and 2. The results derived from the interviews with teachers.

5.1. Interviews with students

5.1.1. For what purposes do students use Swedish in the upper secondary ESL classroom?

The majority of the participating students indicate that Swedish is used to a greater or lesser extent in the classroom during English lessons. Students tend to use Swedish as a clarifying tool: for example, when they have not understood something such as words, difficult terms, the content or assignment instructions, they use Swedish to make it understandable. Moreover, the interview study shows that students also use Swedish when they socialise with teachers and other students.

Furthermore, the majority of the participating students, seven out of ten students, say that they mainly use Swedish as a clarifying tool. It involves situations when students do not understand a specific word, term, sentence, piece of content, grammar issue or an assignment. The difficulty in understanding the task is something that seven of the participants agreed on, which is the main reason why Swedish is used. As Students 6 and 4 state in the interview:

Student 6: I use Swedish a lot during the English lessons, especially when I do not understand assignments that are written or stated in English. For example, when my teacher explain or read an assignment in English, I usually ask her if she can take it in Swedish as well in order for me to get my interpretation of the assignment clarified.

Student 4: I use Swedish in the classroom when I feel insecure about something that I have read or heard. For example, I must ask my teacher if I have understood the assignment or a text correctly, and when I do that I think it is easier to do it in Swedish. I also question my teacher if she explains something that I do not understand, which I also do in Swedish.

As Students 6 and 4 point out, it sometimes occurs that they do not fully understand the given task, which is stated or written in English. Therefore, they use Swedish to clarify the task, just as Student 11 points out that "it feels good and you become confident if you can get it explained in Swedish".

Moreover, five of the participating students use Swedish when they do not understand a word, term or a sentence. In order for them to get it clarified, they translate the English word to Swedish:

Student 3: I mostly use Swedish when I do not understand a word or a sentence. Then my classmates and I usually discuss it in Swedish. So it is for the purpose of clarifying and understanding English.

Student 9: I try to use English as much as possible, but sometimes there are words that I do not understand, so I ask my teacher in Swedish about what it means and usually demand a Swedish translation of the word. When I talk in English and do not know a word, I usually say the word in Swedish.

Furthermore, three out of the eleven students use Swedish to make the content in the English courses understandable. For instance, just as Student 2 points out in the interview, there are a lot of difficult texts that students are assigned to read, and it can be difficult to understand everything:

Student 2: I think that some of the texts that we read in school are a bit boring and difficult. My friends and I therefore read the text in English and then we go through it together to make sure that we have understood the text. As we do that we also discuss the topic more in depth and by doing so we get new ideas that we can use for further assignments. What I mean is that a text can be difficult to understand in English, therefore I prefer to get the text clarified in Swedish to make sure that I understand everything.

Four students point out the importance of using Swedish when grammar rules are being explained:

Student 8: I think that the Swedish language is important to use during the English lesson, because if we already have difficulties in understanding the grammar rules in Swedish, how are we then supposed to understand it if it is being explained in English?

Student 1: Yes, sometimes it is difficult to understand grammar rules, so it is better to hear about the rules in Swedish.

Student 2: Yes, I think that it is good in some situations. For instance, when grammar is being explained. It is very difficult to learn grammar. I become more confident if it is explained in Swedish first, and once the basics have been understood it is good if the teacher explains it again but in English.

These three students show that they prefer to get grammar explained in Swedish, as it is already difficult to understand. It would only complicate the learning if the grammar rules were to be taught in English.

Moreover, the results specify that five of the participating students use Swedish for socializing with teachers and classmates. However, they socialize in Swedish for different purposes, which are: First, socializing about things that concern the topic. Second, socializing about things that do not concern the topic. Socializing in the classroom about things that have to do with the topic occurs when students are helping each other:

Student 5: I usually use Swedish when a friend needs help with a sentence or a word that they do not understand.

Student 11: I have a friend that I usually sit next to during the English lessons, and he is not that good in English. When he does not understand I explain it in Swedish to him.

These two students demonstrate that Swedish is used for the purpose of helping someone else who might have difficulties in understanding different areas of the English language. However, the results also show that students use Swedish when they communicate about things that have nothing to do with the current topic of the lesson:

Student 1: I use Swedish quite diligently, because since I think in Swedish it becomes natural to use it even though I have English at that time. When I speak with my friends in class, which has nothing to do with the content of the teaching, I/we speak in Swedish.

Student 4: I use Swedish when I ask questions to my teachers. It can be questions about when the lesson ends, and about things that I just think of at the moment.

5.1.2. When do teachers use Swedish in the upper secondary ESL classroom?

Ten of the participating students say that their teachers use Swedish mainly for task and content clarification, explaining difficult words, and explaining grammar rules. According to Student 3, it is appreciated that the teacher uses Swedish in the classroom:

Student 3: When my teacher notice that many of the students have not understood the task, the teacher repeats it in Swedish as well to make sure we have understood it.

Moreover, Student 3 demonstrates in the interview how important it is for teachers to use as much English as possible. Using the target language, English, can lead to the students becoming more focused in class, and giving their attention to what is being taught instead of getting off topic, which often occurs when Swedish is allowed in the classroom. However, Student 3 also values the importance that everyone really understands what the teacher says. If there are students who do not understand something, it is important in this case that the teacher uses Swedish (Student 3). Students 2, 5, 8, 9, 1, 10, and 11 agree with Student 3 on this matter by saying that their teachers use Swedish for the purposes of explaining words and to clarify something that students have not understood:

Student 2: When my teacher explains the homework, she often does it in Swedish. My teacher also uses Swedish when a student does not understand the instructions of an assignment.

Student 5: My teacher does not use Swedish very often, which is good, but only when there are words that we do not know, or if we have not understood something.

Student 8: Yes, she uses Swedish when she tells us what we are supposed to do.

Student 9: Very rarely, my teacher mostly speaks English and only use Swedish when there are words we do not know.

Student 1: My teachers use Swedish as little as possible. When she is explaining something that is difficult to understand, she usually explains it in Swedish.

Student 10: When my teacher she is going through something on the whiteboard, she takes it in English first, but to make sure that we have understood she also takes it in Swedish.

Student 11: When he is giving or explaining the instructions of an assignment.

All of these students agree that it is helpful and important that their teachers sometimes use the Swedish language, as the content of the lessons can sometimes be difficult. When the teacher explains and clarifies the difficult areas in Swedish, it leads to them gaining more knowledge, which is important in order for them to learn and engage with the English language in a better way. It can also, according to Student 10, lead to students participating more actively if they have understood what is being taught.

Moreover, Students 2, 7 and 11 state in the interview that their teachers use Swedish when grammar is being taught:

Student 2: When we are going to learn grammar rules, my teacher usually goes through it and explains it in Swedish.

Student 7: My teacher use Swedish when she is explaining grammar rules on the whiteboard.

Student 11: Yes he does. For example, when he is explaining grammar to us he usually explains the rule in Swedish.

These three students allude to the fact that it is helpful for them in the process of learning English grammar. As Student 11 points out, it just complicates the learning process if the teacher does not use Swedish for this purpose. According to these students, grammar is already difficult as it is. Introducing and explaining grammatical rules in a language that already is difficult, can therefore complicate learning and can result in misunderstandings. It can also affect students' motivation, where students can give up and just come to the lessons to attend the class.

The purpose of maintaining class discipline is something that only one student mentioned about teacher's use of the Swedish language:

Student 11: If something happens in the classroom and my teacher gets angry, he usually speaks Swedish. I believe that he uses Swedish to sound more serious and to make sure that they understand what he says.

What Student 11 points out here is that the teacher uses Swedish rather than English to maintain class discipline, as it sounds more strict and serious. Student 11 says that it is good to do that in Swedish, otherwise it would probably end in total chaos.

Lastly, there is only one student, Student 4, who said in the interview that the teacher never uses Swedish in the ESL classroom. However, it appears in the interview that Student 4 thinks that it is useful to use Swedish in certain situations. For instance, when students do not understand an assignment, it should be explained in Swedish. Student 4 highlights the importance of making the task and instructions understandable for students.

5.1.3. What are students' attitudes towards the use of Swedish in the upper secondary ESL classroom?

As already mentioned, Swedish is a language that the participants believe should be used in the classroom during English lessons. However, students should reflect on how much they use it as it can have negative effects on their language development. According to all of the eleven students, there are both advantages and disadvantages with the use of Swedish. As Student 3, 11, 2, and 8 point out:

Student 3: Swedish language is important for students who are not very good in English, or do not feel comfortable using the English language in the classroom. By allowing the Swedish language the pressure on these students will minimise, they will participate in the activities, and the fear of not understanding will also decrease. Everyone cannot speak English fluently. In order to enrich the English language, learners should be able to discuss the topic in both Swedish and English. If teachers forbid the Swedish language it can result in that students who are not confident in using English it will affect the participation negatively.

Student 11: The benefits can be that the number of misunderstandings will minimise. Also that everybody will feel engaged in the classroom, because if a student does not understand what the teacher says, then he/she can feel out of place.

Student 2: It is important because if Swedish would not be allowed, a lot of student would probably skip the English classes.

Student 8: If my teacher told me that I could not use Swedish I would never participate in class. It is embarrassing if you are not good in English, and if you say something wrong, the others will laugh at you.

These students clearly demonstrate the importance of allowing the use of Swedish in the classroom. The use of Swedish encourages the students to attend and participate in class, it strengthens the feeling of belonging and minimises misunderstandings. However, the students are also very critical about the use of Swedish:

Student 9: Both students and teachers should use English to begin with, since it is the only time where we can actually speak English.

Student 8: It is important that you do not only speak Swedish, because then you will probably not learn English.

Student 7: Students will not develop their oral skills in English if they use a lot of Swedish.

Student 1: Some students use Swedish just because it is easier. It is important that the teachers notice this and make sure that students try to use English, as it will only improve their language development.

Student 11: I think that students should aim to speak as much English as possible, because it is the only opportunity where it is natural to speak English. You do not see students speak in English in the school hallways or outside of school. It is only during the

English lessons that one can use English without feeling embarrassed. Then it is important that students do not forget, we are there to learn English, not Swedish. Allowing Swedish in the English classroom can lead to that the dominating language will be Swedish. So that is a big disadvantage with Swedish.

In conclusion, students have both positive and negative views regarding the use of Swedish in the ESL classroom. All of the students agree that Swedish should be allowed as it can be seen as a helpful and useful tool in the learning process. However, they also argue that students must pay attention to how much Swedish is being used as it can have negative effects on the learners' language development. As it is often the only place where students can practise English, it is important that they aim to use it as much as possible.

5.2. Interviews with teachers

This section will provide the results from the interviews with six upper secondary school teachers. The results reveal the purposes for which the teachers use Swedish; when they think that students use Swedish; and their attitudes towards the use of Swedish in the ESL classroom.

5.2.1. For what purposes do teachers use Swedish in the upper secondary ESL classroom?

All of the six participating teachers reply similarly to each other as for what purposes teachers use Swedish in the upper secondary ESL classroom, which are: task clarification; task management; socialising; explaining and clarifying grammar; vocabulary teaching; translating words. The interview study showed that all of the participating teachers use Swedish when teaching grammar. For instance, Teachers 2 and 6 point out the importance of explaining and clarifying a grammar rule in Swedish:

Teacher 2: When I am teaching grammar I always do it in Swedish, because it simplifies the process of understanding the rule. Most students are not proficient in using the English language. It is therefore important and useful to use Swedish in order to make it understandable for the students.

Teacher 6: Based on my experience as a teacher in English, most students do not master the English language proficiently. When I explain a grammar rule in English, the students request that I explain it in Swedish. My intention as a teacher is to consider how students learn the best way. If it requires for me to use Swedish, then I will without doubt to that.

Teachers 2 and 6 say that it is better if grammar is taught in Swedish as it makes it more understandable for the students. As Teacher 6 points out, it is important to think about and listen to the students as well as it is their language learning and development that is central.

Moreover, the interviews show that Teachers 1, 2, 4, 5 and 6 use Swedish to clarify a task, for translation and for vocabulary teaching. As for what concerns using Swedish as a tool to clarify a task, Teachers 1 and 2 say that:

Teacher 2: Students do have difficulties with the English language, and sometimes I must speak Swedish to explain and clarify the tasks in order for student to understand the assignments.

Teacher 1: I use Swedish when I explain the task, because students sometimes do not understand the assignment or do not understand what is expected from them.

Additionally, teachers use Swedish for translation activities and to teach vocabulary. Teacher 4 points out in the interview that Swedish is used for these purposes based on how much knowledge students have in the English language:

Teacher 4: If the students have poor and weak skills in the English language it is important that the teacher begins with the basics such as vocabulary and easy sentences.

All of the teachers agreed that Swedish is used for socialising in the classroom:

Teacher 6: To be honest, sometimes my students and I communicate in Swedish about things that do not concern English. This is also an important aspect in the classroom, as the relationship strengthens.

Teacher 5: I usually use Swedish in the beginning of the class and at the end of the class to socialise about different things. Often it is about things I need to remind them of, such as upcoming exams, homework or events that will take place in school.

5.2.2. When do students use Swedish in the upper secondary ESL classroom?

According to the teachers, students use Swedish in the upper secondary English classroom for the following purposes: task clarification, task management, translational activities, and for socialising with teachers and students.

As Teacher 4 says in the interview that students who have low proficiency in the English language use Swedish to make certain aspects of the content understandable. For instance, when students do not understand a task, then they ask the teacher if he or she can explain it in Swedish. Sometimes it also occurs that the students work together in groups and when they are dividing the group work they prefer to do it in Swedish rather than in English. The reason is that many of the students feel embarrassed to express themselves and discuss things in English, especially if the students lack competence (Teacher 4). Another reason why students prefer to discuss an assignment in Swedish with other students is that it occurs naturally (Teacher 2).

Moreover, Teachers 1, 5, and 6 point out that students use Swedish for socialising in the classroom:

Teacher 1: When my students work individually I can hear how they chit-chat about things that have nothing to do with what they are supposed to do. They can talk about things that they have done during the weekend, what they will do after school etc.

Teacher 5: There are always those students who cannot sit still in the classroom. Sometimes they must joke with the teacher or classmates, and it is normally done in Swedish, as it would be too difficult to do in English.

5.2.3. What are teachers' attitudes towards the use of Swedish in the upper secondary ESL classroom?

All of the teachers agreed that Swedish should be allowed in the classroom. However, it is important to reflect on how much it is used. It is important that English is used as much as possible because it is, for some learners, the only time that they get in contact with the English language. Teachers 3, 5 and 6 highlight the importance of the use of English in the upper secondary classroom:

Teacher 3: The students have to both hear and use English themselves as much as possible. One important thing is to speak a lot about the fact that when you are learning something new it is ok to make mistakes. It is important that the students feel safe in the classroom.

Teacher 5: Swedish can be allowed in some situations, but it is important that English is used more than Swedish.

Teacher 6: Both teachers and students need to cooperate in the classroom by reminding each other to use English more than Swedish as it is easy to forget it sometimes. Students must practise the English language, even though they cannot formulate a complete sentence.

What Teachers 3, 5 and 6 argue is that in order for learners to develop their language skills, they need to have more contact with English language even though they are weak English speakers. It is natural that learners and teachers use their L1, but in order for learners to be exposed to the English language as much as possible it is important that both sides react and remind each other if Swedish is used without any point. According to these teachers, Swedish should mainly be used when there is something that the students do not understand or something that they believe is difficult.

Moreover, Teacher 2 partly agrees with Teacher 3 by saying:

Teacher 2: I generally think that the use of Swedish is a bad idea, since it is easy to fall into speaking Swedish with students, even when it is not necessary.

The use of Swedish can therefore lead to both students and teachers overusing the Swedish language. However, Teachers 1 and 4 do not agree with Teachers 2, and 3, who argue that any languages should be allowed if it will benefit the students:

Teacher 1: If the students know Swedish better than English it might be a good idea, for example, when students compares the English word with the Swedish they might learn the word in an easier way.

Teacher 4: It can be beneficial for students' language development to use other languages when learners for example work with vocabulary. By doing so, learners can compare the English word with the word in Swedish. It raises curiosity, which in turn lead to that the knowledge can easily be acquired as the learner has processed the word in different languages.

Working with vocabulary by using different languages can therefore, according to Teachers 1 and 4, be regarded as a method that will make students learn and acquire the English language in an easier way.

As a conclusion, the majority of the teachers regard the use of Swedish as beneficial as it can be used as a clarifying tool. Students who do not understand something can receive an explanation in Swedish to make the content understandable. It is also advantageous as Swedish can facilitate vocabulary learning. However, it is important that learners are exposed to as much English as possible, as the lessons in school are the only opportunities where they can practice their English.

6. Discussion

6.1. Result discussion

In this section, the results from the interviews will be discussed in relation to the theories and background information that have been used for this thesis.

6.1.1. For what purposes do students and teachers use L1 in the upper secondary ESL classroom?

As previous research specifies, the L1 is used mainly for translation activities, to socialise with the students, to explain things that students do not understand and to explain grammar (Alrabah et al., 2015; Anh, 2010; Copeland & Nukleous, 2011; Debreli & Kucuk, 2016; Littlewood & Yu, 2009; Mahmoudi, 2011; Harmer, 2007; Palmer et al., 2014; Cook, 2001; Turnbull, 2001; Edge, 1993; Gibbons, 2015). This was also demonstrated by the eleven participating students who mainly use the L1 as a clarifying tool, which involves explanations of words, difficult terms and sentences, grammar rules, to get assignments clarified and to clarify content in oral or spoken discourse. They also use Swedish when socialising in the classroom with both students and teachers, which could be both relevant and irrelevant to the topic, and for task management. Teachers use Swedish similar to how students use it. The teachers were also similar to each other regarding the purposes for the use of Swedish which was mainly for task clarification, task management, explaining and clarifying grammar, to socialise, vocabulary teaching and for translation activities.

As Palmer et al. (2014), Cook (2001), Turnbull (2001), Edge (1993) and Gibbons (2015) argue, the L1 carries an important role in students' learning process and language development. They all agree that if teachers are not allowed to use the L1 in the classroom for necessary situations, it will affect learners' language development negatively. As there are students who are not very proficient in the target language, the L1 can simplify the learning. For instance, introducing a topic, explaining concepts, clarifying something that the learners do not understand are all situations where the L1 is typically used (Palmer et al., 2014; Cook, 2001; Turnbull, 2001; Edge, 1993; Gibbons, 2015). The majority of the participating students and teachers agreed on this point, which can confirm that the L1 is very useful and helpful for some learners. Forbidding this facilitating resource, can therefore lead to ineffective learning (Cook, 2001, p. 418).

Furthermore, Garcia et al. (2017) state that translanguaging is a method, which allows students to use other languages in the classroom to strengthen and develop language skills in another language and can be seen as a resource for learning (pp. 1-2). All of the students

demonstrate in the interviews is that their L1, Swedish, is very useful for their learning process, and that they use it as a resource to strengthen and to develop language skills in English. Both students and teachers use Swedish as a resource in the classroom. For instance, three of the students who were interviewed use Swedish to make written and spoken content understandable. As Student 2 says in the interview, they are assigned to read texts that sometimes can be difficult to understand. To make the content easier to understand this student processes the text in Swedish with a friend in order to make it understandable.

Moreover, all of the teachers who participated in the interview study pointed out that they use Swedish when students experiences difficulties in understanding written or spoken discourse in English, also, to explain and clarify grammar as it is easier for students to acquire the grammatical rules in Swedish. Therefore, the L1 worked as a tool for clarifying the content in order to make it understandable for the students. This can be related to one of the translanguaging purposes, which is that knowledge can be acquired interpersonally and intrapersonally, which means that other linguistic resources are used in order to learn and develop knowledge (Garcia, Johnson & Seltzer, 2017, p. 8). In this case, students and teachers use Swedish as a resource to make the content intelligible, which according to Baker (2001) is beneficial as it enables learners to achieve a deeper understanding of the content (p. 289).

Garcia et al. (2017) and Gibbons (2015) also argue that the translanguaging method is useful as students get the opportunity to learn and develop their language. When students use their L1 they get the opportunity to process the content more in-depth, which is an important factor in the process of learning and developing another language (Garcia et al., 2017, p. 11; Gibbons, 2015, p. 29). This can be related to one of the student's opinion about the use of Swedish in the classroom who said that it is difficult for some student to discuss the topic in English. Using Swedish can therefore enrich students in many ways, as what regards participation, productivity and understanding in a positive way (Student 3).

6.1.2. What are teachers' attitudes towards the use of the L1 in the upper secondary ESL classroom?

Based on the results from the interview study, teachers had both positive and negative attitudes towards the use of Swedish in the upper secondary classroom. All of the teachers agreed that Swedish should be allowed in the classroom as long as it carried a purposeful meaning for learners' language development; for instance, to explain and clarify different areas of the content which students have difficult to understand (Palmer et al., 2014; Cook, 2001; Turnbull, 2001; Edge, 1993; Gibbons, 2015). However, they also argue that the amount of Swedish should be taken into consideration as it can also have negative impact on the learners' language development. Lundberg (2016), Turnbull (2001) and Gibbons (2015) agree with these students, who argue that the L1 should be allowed, but that the target language should be the dominant language in the ESL classroom. Maximizing the target language enables learners' listening and productive skills to be practiced; learners become more familiar with using the target language, which raises self-confidence (Gibbons, 2015, p. 26); language learning becomes more natural (Edge, 1993, p. 74); and since many of the students only get in contact with the target language during English lessons, it is important that they are exposed to as much English as possible in order for a successful and effective language learning and development (Turnbull, 2001, pp. 534-535).

In the Swedish curriculum, it is clearly stated that students should get the opportunity to learn and develop their English language in different ways. It is therefore important that the teaching, as much as possible, is conducted in the English language (p. 1). In the interview study, all of the teachers agree on this point. For instance, Teachers 2, 3, 5, and 6 argue that English should be the dominant language in the classroom, as it is the target language that needs to be focused on. Using it for meaningful purposes, such as explaining something that a student has not understood, should be allowed. Moreover, all of the teachers in the interview study argue that the L1 is used when conversing about things that have no relevance what concerns the content or the lesson. According to Harmer (2007), Harbord (1992), Turnbull (2001), Edge (1993) and Gibbons (2015), overusing the L1 can result in lowering learners' exposure to the English language, which in turn can have a negative impact on their language development.

6.1.3. What are students' attitudes towards the use of the L1 in the ESL classroom?

All of the students agree that Swedish should be used in the upper secondary classroom as it facilitates learning in many ways. However, as some of the students point out it is important that teachers and students do not overuse Swedish as it can have negative effects on learners' language development. For instance, as Students 7 and 1 point out, students will not learn English if Swedish is the dominant language in the classroom. Student 11 agrees on this issue, and adds that even though Swedish carries beneficial components, it is important that English is used as much as possible since they actually get the opportunity to practice their skills. Based on what is stated in the Swedish curriculum, it is important to take students' needs into account. In order for students to develop the stated goals for the English subject in the curriculum, it is important that students are exposed to the English language as much as possible (Lgy11, p. 2). Lundberg (2016), Turnbull (2001), Gibbons (2015) and Edge (1993) agree with these students, who argue that the L1 should be allowed, but that the target language should be the dominant language in the ESL classroom. Maximizing the target language enables learners' listening and productive skills to be practiced (Gibbons, 2015, p. 26); the language learning becomes more natural (Edge, 1993, p. 74); and since many of the students only get in contact with the target language during English lessons, it is important that they are exposed to as much English as possible in order for a successful and effective language learning and development (Turnbull, 2001, pp. 534-535).

Moreover, the interview study revealed that students feel safer and more comfortable to participate in the classroom if Swedish is allowed. As the classroom consists of students with different levels of proficiency, students with lower proficiency can feel intimidated by other students (Student 3; Student 11; Student 2; Student 8). By not allowing students to use their L1, this can lead to what Garcia et al. (2017) refer to as alienation (p. 14). They will not participate during class, or as Student 2 points out, it can even lead to students skipping the whole course. Allowing the use of the L1 creates a learning environment where students, regardless of English proficiency, participate more actively and reduces the feeling of alienation. However, Gibbons (2015) point out that it is important that students use the target language, even in difficult situations. Not until learners use the target language, will they become confident in using it (p. 26).

6.2. Method Discussion

This thesis's aim was to investigate how upper secondary teachers and students use Swedish in the ESL classroom and their attitudes towards the use of it. In order to collect data for this study, structured open-ended questions were conducted. There are both advantages and disadvantages with structured open-ended interviews. The advantages can be that the respondents answer the same questions and that the responses can easily be compared and analysed (Cohen et al., 2011, p. 413). The weaknesses with this kind of interview can be the lack of flexibility when relating the interview to particular individuals and circumstances. The questions can be expressed in a way that can "constrain and limit naturalness and relevance of questions and answers" (Cohen et al., 2011, p. 413).

Furthermore, interviews can lack reliability, as the investigator has not actually observed how students and teachers use the L1. It would therefore be interesting, and perhaps give the study more trustworthiness, if the study had been based on observational studies.

7. Conclusion

The research questions for this thesis were the following:

- For what purposes do students and teachers use L1 in the upper secondary ESL classroom?
- What are teachers' attitudes towards the use of the L1 in the upper secondary ESL classroom?
- What are students' attitudes towards the use of the L1 in the upper secondary ESL classroom?

Based on these research questions, the results from the interview study have contributed to a broader and deeper insight into how students and teachers in Swedish upper secondary schools use Swedish in the ESL classroom. Teachers used the L1 for task clarification, task management, to socialize, to explain and clarify grammar, words, terms and complex content. Moreover, students used the L1 for similar reasons, for instance, when they lacked understanding and when they needed to clarify assignments, words, complex content such as grammar. They also use Swedish when they socialize in the classroom with teachers and with classmates, which could be both relevant and irrelevant to the topic. The interview study also demonstrates that teachers and students consider the use of Swedish as important and as a helpful tool in the ESL learning process, as it can help student achieve a better understanding, but also to maintain participation. As the classroom consists of students with different levels of proficiency, students could feel embarrassed if they were only allowed to use English. This can in turn lead to students not attending or participating actively during English lessons. However, students and teachers also clearly demonstrated that it is important to not overuse Swedish as it can have negative effects on learners' language development. Conversely, some of the teachers said in the interviews that it sometimes occurred naturally, since it is normal to process content in the language a learner has more proficiency in.

With regard to this, the translanguaging method clearly supports students' and teachers' attitudes towards the use of the L1 in the ESL learning process, as it is seen as a beneficial strategy to develop language skills. All resources should be allowed to make content and the learning comprehensible. However, it is also important that the L1 is used for purposeful reasons and that it is not overused, as students need to be exposed to as much English as possible.

7.1. Further research

The results of this thesis indicate that there is a necessity for further research on how students use their L1 in the ESL classroom. As students have different levels of proficiency in the English language, it would be interesting to see how students with high proficiency use their L1 compared to how students with low proficiency use their L1 in the ESL learning process. It would also be interesting to investigate how teachers use their L1, both with students with high proficiency and students with low proficiency.

Depending on where a person lives, their exposure to English differs. Since the participants of this study are people who live in a small community, it would be interesting to investigate how teachers and students who live in larger city use the L1. It is therefore necessary for more studies to be conducted regarding this topic.

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Appendices

Appendix 1 - Interview questions to students

These are the interview questions to the students:

1. Vilken kurs i engelska läser du för tillfället? Är det Eng 5, 6 eller 7?
2. **A.)** Använder du svenska i klassrummet på engelsk lektionen? JA ELLER NEJ?
B.) Om ditt svar är JA – hur mycket använder du det? När och i vilka syften använder du svenskan?
C.) Om ditt svar är NEJ – varför använder du inte svenskan tror du?
3. **A.** Tycker du att man ska få använda svenska, eller andra språk, i klassrummet när du har lektion i Engelska, eller ska det enda tillåtna språket vara Engelska? Motivera ditt svar.

B. Om din lärare skulle säga till dig att du inte får använda dig utav svenska på lektionerna, tror du det hade påverkat din språkliga utveckling negativt?
4. **A.)** Använder din lärare det svenska språket när ni har engelska? Om ditt svar är JA, när använder hon svenskan?

B.) Tycker du det är bra att din lärare använder svenskan i vissa syften? Varför, Varför inte?
5. Finns det situationer eller moment i Engelskan där du tycker att svenska språket är nödvändigt?
6. Finns det några fördelar med användningen av Svenska på engelsk lektionen?
7. Finns det några nackdelar med användningen av Svenska på engelsk lektionen?

Appendix 2 - Interview questions to teachers

These are the interview questions to the teachers:

1. How many years have you worked as a teacher?
2. What is your opinion about using the Swedish in the classroom?
3. Do you use Swedish in the classroom? If yes – For what purposes? If no – why, and what is your students reactions on this? Are they positive or negative to it? Explain?
4. Do the students use the L1 in the classroom? For what purposes?
5. Are there any particular activities or moments in which you consider the use of Swedish necessary?
6. Do you think there are any advantages and disadvantages when using the L1 for teaching or learning English?



HÖGSKOLAN
DALARNA

Appendix 3 - Consent letter to students

Information till deltagande elev om undersökning gällande elevers syn på användningen av svenska språket i engelskundervisningen.

Hej

Mitt namn är Fatima Kizil och jag är en 26 årig tjej som studerar ämneslärarprogrammet på Högskolan i Dalarna.

Denna termin skriver jag mitt examensarbete som handlar om förstaspråkets roll i elevers inläring och språkutveckling i ämnet Engelska. Syftet med denna empiriska undersökning är att se hur både lärare och gymnasieelever använder svenskan i engelsk undervisningen, samt deras attityder till användningen.

Eftersom du är en gymnasieelev och läser antingen engelska 1, 2 eller 3, tillfrågas du därför om deltagande i denna undersökning i form av en enskild intervju som kommer att spelas in. Anledningen till detta är för att ge en ordagrann framställning av vad som blivit sagt från intervjun. Intervjun består av 8 frågor och är beräknad att ta ungefär 30-40 minuter.

I arbetet kommer jag inte att använda dina personliga uppgifter när jag återger vad du sagt i intervjun, utan du kommer att bli presenterad som anonym i arbetet och dina personliga uppgifter kommer inte att nås ut till någon annan mer än mig. När mitt examensarbete är klart kommer den finnas tillgänglig till att läsas om så önskas.

Ytterligare upplysningar lämnas av nedanstående ansvariga.
Borlänge 2017-10-11

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Jag godkänner härmed att delta i ovanstående undersökning

Underskrift

Namnförtydligande



HÖGSKOLAN
DALARNA

Appendix 4 - Consent letter to teachers

Information till deltagande lärare om undersökning gällande
lärarens syn på användningen av svenska språket i
engelskundervisningen

Hej

Mitt namn är Fatima Kizil och jag är en 26 årig tjej som studerar ämneslärarprogrammet på Högskolan i Dalarna.

Denna termin skriver jag mitt examensarbete som handlar om förstaspråkets roll i elevers inläring och språkutveckling i ämnet Engelska. Syftet med denna empiriska undersökning är att se hur både lärare och gymnasieelever använder svenskan i engelsk undervisningen, samt deras attityder till användningen.

Eftersom du är gymnasielärare och undervisar i ämnet engelska, tillfrågas du därför om deltagande i denna undersökning i form av en enskild intervju som kommer att spelas in. Anledningen till detta är för att ge en ordagrann framställning av vad som blivit sagt från intervjun. Intervjun består av 7 frågor och är beräknad att ta ungefär 30-40 minuter.

I arbetet kommer jag inte att använda dina personliga uppgifter när jag återger vad du sagt i intervjun, utan du kommer att bli presenterad som anonym i arbetet och dina personliga uppgifter kommer inte att nås ut till någon annan mer än mig. När mitt examensarbete är klart kommer den finnas tillgänglig till att läsas om så önskas.

Ytterligare upplysningar lämnas av nedanstående ansvariga.
Borlänge 2017-10-11

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Jag godkänner härmed att delta i ovanstående undersökning

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Appendix 5 - Consent letter to parents

Information till målsman om undersökning gällande elevers syn på användningen av svenska språket i engelskundervisningen.

HÖGSKOLAN
DALARNA

Hej

Mitt namn är Fatima Kizil och jag är en 26 årig tjej som studerar ämneslärarprogrammet på Högskolan i Dalarna.

Denna termin skriver jag mitt examensarbete som handlar om förstaspråkets roll i elevers inläring och språkutveckling i ämnet Engelska. Syftet med denna empiriska undersökning är att se hur både lärare och gymnasieelever använder svenskan i engelsk undervisningen, samt deras attityder till språkanvändningen i klassrummet.

Eftersom ditt barn är en gymnasieelev och läser antingen engelska 1, 2 eller 3, tillfrågas han/hon att delta i en intervjustudie som kommer att ljudinspelas. Anledningen till varför intervjun kommer att spelas in är för att ge en ordagrann framställning av vad som blivit sagt från intervjun. Intervjun består av 8 frågor och är beräknad att ta ungefär 30-40 minuter.

I arbetet kommer jag inte att använda din sons/dotters personliga uppgifter när jag återger vad han/hon sagt i intervjun, utan den informationen kommer att bli presenterat anonymt. Ditt barns personliga uppgifter kommer inte att nås ut till någon annan mer än mig. När mitt examensarbete är klart kommer den finnas tillgänglig till att läsas om så önskas.

Eftersom ditt barn inte är myndig, d.v.s. inte fyllt 18 år, behöver jag ditt (barnets målsmans) tillstånd, på att du tillåter honom/henne att delta i denna undersökning.

Ytterligare upplysningar lämnas av nedanstående ansvariga.
Borlänge 2017-10-11

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Jag godkänner härmed att mitt barn får delta i ovanstående undersökning.

Underskrift

Namnförtydligande